



Derby
Grammar
School

Bringing education to life.

2 May 2019

Dear Parents,

It is with absolute delight that I can announce the outcome of our most recent ISI inspection. We were found to be fully compliant in all areas required by the Department for Education. These areas cover:

- Quality of education provided
- Spiritual, moral, social and cultural development of pupils
- Welfare, health and safety of pupils
- Suitability of staff, supply staff and proprietors
- Premises of and accommodation at schools
- Provision of information
- Manner in which complaints are handled
- Quality of leadership in and management of schools.

The March inspection followed the September initial visit. The inspectors were hugely complimentary on their visit and advised that we passed 'with flying colours'. You can view the March report online at www.derbygrammar.org/inspection-reports

I would like to thank all staff, parents and pupils involved in the inspection for their support. We successfully demonstrated our robust policies, systems and processes that enable us to run the school safely, securely and successfully.

That we have successfully passed our Compliance Inspection is further affirmation that the school is firmly on its way forward. With fresh faces coming on board since September, including myself and our new Chair of Governors, an aspirational school development plan, the expansion of our Primary School, healthy pupil retention and recruitment and so many successes to celebrate amongst our pupils, the future is looking very positive and exciting.

Yours faithfully,

Dr Ruth Norris
Head

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Derby Grammar School Trust Ltd. Registered Office: Rykneld Hall, Rykneld Road, Littleover, Derby DE23 4BX
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Report for a Progress Monitoring Visit with Material Change

School name	Derby Grammar School			
DfE number	831/6004			
Registered charity number	1015449			
Address	Rykneld Road Littleover Derbyshire DE23 4BX			
Head	Dr Ruth Norris			
Chair of governors	Mr Timothy Wilson			
Number of pupils on roll	232			
	Boys	227	Girls	5
	EYFS	0	Juniors	52
	Seniors	131	Sixth Form	49
Date of visit	19 March 2019			

1. Introduction

Characteristics of the school

- 1.1 Derby Grammar School is an independent day school for boys age seven to nineteen and for girls aged sixteen to nineteen. It is situated in Littleover in Derbyshire. The school is a charitable trust, overseen by a board of governors. The school has 21 pupils who require support for special educational needs and/or disabilities. One pupil has an education, health and care plan. There are 51 pupils who speak English as an additional language. The school's previous inspection was a regulatory compliance inspection in September 2018.

Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection of September 2018 in particular with regard to regulations relating to pupils' welfare, including safeguarding; staff recruitment checks, in particular checks against the barred list; the provision of information to parents; the manner in which complaints are handled; and the quality of leadership and management.

Regulations which were the focus of the visit	Team judgements
ISSR Part 3, paragraph 7 (safeguarding)	Met
ISSR Part 4, paragraphs 18 to 21 (recruitment of staff)	Met
ISSR Part 6, paragraph 32 (1) (c) (provision of information)	Met
ISSR Part 7, paragraph 33 (manner in which complaints are handled)	Met
ISSR Part 8, paragraph 34 (quality of leadership in and management of schools)	Met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.3 The school meets the standard.
- 2.4 Implementation of the school's safeguarding procedures is effective in providing appropriate support for pupils' needs.
- 2.5 Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including in those areas which are the focus of most recent changes in safeguarding guidance, in particular elements of peer-on-peer abuse. Suitable recruitment procedures for staff are included within the safeguarding policy and expanded on in a separate recruitment procedures document which requires appropriate checks against the barred list. Staff show appropriate awareness of the staff code of conduct and safeguarding procedures. In interviews, staff showed effective understanding of the training they have received in these areas, including the most recent training which reflected the new elements in *Keeping Children Safe in Education* (KCSIE) 2018. They are aware of who to go to if they have a concern or receive a disclosure and also that they can make a referral to children's services if necessary.
- 2.6 The safeguarding policy includes suitable definitions of abuse. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Risk assessment procedures are provided for determining where immediate action is required in such cases, including referral to local agencies. The school has an effective understanding of the local guidance on reporting pupil-on-pupil abuse. Discussion with the designated safeguarding leads (DSL) for the school confirmed that pupils receive help to address risks and prevent issues escalating. The DSL acts on, and refers, the early signs of risk or need, monitor any potential for radicalisation, and ensure the school listens to the views of individual pupils as required by KCSIE. This is confirmed in written evidence from suitable records. Such records are kept confidential. Staff with particular responsibilities monitor children in need effectively. Effective communication is maintained with parents where appropriate and staff are clear that they cannot promise confidentiality if a parent makes a disclosure which requires action to be taken by the DSL or external agencies. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety, and monitoring and filtering of technology is effective. They confirm that the school takes actions when they express concerns.
- 2.7 The safeguarding policy gives contact details for required local agencies. Arrangements for handling allegations against staff are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officers (LADO). The school understands its role in reporting any person whose services are no longer used where referral criteria are met to the Disclosure and Barring Service (DBS) and/or the Teacher Regulation Agency (TRA). No occasions to report staff have arisen since the previous inspection. Alternative persons of appropriate status are provided in the absence of the DSL.

- 2.8 Annual review of safeguarding is appropriate with the most recent review of policy undertaken in September 2018. There is regular contact between those with safeguarding responsibilities and a nominated governor to liaise regarding safeguarding. When incidents linked to safeguarding occur, they are communicated to governors through regular reports.
- 2.9 The training for the DSL and deputies is appropriate. Training is held in the school for teaching and non-teaching staff. Training is of sufficient quality and scope and staff understanding is checked appropriately. Central records of staff attendance at training are kept systematically and these enable any staff who miss training to receive appropriate alternative guidance.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

- 2.10 The school meets the standards.
- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors, including checks against the barred list where relevant, and a register is kept as required.

Provision of information [ISSR Part 6, paragraph 32 (1)(c)]

- 2.12 The school meets the standard.
- 2.13 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

- 2.14 The school meets the standard.
- 2.15 The school has an appropriate complaints policy which is made available to parents of current and prospective pupils from the website or on application to the school. The policy is implemented effectively with the timescales indicated for each stage of a complaint observed. The log of formal complaints is effective, showing timescales. Appropriate records are kept of the actions taken by the school, whether a complaint is upheld or not. Informal complaints are handled appropriately. The logs are kept confidential except as regulations require.

Quality of leadership and management [ISSR Part 8, paragraph 34]

- 2.16 The school meets the standard.
- 2.17 Appropriate procedures are implemented which allow senior leaders and governors to manage safeguarding and welfare arrangements and monitor compliance with regulations, including those concerned with staff recruitment and handling parents' complaints. Governors regularly review policies and the manner in which they are implemented, as do senior leaders. Evidence shows that senior leaders actively promote the well-being of pupils.

3. Conclusion

- 3.1 For the regulations which were the focus of the progressing monitoring visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and no further action is required as a result of this visit.

4. Summary of evidence

Written materials

- Safeguarding policy
- Arrangements to educate pupils about safeguarding, including e-safety;
- Records of child protection incidents
- Records of staff training with particular reference to safeguarding
- Code of conduct for staff
- Staff recruitment policy and procedures
- Single central register of appointments
- Central log of complaints

Meetings with school personnel

- Introductory meeting with head
- Meeting with the DSL
- Meeting with staff member responsible for carrying out staff recruitment checks
- Meeting with the head and a governor to discuss oversight of regulations
- Feedback meeting with the head and a governor

Activities on site

- Further scrutiny and evaluation of implementation of policies and documentation (as detailed above)
- Scrutiny of the single central register of appointments
- Tour of the school, including the proposed site of the new building and current medical facilities
- Interviews with pupils in Years 6 and 11 chosen by inspectors
- Interview with a group of teaching and non-teaching staff chosen by inspectors
- Meeting of inspectors



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Derby Grammar School

September 2018



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School's Details

School	Derby Grammar School			
DfE number	831/6004			
Registered charity number	1015449			
Address	Derby Grammar School Rykneld Road Littleover Derby Derbyshire DE23 4BX			
Telephone number	01332 523027			
Email address	head@derbygrammar.org			
Headteacher	Dr Ruth Norris			
Chair of governors	Mr Timothy Wilson			
Age range	7 to 19			
Number of pupils on roll	230			
	Boys	225	Girls	5
	Juniors	52	Seniors	129
	Sixth Form	49		
Inspection dates	27 to 28 September 2018			

1. Background Information

About the school

- 1.1 Derby Grammar School is an independent day school for boys from the ages of 7 to 19, and girls from the ages of 16 to 19. It was opened in 1995 on its present site on the outskirts of Derby. The junior and senior schools share the same site. The school is a charitable trust, administered by a board of governors.
- 1.2 A new headteacher and head of the junior school have been appointed since the previous inspection.

What the school seeks to do

- 1.3 The school aims to provide an excellent education for able pupils, allowing them to flourish in an atmosphere which provides intellectual challenge and celebrates success. It seeks to equip pupils with a breadth of skills and knowledge which will enable them to perform outstandingly well at school and in later life. The school strives to encourage independent thought, expression and learning, in an environment where learning is fun.

About the pupils

- 1.4 Pupils come from a wide catchment area, including Derbyshire, Staffordshire and Nottinghamshire, with the majority coming from families with professional or business backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 19 pupils as having special educational needs and/or disabilities which include dyslexia, autistic spectrum disorder, attention deficit, visual and hearing impairment, all of whom receive additional specialist help. One pupil in the school has an education, health and care plan. English is an additional language for 48 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 13 pupils as being the most able in the school's population, and the curriculum is modified for them and for 32 other pupils because of their special talents in sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE, results were above the national average for maintained schools, and in-line with the national average for maintained selective schools for 2016 to 2017.
- 2.4 In the sixth form, A-level results were above the national average for sixth formers in maintained schools for the years 2015 to 2017.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; and provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to arrangements to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance are not met because not all staff are checked against the barred list before commencing work at the school; not all staff receive appropriate safeguarding training; and safeguarding concerns are not always appropriately documented and acted on.
- 2.11 **The standards relating to welfare, health and safety in paragraphs 9 - 16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those in paragraph 7 [safeguarding] are not met.**

Action point 1

- the school must ensure it conducts barred list checks on all staff before they commence work with pupils [Part 3, paragraph 7(a) and 7(b)].

Action point 2

- the school must ensure that all staff receive safeguarding training appropriate to their role and in accordance with required timescales [Part 3, paragraph 7(a) and 7(b)].

Action point 3

- the school must ensure that all concerns relating to pupils' welfare are appropriately documented and acted on in accordance with statutory guidance [Part 3, paragraph 7(a) and 7(b)].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.18 The school has a suitable policy to ensure that parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant.
- 2.19 The complaints procedure is not consistently implemented in accordance with the timescales specified in the policy. Records of complaints are not kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.20 The standard relating to the handling of complaints [paragraph 33] is not met.

Action point 4

- the school must ensure that all complaints are managed within the timescales specified in the policy [paragraph 33 (c)].

Action point 5

- **the school must ensure that the records of complaints include the action taken by the school, whether or not the complaint is upheld [paragraph 33 (j)].**

PART 8 – Quality of leadership in and management of schools

2.21 The proprietor does not ensure that the leadership and management demonstrate good skills in record keeping and knowledge of statutory requirements in fulfilling their responsibilities, so that all standards are consistently met and they actively promote the well-being of the pupils.

2.22 The standards relating to leadership and management of the school in paragraph 34 [leadership and management] are not met.

Action point 6

- **the school must ensure that school leaders, including the governing body, develop the skills and knowledge they need to fulfil their responsibilities by ensuring that the required regulatory standards are met consistently, thus actively promoting the well-being of pupils [paragraph 34 (1)(a, b and c)].**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration session and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Michael Phipps

Reporting inspector

Miss Sarah Hughes

Compliance team inspector (Head of senior school, HMC school)