



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT  
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**SURBITON HIGH SCHOOL**

**MARCH 2018**



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## SCHOOL'S DETAILS

<b>School</b>	Surbiton High School			
<b>DfE number</b>	314/6003			
<b>Registered charity number</b>	1016538			
<b>Address</b>	Surbiton High School 13-15 Surbiton Crescent Kingston upon Thames Surrey KT1 2JT			
<b>Telephone number</b>	020 8546 5245			
<b>Email address</b>	surbiton.high@surbitonhigh.com			
<b>Principal</b>	Mrs Rebecca Glover			
<b>Chair of governors</b>	Mr Richard Greenhalgh			
<b>Age range</b>	4 to 19			
<b>Number of pupils on roll</b>	1557			
	<b>Boys</b>	200	<b>Girls</b>	1357
	<b>Day pupils</b>	1554	<b>Boarders</b>	3
	<b>EYFS</b>	59	<b>Years 1-6</b>	454
	<b>Years 7-11</b>	827	<b>Sixth Form</b>	217
<b>Inspection dates</b>	14 to 15 March 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Surbiton High School was founded in 1884 by the Church Schools Company, now known as the United Church Schools Trust (UCST), which is the registered proprietor. The school is a member of the group of schools overseen by United Learning. The school educates girls aged between four and nineteen, and boys aged between four and eleven. The council of the trust holds the legal responsibilities for governance, appointing a local governing body to inform the council and to offer support and guidance to the senior leadership of the school.
- 1.2 Occupying several distinct sites in Surbiton, the school comprises a senior school and sixth form centre on the main school site, with a girls' prep school and a boys' prep school adjacent to this main site. The school has a 39-acre sports facility four miles away and a boathouse located on the River Thames nearby.
- 1.3 The school is predominantly a day school but offers boarding for up to 5 girls from the age of eleven. Boarders are accommodated in one boarding house which is situated next to the main site in a residential road.
- 1.4 Since the previous inspection, a new principal has been in post since January 2018.

### **What the school seeks to do**

- 1.5 The school seeks to create a friendly and vibrant community where individuals thrive and are happy, secure, confident and feel valued. The school endeavours to provide an intellectually rigorous and challenging academic environment with outstanding pastoral care and support. The school aims to offer a breadth of opportunity which allows every pupil to flourish.

### **About the pupils**

- 1.6 Pupils come from a range of professional and other family backgrounds, whose heritage reflects those of the local area. Nationally standardised test data used by the school indicates that the ability of the pupils aged 11 to 16 years is above average, and for the sixth form it is broadly average. The school has identified 373 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, 219 of whom receive additional support. Seven pupils have an educational, health and care (EHC) plan. One-hundred and five pupils have English as an additional language (EAL), forty-five of whom receive additional support. The school identifies 109 pupils as being the most able in the school's population, and the curriculum is modified for them and for other talented pupils in sport, music and drama.

## 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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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, including the boarding NMS.** 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In the prep schools, the school uses its own framework to determine attainment, instead of the national framework. Where data is available for 2014, results in Key Stage Two examinations were far above the national average for maintained primary schools.
- 2.3 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools and above the national average for maintained selective schools. Performance in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 has been well above the national average for sixth formers in maintained schools and above the national average for maintained selective schools.
- 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

#### **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. Visitors to boarding accommodation are appropriately supervised.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet, changing and showering facilities for pupils 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 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 those 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, and its results in public examinations, 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. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 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. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 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 the chair of the local governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, a chapel and an assembly. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mr Richard Mannix	Reporting inspector
Mr Daniel Wilson	Compliance team inspector (Assistant principal, Society of Heads school)
Dr Steve Bailey	Team inspector for boarding (Headmaster, IAPS school)