



ISI Independent
Schools
Inspectorate

Additional Inspection Report

Egerton-Rothesay School

December 2022

School's details

School	Egerton-Rothesay School			
DfE number	919/6062			
Registered charity number	1091089			
Address	Egerton-Rothesay School Durrants Lane Berkhamsted Hertfordshire HP4 3UJ			
Telephone number	01442 865275			
Email address	admin@eger-roth.co.uk			
Headteacher	Mr Colin Parker			
Chair of governors	Mr David Vesey			
Age range	6 to 19			
Number of pupils on roll	156			
	Juniors	22		
	Seniors	111	Sixth Form	23
Date of inspection	15 December 2022			

1. Introduction

Characteristics of the school

- 1.1 Egerton-Rothesay School is a co-educational day school located in Berkhamsted, Hertfordshire. The school is owned by a charitable trust and is administered by a governing body that has oversight of all sections of the school. It also makes up the board of Egerton-Rothesay Ltd. The school is divided into two sections on the same site, one for juniors and the other for seniors, including the sixth form. All pupils have a special educational need and/or disability (SEND). These include specific learning difficulties, speech, language and communication needs, social and emotional needs, autistic spectrum conditions and physical and medical needs. One hundred and forty pupils have an education, health and care (EHC) plan. No pupils in the school have English as an additional language (EAL). The school's previous inspection was a focused compliance and education quality inspection in March 2020.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs).

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	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 Safeguarding arrangements are implemented effectively, including those that relate to pupils with a specific SEND. Arrangements reflect the current guidance effectively. All staff have received suitable training on the recent changes in statutory guidance and online safety. New staff complete a comprehensive induction process, which includes a specific emphasis on supporting the SEND needs of the pupils, to ensure they understand their safeguarding responsibilities. All staff are familiar with *Keeping Children Safe in Education (KCSIE)* Part 1 and Annex B. The designated safeguarding leads (DSLs) and deputies (DDSLs) have sufficient status, training and authority to undertake their roles, as does the designated teacher for any children in care. There is a suitably trained designated governor advisor for safeguarding who assists the school in providing regular staff safeguarding training. Safeguarding training is in line with local procedures and is supplemented by the DSLs. They provide regular updates for staff and opportunities for discussion on any changes to safeguarding practice and its implementation.
- 2.5 Staff throughout the school have a full understanding of their safeguarding responsibilities including those that relate to pupils with SEND. Staff recognise the importance of early help and intervention strategies and take time to talk through any matters of concern with pupils. This ensures that any pupil's specific SEND need does not impede their understanding of safeguarding matters, including those that might be related to bullying, sexual harassment or sexual violence. Staff are clear on the procedures for reporting concerns about pupils and do so appropriately, including notifying external authorities as required. They understand that children may not know how to tell someone of harmful experiences and act accordingly. This includes those that might involve child-on-child abuse. Supervision of pupils is effective and supports their welfare. Any remote surveillance of areas in the school is proportionate and tailored effectively to supervision needs.
- 2.6 Appropriate and detailed records of any safeguarding concerns are maintained and these show timely and appropriate liaison with both parents and local agencies, including the local multi-agency safeguarding hub (MASH). If any inaccurate recording of safeguarding matters, or evidence of staff not following appropriate procedures has come to light, such errors have been remedied swiftly and staff referred to appropriate external bodies. The school has subsequently reviewed its procedures and tightened them effectively. Scrutiny of the recording of safeguarding incidents demonstrates a culture in which detailed analysis of incidents takes place, supported by effective support and monitoring systems.
- 2.7 Senior leaders use effectively the support and knowledge of two governors who have safeguarding expertise. They meet on a weekly basis with the school's senior staff to ensure they are fully briefed on any safeguarding matters. The governors undertake an annual safeguarding review with due diligence. They demonstrate rigour in their oversight of arrangements and have due regard for the SEND needs of the pupils. There is regular review of safeguarding practice to see if the handling of any

incidents demonstrates a need for improved practice if this is required and any identified is appropriately actioned.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

2.8 The school meets the standard.

2.9 The school has a suitable behaviour policy which sets out the aims of the school and outlines both rewards to promote good pupil behaviour as well as sanctions to be adopted in the event of poor pupil behaviour. Staff and pupils understand the policy, which is implemented effectively, and that the school's policy is one of a zero tolerance of any behaviour that may indicate potential abuse. Senior leaders, including house leaders, known as base leaders, record details of any incidents appropriately and monitor these to identify patterns and any action taken. These show that staff take care to ensure that they take into account the specific needs of individual pupils, most especially those with a SEND requirement, when dealing with misbehaviour. In support of this the Special Educational Needs Co-ordinator (SENCO) attends all pastoral and safeguarding meetings to ensure that reasonable adjustments are considered for each pupil. More serious incidents such as those that might involve allegations of inappropriate touching are always followed up with reference to the appropriate safeguarding procedures. Additionally, records indicate that both victim and perpetrator receive appropriate support once an incident is reported. There is appropriate and timely reference to external agencies, when required.

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

2.10 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 and are provided to parents on request.

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

2.11 The school meets the standard.

2.12 Governors and senior leaders ensure that the required policies and records are appropriately maintained, and effectively and efficiently monitored. They review any incidents effectively and take appropriate steps to remedy any weaknesses identified. Staff throughout the school are mindful of the specialist needs of many pupils attending the school and there is effective monitoring of staff by senior managers in terms of supervision arrangements. There is suitable provision of related staff training. Training logs indicate regular staff attendance at training to support the SEND needs of the pupils as well as their mental health needs. There is effective review following any pupil behavioural or safeguarding incidents and where any refinements are required, they are actioned swiftly and appropriately. The governors ensure that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and that they actively promote the wellbeing of pupils.

3. Regulatory action points

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

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors and the safeguarding governor. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mr Tony Halliwell

Reporting inspector

Mr Bill Burn

Assistant reporting inspector