



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance and Educational Quality Inspection Reports**

**Egerton-Rothesay School**

**March 2020**



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### School's Details

<b>School</b>	Egerton-Rothesay School			
<b>DfE number</b>	919/6062			
<b>Registered charity number</b>	1091089			
<b>Address</b>	Egerton-Rothesay School Durrants Lane Berkhamsted Hertfordshire HP4 3UJ			
<b>Telephone number</b>	01442 865275			
<b>Email address</b>	admin.dl@eger-roth.co.uk			
<b>Headteacher</b>	Mr Colin Parker			
<b>Chair of governors</b>	Mr David Vesey			
<b>Age range</b>	6 to 19			
<b>Number of pupils on roll</b>	174			
	<b>Juniors</b>	31	<b>Seniors</b>	120
	<b>Sixth Form</b>	23		
<b>Inspection dates</b>	10 to 12 March 2020			

## 1. Background Information

### About the school

- 1.1 Egerton-Rothesay School is a co-educational day school for pupils aged between 6 and 19 years. The school is owned by a charitable trust, and is administered by a governing body that has oversight of all sections of the school and also makes up the board of Egerton-Rothesay Ltd.
- 1.2 The school is split into two sections, one for juniors and the other for seniors. Both are housed in separate areas on the same site.

### What the school seeks to do

- 1.3 The school aims to enable all pupils to achieve to their highest potential in a supportive setting with small classes and specialist input. It seeks to value and treat each pupil as an individual and to ensure they flourish within a Christian community. Its objective is to prepare pupils fully for life after school, including due emphasis on academic subjects and examinations, but also by supporting their all-round personal development so that they can enter the adult world with well-justified confidence and effective life-skills.

### About the pupils

- 1.4 Pupils come from a range of professional and other backgrounds. They travel from surrounding counties and also from London boroughs. All pupils in the school have a special educational need and/or disability (SEND). Data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. 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 thirty-five pupils have an education, health and care (EHC) plan. No pupil in the school has English as an additional language (EAL).

## 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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](#), [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, and associated requirements and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 Some pupils take GCSEs at the school. The small numbers involved prevent reliable comparison with national averages.
- 2.3 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.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.7 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.
- 2.8 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 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 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

- 2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.

**2.14 The standard relating to the provision of information [paragraph 32] is met.**

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

2.15 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.

**2.16 The standard relating to the handling of complaints [paragraph 33] is met.**

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

2.17 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.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

**The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.



## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' progress over time from their individual starting points, and given the particular nature of their needs, is good and often rapid.
  - Pupils' acquisition of skills and knowledge is excellent and reflected in their depth of understanding across all subjects.
  - Pupils communicate effectively. They love to share their opinions and ideas.
  - Pupils show excellent attitudes towards their learning. They work enthusiastically with a great desire to succeed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display high levels of self-confidence and self-esteem supported by a school environment where they know they are valued.
  - Pupils' behaviour is excellent. They naturally move around the school in a calm, purposeful manner.
  - Pupils display excellent social skills within a school community that is based on mutual support and trust.
  - Pupils show excellent respect for one another. They are aware of each other's strengths and weaknesses, and an intrinsic respect underpins all their interactions.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Strengthening pupils' information and communication technology (ICT) skills to support their independence in preparation for life after the school.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve well given their starting points and their individual needs. This is reflected in their success in a wide range of courses and, where appropriate, their examinations. The most significant aspect for pupils is the progress that they make over time. Given that some are disenchanted and reluctant learners on admission to the school their subsequent progress is significant, often within a relatively short timescale. Pupils have a wide variety of learning and emotional issues which could hold them back from progress. However, the nurturing atmosphere, instilled by the school's leadership and management, and excellent teaching and individual support ensures their progress is often rapid. A recommendation from the previous inspection to strengthen and develop liaison between specialist and mainstream teaching is met fully. This is also reflected in the pre-inspection questionnaires where the vast majority of parents felt that their child's particular individual educational needs were met effectively. The pupils know that they are making progress and speak passionately about how the school has helped them in this way. Teaching is well tuned to pupils' learning characteristics and the quality of assessment is a key factor in promoting pupil progress across the school. In the questionnaires, all the pupils and almost all parents who responded felt that the school enabled good individual progress to be made.
- 3.6 Pupils of all ages develop an excellent skills base which prepares them well for their chosen qualifications, whether GCSEs or others which are more vocationally based. They develop a wide range of subject knowledge supported by a curriculum that gives them structure and focus but which can be

adapted to respond to their individual needs. Through dedicated teaching that is targeted, skilful and includes well-judged questioning, pupils develop their understanding and are challenged to learn more. Pupils in art showed excellent motivation to develop personal designs for clay pinch-pots, keenly reviewing design options from exemplar work from other artists, talked about how they would practically apply their skills in the creation of the product and how it would look when finished. In religious education, pupils reflected on prior learning about the spiritual relevance of church design features and successfully applied this to preparation work for an imminent school visit to an abbey. They effectively developed their skills of recall and consolidated their understandings which were further reinforced following the visit. In science, a mixed-gender group gained a very good understanding of the process of conception, pregnancy and birth. They responded with sensitive, positive attitudes, handling the science alongside personal development issues with a sense of wonder and respectfulness. The pupils were well supported by the teacher's excellent subject knowledge and use of suitable, engaging kinaesthetic resources, together with a sensitive approach. This approach reflects senior leadership's relentless resolve to meet the needs of pupils accurately and to provide them with a platform of skills, knowledge and understanding for life.

- 3.7 Pupils' communication skills are a significant strength of the school. They converse with a natural confidence and they are often keen and eager to share information about their learning. They talk in a thoughtful and reflective manner and use communication skills strengthened by the school's individualised support system. They feel good about themselves and this is reflected in their endeavours. They listen attentively to each other in discussions and most pupils are confident in expressing their own views. For example, in history pupils were able to discuss different opinions about the role of women in Nazi Germany. Pupils' reading aptitudes accelerate as they move through the school, again supported by effective intervention and support strategies. Reading skills are encouraged throughout the curriculum, for example reading aloud in a chemistry lesson, where all pupils were given opportunities to improve their skills at appropriate levels. Pupils write well. They develop the skills necessary to write for different purposes and to skilfully use text to convey meaning. Tasks are appropriately set according to ability to support pupils during extended writing tasks, often facilitated by a scribe or the use of computers which allows them to reach improved levels of written communication.
- 3.8 For their abilities and from an early age, pupils make good progress in mathematics as a result of skilful teaching which employs the use of many concrete materials and models to enable them to gain a firm foundation in their understanding of number, shape and data handling. Pupils focus on developing numerical competence throughout their time at the school in innovative ways which allow them to make good progress. Pupils are very confident in the application of their numeracy skills and are encouraged to see how number is important across the curriculum. They competently use these skills well in other curriculum areas such as food technology, science and history. They used numeracy effectively in geography to work out the impact of volcanic eruptions at specific distances from the point of eruption. An individualised approach to teaching allows pupils to develop skills in a nurturing environment that develops skills at a pace appropriate to their learning and emotional needs. In the questionnaires all pupils who responded saw the support of their teachers as central to their development should they encounter any problems.
- 3.9 Pupils ICT skills are generally strong. They effectively use ICT to support their learning, whether it be through the use of laptops in writing or when demonstrating intellectual application in plotting ways forward with the creation of a new computer game. ICT is also used well when focusing on physical dexterity in operating software, dealing positively with their own processing and dysphasia issues. They use such skills well to support their learning across the curriculum. The use of specialist writing packages in the junior department supports the development of writing skills. Pupils use internet research competently across the age ranges to enhance knowledge and writing across the curriculum. This includes research on topics such as pirates for younger pupils, or the Hatton Garden bank robbery for those who are older. In ICT lessons pupils engage enthusiastically with a wide variety of software, linking their learning to activities such as adapting their work in a photography lesson. However,

pupils' ICT skills are not as well developed as other subject areas. Pupils feel that certain key skills come initially from their own work rather than from the school and this was confirmed through lesson observations and work scrutiny.

- 3.10 Pupils' study skills are excellent. They are taught effectively how to draw information together from different sources to produce a result of high quality. They competently gather and analyse a wide range of sources such as written, pictorial, video and the internet. Pupils love to undertake personal research and are well supported by effective teaching strategies that focuses on working in manageable chunks in order to be successful. Many pupils have high levels of skills in relation to hypothesising. They successfully evaluate information given, such as in science subjects, and then determine the impact of this information. Older pupils in the school, for example, shared their work for an investigation into types of resistance during the events of the Holocaust which showed a fine ability to synthesise ideas from several sources. In lessons, pupils' study skills are often demonstrated through excellent pupil oral responses to skilful questioning, ensuring the inclusion of those who may struggle to communicate on paper.
- 3.11 Pupils have achieved success in a wide range of activities outside of the school curriculum and the school gives them opportunities to try out new and exciting experiences. As with other aspects of school life, provision and associated achievement reflects the individuality of the pupils. Pupils celebrate success in sports such as judo, go-karting and skiing. The pupils are currently the national SEN school swimming champions as part of the panathlon competition. Pupils are inspired to participate with enthusiasm through listening to visiting speakers such as current Paralympians. Older pupils share their skills and enthusiasm with younger pupils by running sports clubs as part of the junior sports leaders' award. The range of pupil achievements also includes success in local team technology competitions and in external drama awards. Ambitious drama productions and excellence in art reflect the high quality of pupils' creative abilities.
- 3.12 Pupils have outstanding attitudes to learning. They love to please and relish in the praise that is given them for every small step of their development. They become competent learners who can both take ownership of their studies but also work effectively well with others, showing mature levels of co-operation and mutual support. They are focused, well behaved and are developing enquiring minds recognising the value of being in a school where they feel supported in their efforts. They have developed outstanding relationships with the teachers and teaching assistants. In every activity and lesson the pupils showed an unflinching delight in their learning. From group work in drama demonstrating different types of staging arrangements to happily receiving a quiz challenge based on The Treaty of Versailles, the pupils showed that they simply love to learn. Pupils respond positively to questioning, never expecting to be told the answer, but showing great pleasure at each achievement.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop into self-confident and self-assured young people. They show a resilience in the face of the challenges before them and rise to face these. They are supported by high-quality teaching and individual support that prepares them well for the next stages of their lives. The pupils feel valued and in return they are happy to show just what they can do to please. They move around the school with a natural calm and a sense of belonging, stemming from a deep understanding of their own self-worth. Pupils are self-aware and speak freely about how they have grown in confidence since joining the school. This was highlighted in pupil interviews where pupils shared that from a starting point of being unable to read or write four years ago when they joined the school, they were now able to tackle Jane Austen. Pupils feel that they are encouraged to improve their own performance by being given a range of 'tools' for learning by the teachers. Pupils regularly reflect on their achievement and develop an excellent understanding of their strengths and weaknesses. Despite obvious challenges in their learning, pupils approach tasks resolutely and with a determination to achieve their aspirational goals,

expertly supported by teaching and therapy staff and underpinned by excellent leadership and management.

- 3.15 Pupils show a highly developed moral sense and respect for each other, their school and the adults with whom they work. In interviews they were able to explain the rationale behind the school rules and felt strongly that these were not only for the purpose of keeping order but also a way of acting out their core values. Behaviour around the school is excellent and borne out of a deeply held sense of community and pride in their school and 'the way that things are done here'. All pupils and parents who responded to the questionnaire feel that the school actively promotes positive behaviour. In geography, pupils were able to speak passionately about the morality of subject matter such as the atrocities of the Holocaust and about President Trump's reasons for wanting to put up a wall on the Mexican border. From arriving in school, when some still have limited communication skills, they are taught the importance of interacting well with their peers, underpinned by a moral message. They are taught the school ethos of 'Think – thoughtful, helpful, inspiring, necessary and kind,' which is promoted around school. Pupils' respect for school rules is based on a moral code that places the school community at its heart.
- 3.16 Pupil's social development is excellent. They feel that building relationships with each other is emphasised in the school. In the interviews, pupils were able to convey the importance of this by making comments such as, 'School pushes forward a stable background for learning. It integrates kindness into everything.' Others explained how they share their happiness with other pupils and look after their friends. Pupils, even those who struggle with interaction because of their learning needs, appreciate each other and work together to create a caring and collaborative community. Pupils work with others effectively in lessons and in the house system. For example, the houses showed excellent collaborative work when planning and executing pancake races. The older pupils led the teams but never overlooked younger pupils, always fully involving them. They were able to recognise that they were much more effective as inclusive teams. Pupils fulfil roles of responsibility within the school informally and formally. Typical of their commitment to social cohesion with all members of the school community are comments made by pupils as they prepared to meet with inspectors, 'I don't want to let you down sir.'
- 3.17 The pupils make excellent contributions to the wider life of the school and the community beyond. They support a wide range of charities and actively participate in events such as telethons for charities through sporting activities. In pupil interviews they expressed gratitude to the people who come in to speak to them about charity and less fortunate people. Pupils take their responsibilities towards others seriously both within school and the wider community. Older pupils guide younger pupils by sharing their experiences such as in taking sixth-form options and examination advice. Whilst pupils understand about their desire to help others, they also appreciate that an act of giving and supporting strengthens their own personal development. Pupils speak about the personal fulfilment gained from volunteering in charity shops for The Duke of Edinburgh's Award scheme, sometimes continuing the commitment long after the award has been completed.
- 3.18 Pupils show an excellent awareness and empathy for different faiths, beliefs and cultures. Pupils have an excellent understanding of British values and know what it means to be accepting of cultural differences in school and in the wider community. Pupils show a healthy respect for diversity. They love to learn about different faiths and cultures in religious education lessons and spoke about how being involved in a school production of Fiddler on the Roof deepened their cultural understanding of Judaism. Pupils are aware they live in a diverse community and celebrate the differences between themselves. They display both empathy and understanding when talking about race and religion in subjects such as history and personal, social, health and economic education (PSHEE). Pupils' attitudes towards cultural diversity are decidedly positive and accepting with school leaders and staff providing excellent role models. In the questionnaires, every parent and pupil who responded feel that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.19 Pupils are excellent decision makers and they are encouraged to do so in their academic and creative work and are supported in their choices by sensitive teaching methods. This was demonstrated in an art lesson where pupils needed to make important decisions that could have a significant impact on the integrity of the work. Pupils make excellent choices in their relationships with others and they understand lifestyles choices can affect both their physical and mental well-being. These abilities are actively promoted across the school in the one-to-one social and emotional development sessions which are highly valued by the pupils. In discussions pupils describe how they go about the process of making decisions both on their own and with the support of caring pastoral staff. They speak positively of how learning about making life choices in PSHEE has had an important, positive impact on subsequent personal decisions. Pupils are also able to make excellent choices through coaching with their one-to-one support and form tutors when developing appropriate responses to simple everyday dilemmas with which their particular needs would otherwise make them struggle.
- 3.20 Pupils show an excellent awareness of spirituality and recognise that the Christian ethos is an important part of the daily life of the school. Pupils feel that the school's chaplaincy is central in assisting them to understand the non-material aspects of life. Because they feel good about themselves, they feel that they can relax more and appreciate the wonder and beauty around them. They speak with passion about subjects such as music, art and drama, all of which strengthen their spiritual development. Pupils recognise that they feel good when they are kind to others, and they state that this feeling is one of inner peace and calm.
- 3.21 Pupils have a good understanding of what it is to be healthy both physically and mentally. Pupils have informed conversations with catering staff about eating a balanced meal and speak positively about how the food enables them to keep healthy. In physical education and games lessons pupils participate with enthusiasm, knowing the value of keeping active. In discussions, pupils showed a good awareness of balance and paying attention to their mental health and they trust their pastoral leaders to help them with this. Many pupils find some learning situations cause them anxiety but the excellent teaching plans and lessons reduce this stress and allow them to build confidence and a balance in their lives. Pupils with no sense of danger can now keep themselves safe on the road as a result of the training they have received in school. Pupils feel safe in the school and they reference social and emotional sessions as an important time in the school day, as they know that it can help them with their mindfulness and well-being.

## 4. Inspection Evidence

4.1 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form times and house 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 Graham Gorton	Reporting inspector
Mr Andrew Farren	Assistant reporting inspector
Mr Hadrian Briggs	Compliance team inspector and team inspector (Deputy head, HMC/GSA school)
Mrs Angela Clancy	Team inspector (Former head of learning skills, HMC school)
Mrs Joanne Farmer	Team inspector (Deputy head, ISA school)