



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**GRACE DIEU MANOR SCHOOL**

**NOVEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Grace Dieu Manor School			
<b>DfE number</b>	855/6007			
<b>Registered charity number</b>	1115976			
<b>Address</b>	Grace Dieu Manor School Whitwick Coalville Leicestershire LE67 5UG			
<b>Telephone number</b>	01530 222276			
<b>Email address</b>	registrar@gracedieu.com			
<b>Headmistress</b>	Mrs Margaret Kewell			
<b>Chair of governors</b>	Mr Richard Gamble			
<b>Age range</b>	12 weeks to 11 years			
<b>Number of pupils on roll</b>	214			
	<b>Boys</b>	108	<b>Girls</b>	106
	<b>EYFS</b>	88	<b>Juniors</b>	126
<b>Inspection dates</b>	22 to 23 November 2017			

## 1. BACKGROUND INFORMATION

### About the school

- 1.1 Grace Dieu Manor School is a co-educational day school for children aged from 12 weeks to 11 years. It was opened by the Rosminian Fathers in 1933 as a preparatory school for nearby Ratcliffe College. Close links are maintained between the schools; both are overseen by the Institute of Charity (Rosminians) whilst maintaining independent governing bodies.
- 1.2 Since the previous inspection, the school has opened a day Nursery and ceased educating pupils aged 11 to 13 years. Adaptations to the buildings have been made to facilitate the change in age range, and a new management team has been created, including the newly appointed headmistress.
- 1.3 The school consists of a day Nursery for children aged from 12 weeks to 3 years, the Early Years Foundation Stage (EYFS) for children aged 3 to 5 years, and the Juniors which caters for pupils aged 5 to 11 years.

### What the school seeks to do

- 1.4 The school's aims are based upon the philosophy of Antonio Rosmini, the founder of the Institute of Charity. This focuses on the areas of intellectual, physical, moral, spiritual and aesthetic development, all of which the school seeks to foster in a community where individuality, respect, intellectual curiosity and academic achievement are valued.

### About the pupils

- 1.5 The majority of pupils come from White, professional, Christian backgrounds in the local area. The school's own assessment indicates that the ability of the pupils is above average. Twenty-three pupils have been identified by the school as having special education needs and/or disabilities (SEND). Thirteen pupils receive additional help with a range of learning difficulties including dyslexia, and one pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for two pupils, one of whom receives additional support. The school has identified sixty-three pupils as able or talented; their needs are met in the classroom and through extra-curricular activities and enrichment programmes.

## 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.

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](#), [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 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 The school uses its own framework to determine attainment, instead of the national framework.
- 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, 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.
- 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. 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.

**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.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.19 The overall effectiveness of the early years provision is outstanding.
- 2.20 Leaders and managers ensure that the standard of provision is high, and work hard to maintain and improve the quality of care and education provided. Key staff know the children for whom they take responsibility exceptionally well, and endow them with the confidence and skills to prepare them for their next stage in their education. Individual needs are notably well met. Effective systems identify children with additional needs and these are overseen by experienced and well-qualified staff. Children under the age of two make rapid progress from their starting points; the majority meeting and often exceeding the level of development that is typical for their age.
- 2.21 Children's personal and emotional needs are supported extremely well. Babies and toddlers separate quickly and happily from their parents and settle easily with their key person. Each child benefits from high-quality individual time with adults who ensure that they are safe, happy and secure. Relationships with parents are highly positive, although some exchange of information between parents and school is limited in scope and depth.
- 2.22 Leaders and managers are diligent in ensuring that the requirements for children's safeguarding and welfare are fully met. Members of staff are fully aware of their responsibilities regarding safeguarding and have a thorough understanding of how to keep children safe.

### **Effectiveness of leadership and management**

- 2.23 The effectiveness of leadership and management is outstanding.
- 2.24 Ambitious leaders and managers demonstrate a strong desire to provide high-quality provision and care for children, and have a clear vision for the future development of the setting. Through their comprehensive self-evaluation and plans for future development, they continually strive to improve the provision for care and learning to ensure that children receive an excellent start to their education.
- 2.25 Senior staff maintain effective oversight of educational plans, staff practice and children's records, ensuring that the curriculum is suitably covered and offers a stimulating breadth of experiences. Planning is monitored alongside assessment data to ensure that learning experiences are effectively matched to children's individual needs. This ensures that children make at least good progress and are very well prepared for the next stage in their learning. Responses to the pre-inspection questionnaire and comments from parent interviews during the inspection indicated that almost all parents are happy with the provision of care their children receive.
- 2.26 A cycle of one-to-one supervision meetings for staff is in place as well as a performance management programme, which help staff to develop best practice and identify future areas for training. Strong procedures for health and safety, fire safety and safeguarding are fully adhered to across the setting. A generous number of staff are trained in paediatric first aid, and the recording of accidents and administration of medicines is meticulous. Staff undertake regular safeguarding training including that to prevent radicalisation and extremism, and they are highly aware of the actions to be followed should there be cause for concern.
- 2.27 Strong leadership ensures that equality and diversity are promoted effectively by instilling respect for others and by celebrating children's differences through their daily activities and routines. Leaders ensure that appropriate resources are provided to stimulate children's awareness of other cultures. Poor behaviour is managed effectively, and staff act as excellent role models of the high standards of behaviour expected, helping even the youngest children to learn to respect each other.



### **Quality of teaching, learning and assessment**

- 2.28 The quality of teaching, learning and assessment is outstanding.
- 2.29 Practitioners have a secure knowledge of the age groups with which they work. They have high expectations and have an excellent awareness of the range of children's needs, which are supported effectively throughout the setting. This means that all children including those with additional needs as well as the more able make good and often rapid progress in relation to their ability. Staff have a notably strong knowledge of individual children and devise enjoyable, interesting and age-appropriate activities that enthuse and challenge all children and meet their individual needs and interests. Adults model sophisticated language effectively for babies and toddlers, and they use books creatively to devise games and songs to increase vocabulary.
- 2.30 Assessment information is continually gathered through photographs and written observations of the children, and is kept carefully in the children's learning journals. Staff regularly observe children's participation in activities to evaluate what they know, understand and can do. Highly effective assessment and record keeping map individual children's progress against age-related expectations, alert staff to any emerging needs and ensure readiness for their next stage in learning.
- 2.31 Interactions between staff and children are warm, timely and purposeful, and help to extend children's understanding and development. Praise and encouragement are used continually and effectively to help children understand when they are doing well and how to develop. Parents have good opportunities to learn about their children's progress through daily informal conversations and more formal meetings. Six-monthly progress checks are shared with parents, together with access to learning journals and regular consultation meetings. Daily diaries also facilitate communication between home and school. The practice of seeking detailed information from parents regarding their children's developmental progress at home is not yet fully established.
- 2.32 Staff recognise and embrace diversity. Resources displaying different ethnic groups are used in children's play activities which increase their understanding of the world, and cultural festivals such as Diwali and Eid are celebrated. A wide range of learning opportunities is facilitated through an effective balance of child-initiated and adult-led activities. Children are inquisitive and eager learners, well prepared for their next stage of learning.

### **Personal development, behaviour and welfare**

- 2.33 The personal development, behaviour and welfare of children are outstanding.
- 2.34 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of children's independence and sense of curiosity. Children are happy to take risks to succeed in mastering new skills, as observed when a baby took his first tentative steps, attempting to climb up and over a room-dividing panel.
- 2.35 Achievement is valued and celebrated, and children are praised when they have a go or succeed by 'wow' moments, thus raising their confidence. They smile and clap their hands in celebration of their own achievements. Children demonstrate great security in their surroundings, using their increasing confidence and sense of curiosity to access activities. This was observed when toddlers turned on taps to fill up a sink and initiate their own water play.
- 2.36 Children explore the excellent range of learning opportunities, provided both indoors and outside, independently and confidently. They relish opportunities to use their imagination, such as pressing the dialling pad and chatting on a pretend mobile phone. Children have extremely well-developed social skills for their age and demonstrate that they feel emotionally secure within the setting. Staff strongly promote prompt and regular attendance, and accurate records are kept.

- 2.37 Introductory taster days help new children settle smoothly into the setting's routines, and careful consideration is afforded to preparing children both socially and emotionally for the move to their next class. Children spend time in their new environment prior to moving on, and meet with staff, which ensure that they settle quickly into new routines. All staff know the children well, enabling a smooth transition when they move between rooms. The strong key person system ensures warm relationships and close bonds with children and their families. Well-established routines enable children to feel safe and secure emotionally and physically, such as when a toddler sat down at the table at tea time and put on her bib in readiness for her tea.
- 2.38 Children of all ages are encouraged to share and take turns. Younger children are content to play alongside each other, sharing resources as necessary. Members of staff use a gentle manner and consistent approach, and act as excellent role models for the standard of behaviour expected. Important skills for life are introduced to the youngest children, such as learning about safety and healthy lifestyles. Babies are taught how to use cutlery safely and how to move around the environment with care.
- 2.39 Nutritious food at lunchtime and tea time ensures that children have a balanced and healthy diet. Regular time is spent outdoors, on walks through the school grounds or in the garden, ensuring that children have fresh air and exercise in a safe environment. High standards of care and hygiene support the children's personal needs. Children are taught to respect each other and are beginning to develop an understanding of how they can contribute to wider society and life in Britain, such as by raising money for national children's charities, thus helping them to understand their part in the wider world.

### **Outcomes for children**

- 2.40 Outcomes for children are outstanding.
- 2.41 Children of all ages and abilities progress rapidly from their individual starting points. A high proportion of children meet and some exceed the level of development that is typical of their age, thus enabling them to be ready for their next stage of development.
- 2.42 Babies respond to their familiar adults, turning towards them when their names are called. They explore their environment with determination and excitement, in response to the warm and caring staff. They use brushes to paint on a wall panel, experimenting with paint. This allows them to be emotionally secure and able to develop skills for the future.
- 2.43 Toddlers are inquisitive and happy as they self-select their activities, as was observed when a child was busily playing in the home corner and happily singing to herself. They enjoy mark-making and block play. Toddlers enjoy singing and join in action songs with great enthusiasm. They look at books independently, carefully turning over the pages.
- 2.44 Children love to play alongside each other, and use a familiar adult as a secure base to grow in independence. They enjoy their learning, and their growing concentration spans demonstrate enjoyment and perseverance. When reading books with their key person, children enjoy looking at pictures and their concentration increases as they point at objects in response to the questions that are asked, as was observed when a baby made animal noises in response to animal pictures in the book. Children demonstrate perseverance when feeding themselves and persist at activities, developing the key skills needed for their next stage of learning extremely well.

### **Compliance with statutory requirements**

- 2.45 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Provide additional opportunities for parents to develop their children's learning and interests at home, and to share these with staff.

### **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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended assemblies. Inspectors visited 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**

Mrs Karen Williams	Reporting inspector
Mrs Valerie Holloway	Co-ordinating inspector for early years
Mr Stephen McKernan	Compliance team inspector (Headmaster, IAPS school)