



ISI Independent
Schools
Inspectorate

COTTESMORE SCHOOL

REGULATORY COMPLIANCE INSPECTION

1–2 March 2016



School's Details

Full Name of School	Cottesmore School
DfE Number	938/6008
Address	Cottesmore School Buchan Hill Crawley West Sussex RH11 9AU
Telephone Number	01293 520648
Email Address	office@cottesmoreschool.com
Headmaster	Mr Thomas Rogerson
Proprietor	Mrs Cathryn Rogerson
Age Range	4-13
Total Number of Pupils	171
Gender of Pupils	Mixed
Number of day pupils	Total: 91
Number of boarders	Total: 80 Full: 80
Early Years Foundation Stage	10
Pupils' Ability	The ability profile of the school is above the national average overall.
Pupils' Needs	Twenty pupils require support for special educational needs and/or disabilities. They require support with a range of disabilities including dyslexia and oral dyspraxia. No pupil has a statement of special educational needs or an education, health and care plan. Nineteen pupils have English as an additional language (EAL) and eighteen of these have specialist support.

School's Details

History of the School	Founded in 1894, Cottesmore School was originally situated in Hove. After World War II it was relocated to the village of Pease Pottage in West Sussex, becoming fully co-educational in 1974.
Ownership and Governing Structure	The sole proprietor is responsible for the school's management, supported by an advisory body of four members.
School Structure	The school occupies a Victorian mansion set in 30 acres of grounds. The present headmaster has been in post since 2008. Years 4 to 8 are known as the prep school, and the Early Years Foundation Stage (EYFS) Reception class and Years 1 to 3 are known as the pre-prep.
Inspection Dates	1-2 March 2016

About the Inspection

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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations 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. The inspection may be of COMPLIANCE ONLY or 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, following their inspection 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 and any qualitative concerns identified at their previous inspection.

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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

About the inspection

SUMMARY EVALUATION

The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and the requirements of the statutory framework to the Early Years Foundation Stage. In order to meet all the required standards the school should take immediate action to remedy the deficiency detailed below.

PART 1

Quality of education provided

The school uses its own framework to determine attainment.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. Teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

The standards relating to the quality of education [paragraphs 1- 4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

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.

The Regulatory standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.

About the inspection

PART 3

Welfare, health and safety of pupils

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, and there is a strategic approach to risk assessment. A disability access plan is in place.

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.

The standards relating to welfare, health and safety [paragraphs 7 – 14, and 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.

The standard relating to the admission and attendance registers is not met [paragraph 15].

The attendance registers display some inaccuracies and are incomplete for the afternoons that pupils attend away fixtures. Currently, a backup of the attendance and admission registers is not taken sufficiently frequently.

Action point 1

- **the school remedied most of these deficiencies during the inspection, but in order to achieve full compliance the proprietor must ensure that the attendance registers are completed accurately for all pupils at the start of the morning session and during the afternoon, and that the admission and attendance registers are backed up at least once a month [paragraph 15]**

PART 4

Suitability of staff, supply staff, and proprietors

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 and the school's arrangements for guardianship are suitably managed.

Regulatory 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

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.

The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

About the inspection

PART 6

Provision of information

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.

The standards relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7

Manner in which complaints are handled

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.

The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8

Quality of leadership in and management of schools

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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

The standards relating to leadership and management of the school [Paragraph 34] and NMS 13 are met.

About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers and with senior members of staff. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Bridget Windley	Reporting Inspector
Mrs Dianne Barratt	Compliance Team Inspector (Head, IAPS school)
Mr Lawrence Groves	Team Inspector for Boarding (Head, IAPS school)