



ISI Independent
Schools
Inspectorate

Report for an Additional Inspection

Highfields School

February 2022

School's details

School	Highfields School			
DfE number	891/6000			
Registered charity number	528261			
Address	Highfields School London Road Newark Nottinghamshire NG24 3AL			
Telephone number	01636 704103			
Email address	office@highfieldsschool.co.uk			
Headteacher	Mrs Sarah Lyons			
Chair of governors	Mr William Bicknell			
Age range	2 to 11			
Number of pupils on roll	118			
	EYFS	37	Juniors	81
Date of visit	28 February 2022			

1. Introduction

Characteristics of the school

- 1.1 Highfields is an independent, co-educational day school for pupils. It includes an Early Years Foundation Stage (EYFS) setting for children from the age of two. The school's foundation is a registered charity governed by a board of trustees. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), none of whom has an education, health and care (EHC) plan. English is an additional language (EAL) for six pupils, who receive additional support as required. The school's previous inspection was a Focus Compliance with Educational Quality inspection in June 2019.

Purpose of the visit

- 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) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 13 (first aid)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 A suitable written curriculum policy is implemented and it is supported by appropriate plans and schemes of work for all required areas of learning. Planning takes into account the needs and aptitudes of all pupils, including those with SEND. Support from external specialists is provided for pupils if required. The curriculum is appropriately structured to ensure that all age groups have the opportunity to learn and make progress. The personal, social, health and economics (PSHE) programme reflects the school's aims and ethos and promotes mutual respect appropriately, including for those with protected characteristics. All pupils are provided with appropriate relationships education which is incorporated into the overarching PSHE programme.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.3 The school meets the standard.
- 2.4 Suitable assessment processes ensure that individual pupils' attainment is appropriately tracked to ensure their continuing good progress across the age range.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 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

- 2.7 The school meets the standard.
- 2.8 Safeguarding arrangements are implemented effectively in line with current statutory guidance. The school provides appropriate support for pupils' needs, including listening to children, giving a response and taking appropriate action when concerns are raised. All staff have received suitable training on recent changes to statutory guidance and online safety. New staff complete a comprehensive induction process to ensure they understand their safeguarding responsibilities, including details of *Keeping Children Safe in Education* (KCSIE) Part 1 and Annex B, the staff code of conduct, whistleblowing procedures, procedures for children missing education and the school's behaviour policy. The designated safeguarding lead (DSL) and deputy have sufficient status and authority to undertake their roles, and have appropriate levels of training, which is in line with local procedures. The DSL provides regular informal updates to staff and opportunities for discussion on any changes to safeguarding policy and its implementation.
- 2.9 Staff have a full understanding of their safeguarding responsibilities, including for any pupils with SEND. They recognise the importance of 'early help' strategies, know how to report any concerns about pupils or other staff, and do so appropriately. They understand the varied types of pupil-on-pupil abuse and the seriousness of such behaviours. They understand how to report any concerns about senior leaders or other adults working with pupils. Appropriate records for safeguarding concerns are maintained, which are regularly monitored by the DSL. These show timely and appropriate liaison with both parents and local agencies. The governing body undertakes an annual

safeguarding review with due diligence, demonstrating rigour in their oversight of arrangements, including providing for suitable checks on staff recruited to work in the school. They provide suitable support and challenge.

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

2.10 The school meets the standard.

2.11 The school has a suitable behaviour policy which is available on the school website. It sets out the aims of the school and outlines both rewards to promote good behaviour and the sanctions to be adopted in the event of pupil misbehaviour. Staff and pupils understand the policy ensuring that it is implemented effectively. Detail of incidents is recorded appropriately and monitored regularly by senior staff to identify patterns and any action to be taken. A record is kept of the sanctions imposed upon pupils for serious misbehaviour. These show that staff take into account the specific needs of individual pupils, including those with SEND, when dealing with any misbehaviour.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

2.12 The school meets the standard.

2.13 The school has an appropriate written health and safety policy which covers the areas suggested by the relevant health and safety laws. Senior leaders ensure that this is fully implemented. They meet regularly to monitor and address all aspects of health and safety for the site necessary to ensure that pupils, staff and visitors are safe. Governors oversee these processes effectively. New staff are provided with appropriate health and safety information through the induction process and are provided with regular updates as a reminder of key issues relating to their roles.

Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13]

2.14 The school meets the standard.

2.15 Senior leaders have drawn up an appropriate first aid policy which is implemented fully and is made available on the school website. First aid training for staff is up to date and reviewed and updated regularly. Staff working in the Early Years department have completed suitable paediatric first aid training delivered by a recognised provider. Record keeping is systematic and contact with parents following any incident is appropriately managed. Staff are aware of specific medical conditions relating to any individual pupil.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

2.16 The school meets the standard.

2.17 The school provides suitable guidance for staff which makes clear the expected process for supervision at all times of day and for a range of activities, including off-site visits. Staff rotas are published each term, demonstrate a suitable number of staff on duty during break times and lunchtimes which are appropriately amended to ensure the safety of pupils. Sufficient numbers of staff or approved adults are present on off-site visits to ensure appropriate supervision is maintained, including in the event of a member of staff being unwell.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

2.18 The school meets the standard.

- 2.19 A suitable risk assessment policy and comprehensive arrangements are in place to ensure that risks are appropriately identified, and action taken to reduce risk across the school site. All staff who are involved in producing risk assessments for activities, trips off site, or areas of the school receive appropriate training on induction, and this is updated when necessary. The planning process for off-site visits including a detailed process of risk assessment is effectively developed and used consistently. Suitable assessment is made where new risks are identified. The school has appropriate risk assessment measures for COVID-19 and these operate effectively. Senior staff oversee the risk-assessment process, sign off the assessments and evaluate their effectiveness.

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

- 2.20 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.

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

- 2.21 The school meets the standard.
- 2.22 The school's leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. Proprietorial review is suitably thorough to ensure that policies are effectively implemented in practice and actively promote the well-being of all pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

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. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.