



**INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION**

**GATEWAYS SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Gateways School

Full Name of School	<b>Gateways School</b>
DfE Number	<b>383/6007</b>
Registered Charity Number	<b>529206</b>
Address	<b>Gateways School Harewood Leeds West Yorkshire LS17 9LE England</b>
Telephone Number	<b>0113 2886345</b>
Email Address	<a href="mailto:gateways@gatewaysschool.co.uk"><u>gateways@gatewaysschool.co.uk</u></a>
Head	<b>Dr Tracy Johnson</b>
Chair of Governors	<b>Mr Robert Barr</b>
Age Range	<b>2 to 18</b>
Total Number of Pupils	<b>335</b>
Gender of Pupils	<b>Mixed to age 11; girls only from 11 to 18</b>
Number of Day Pupils	Total: <b>335</b>
Number of EYFS Children	<b>85</b>
Ownership and Governance	The school is run as a charitable trust, Gateways Educational Trust, and is overseen by a board of eight governors.
School Structure	The school is comprised of three sections, the Early Years Foundation Stage (EYFS), the preparatory school and the high school. The high school is a single sex girls' school and boys have recently been admitted to the preparatory school, the oldest of them being in Year 4.
Inspection Dates	<b>08 to 09 Dec 2015</b>

## ABOUT THE INSPECTION

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of governors. They attended registration sessions and assemblies and 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**

Ms Juliet Jaggs

Reporting Inspector

Mr Jean-Marc Hodgkin

Compliance Team Inspector (Bursar, GSA school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Gateways School is a day school for pupils between the ages of 2 and 18 located in Harewood, between Harrogate and Leeds. Founded in 1941 as a girls' preparatory school, secondary provision was introduced in the 1960s. The Early Years Foundation Stage (EYFS) is now mixed and, since 2011, boys have been able to attend the preparatory school. The oldest boys are currently in Year 4. Eighty-five boys and girls attend the EYFS and 73 pupils attend the prep school, of whom 25 are boys. There are 177 girls in the high school. Most pupils are of White British heritage with parents in managerial and professional roles.
- 1.2 Since the previous inspection, a new chair of governors has been appointed. The curriculum has been extended and, in particular, this now includes a pre-A-level course for international day pupils from China.

## **2. COMPLIANCE WITH REGULATORY STANDARDS**

### **Part 1 Quality of education provided**

#### **Curriculum**

- 2.1 The school meets the Regulations.
- 2.2 The school has, and implements a written curriculum supported by appropriate plans and schemes of work that do not undermine key values of modern British society and give pupils a suitable range of experiences covering the requisite areas of learning, so that they develop key skills. All parents who responded to the pre-inspection questionnaire indicated that their child has access to a broad curriculum. New developments this year provide pupils with more opportunities to learn using technology in most subjects. The curriculum is enhanced by educational visits promoting pupils' achievements in the performing arts and textiles in particular. Residential visits, such as those to South Africa and Krakow develop pupils' respect of different cultures. [Paragraph 2(1)(a), (b)(ii), 2(2)(a) and (b)]
- 2.3 The role of the learning access co-ordinator is being developed to ensure that the curriculum is adapted for pupils with special educational needs and/or disabilities (SEND) so that all pupils can learn and make progress. Pupils learning English as an additional language (EAL) receive appropriate support. The foundation programme for pupils joining the sixth form from overseas supports their preparation for the sixth-form programme, which is appropriate to the needs of the pupils at the school. Careers guidance helps pupils make the most appropriate choices for the next stage in their education and career; teachers and tutors encourage pupils to fulfil their potential. [Paragraph 2(1)(b)(i), 2(2)(e), (g) and (h)]
- 2.4 Practitioners in the EYFS consider the children's needs on a fortnightly basis in developing the most appropriate plans suitable for individual children. The curriculum covers all seven areas of learning, and focuses on communication and language skills, and personal, social, emotional and physical development with the youngest children. [Paragraph 2(2)(f)]
- 2.5 The personal, social, health and economic education (PSHE) programme reflects the school's aims and ethos. It includes aspects that promote pupils' emotional well-being and mental health; other curriculum activities such as the business club support pupils' economic awareness. Pupils are effectively prepared for their roles in British society. [Paragraphs 2(2)(d) and (i)]

#### **Teaching**

- 2.6 The school meets the Regulations.
- 2.7 Teaching demonstrates good knowledge of the subject matter being taught as well as a good understanding of the aptitudes, needs and prior attainments of pupils, including those with SEND and EAL, because they are well known by adults at the school. Effective strategies are used to create calm classrooms that promote the pupils' conscientious approach to learning; pupils learn to think for themselves and they are encouraged to take responsibility by asking questions to develop their understanding. Almost all pupils who responded to the questionnaire indicated that they receive the support and help they need to learn. Teaching does not undermine the fundamental British values; it enables pupils to acquire new knowledge,

understanding and skills, and to make good progress. All parents who responded to the questionnaire agreed that their children make good progress at the school. [Paragraph 3(a), (b), (d), (e) and (h)]

- 2.8 Lessons are well planned. Various resources and activities are used to ensure learning is memorable and pupils recall knowledge from previous lessons. Different teaching methods, including appropriate use of time in lessons, are used to help pupils resolve misunderstandings. Suitable frameworks are in place to assess pupils' work throughout the school. This information is used to ensure that teaching does not discriminate against pupils. The progress check for two-year-olds is used to ensure teaching in the EYFS addresses the areas where each child's development might be less than expected as well as to help them build on their strengths. Children's development is assessed through observation and the EYFS profile is completed appropriately. [Paragraphs 3(c), (f), (g) and (j), and 4]

### How well do pupils achieve?

<b>Pupils' Ability</b>	The ability profile of the junior school in Year 3 is similar to the national average and in Year 5 is above the national average, although a fairly wide spread of abilities is represented. The ability profile of the high school in Year 7 is above the national average, and in Year 10 is slightly above the national average.
<b>Pupils' Needs</b>	<p>(a) The school has identified 101 pupils with SEND, of whom 77 receive support provided by the school. Almost half of these pupils have a specific learning difficulty. None of these pupils has a statement of special educational needs or an education, health and care (EHC) plan.</p> <p>(b) Twenty-one pupils speak English as an additional language and eleven of them receive support for their acquisition of English.</p> <p>(c) The school has identified 45 pupils who are able (in a general academic sense), 18 who are gifted (with a special ability) and 33 with a particular talent in areas such as sports, drama, music and art.</p>
<b>Pupils' Achievements</b>	<p>Results in National Curriculum tests at age 7 in 2013 were well above the national average for maintained schools.</p> <p>Results in national curriculum tests at age 11 in 2013 were above the national average for maintained primary schools.</p> <p>The school's GCSE results are above the national average for girls in maintained schools.</p> <p>Results in IGCSE double award science in 2013 to 2014 have been above worldwide averages, and mathematics results have been similar to worldwide averages.</p> <p>The A-level results are above the national average for girls in maintained schools overall, and similar to the national average for girls in maintained selective schools.</p>



## Part 2 Spiritual, moral, social and cultural development of pupils

- 2.9 The school meets the Regulations.
- 2.10 The school actively promotes fundamental British values. Pupils recognise that with individual liberty they should respect opinions that are freely given while at the same time they have a responsibility to consider the impact of their views and beliefs on others. Leadership roles are available for pupils through which they learn to take responsibility for themselves and others. Pupils learn to make a positive contribution to their community. For example, girls in the high school volunteer to run performing arts clubs for one another. Pupils advocate for others through their membership of groups such as Amnesty and they respect different lifestyles through their art work. [Paragraph 5(a), (b)(iii) and (vi)]
- 2.11 Pupils respect the democratic process through the various voting activities in school such as the house quiz, and educational visits, including to the Houses of Parliament, extend their knowledge of political issues. The school precludes the promotion of partisan political views in teaching ensuring that pupils are given balanced presentations. Girls in the sixth form analyse the impact on society of institutions such as the National Health Service and the monarchy. Pupils throughout the school acknowledge the way the school helps them to distinguish right from wrong. [Paragraph 5(b)(ii), (iv), (vii), (c) and (d)]
- 2.12 Planned activities for children in the EYFS promote their personal, social and emotional development. They learn to understand their feelings, to talk about them and to listen sensitively to one another. Children are encouraged to understand different cultural traditions; they made the decision to celebrate Christmas and Hanukkah jointly for a greater appreciation of their significance to one another. In the rest of the school, pupils learn to appreciate and respect their own culture as well as those of others. [Paragraph 5 (v)]
- 2.13 Pupils' achievements are celebrated in various ways and this enables them to develop self-esteem. House points and merits are presented in acknowledgement of effort and attainment and pupils grow in confidence when they receive them. [Paragraph 5 (i)]

### What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred and fifty-four pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>			
1. I enjoy school	93	7	6
2. I find my lessons interesting and engaging	94	6	16
3. The school gives me the support I need to learn	98	2	6
4. I can get help if I need it	99	1	5
5. The school encourages me to do my best	97	3	8
6. I feel safe and happy at school	96	4	10
7. My views and ideas are listened to in class and in school	91	9	15
8. Behaviour is good in the school	98	2	19

9. Teachers are fair in the way they give rewards	84	16	24
10. Teachers are fair in the way they give sanctions	91	9	18
11. The school deals with bullying	95	5	32
12. There is a member of staff or senior pupil I can turn to if I have a problem	93	7	15

### Part 3 Welfare, health and safety of pupils

- 2.14 The school does not meet all of the Regulations.
- 2.15 The arrangements made to safeguard pupils' welfare are inconsistently implemented. Staff training follows guidance issued by the local safeguarding children board and is monitored adequately by school leaders. Governance collaborates with school leadership to conduct the review of the safeguarding policy. Suitable systems are implemented to identify pupils in need of additional support and the school works in partnership with other agencies on these pupils' behalf. The school shares confidential information about vulnerable pupils in an appropriate manner when they leave the school. The school's safeguarding policy meets requirements. It makes provision for the safe use of mobile phones and cameras in the EYFS. Not all recruitment procedures have been carried out in a timely manner. Staff supervising pupils aged eight and under have made the appropriate declarations regarding disqualification from childcare. Filters prevent pupils from accessing unsuitable information on the internet and informal discussions are used to make them aware of the dangers of extremism. [Paragraph 7(a) and (b)]
- 2.16 The school ethos and the variety of rewards given by staff promote pupils' good behaviour. In their responses to the pre-inspection questionnaire, almost all pupils indicated that behaviour is good in the school. However, a very small minority of pupils shared the view that they did not think that rewards were distributed fairly. The inspectors did not agree with the views expressed in the questionnaire. Pupils in the preparatory school explained that rewards are valuable and worth striving for; inspection evidence shows the near equal distribution of awards among pupils in the three houses. Girls in the high school explained that they felt self-motivation was more important to them at this stage in their education and therefore that every-day incentives such as house points were unnecessary. They appreciate receiving subject-specific acclaim at the end of term. Systems for awarding sanctions are implemented appropriately overall and incidents of misbehaviour are rare. [Paragraph 9]
- 2.17 School documentation, including bullying logs, shows that the anti-bullying policy is implemented effectively. Pupils know about the various forms of bullying, although it is rare at the school. Pupils' access to the use of mobile technology is monitored to reduce the potential for cyber bullying. All parents who responded to the pre-inspection questionnaire indicated that their child is well looked after at the school, feels safe and has someone to turn to if a problem arises. [Paragraph 10]
- 2.18 The school's health and safety procedures such as those for the maintenance of the site, the control of hazardous substances and the management of asbestos assure pupils' welfare. The risk assessment policy is implemented effectively; adults at the school identify hazards and mitigate risk appropriately, including in the EYFS. Risk assessments identify the particular features of school trips and the school site, and the needs of individual pupils are considered. The school has identified the key areas of risk at the school, including the collection of pupils from the car park, and dismissal at the end of the day is safely organised. Staff supervision is sufficient

including in the EYFS. Adults work with the parents of sixth-form pupils to safeguard those who drive their cars to school. [Paragraphs 11, 14 and 16]

- 2.19 Fire safety procedures are appropriate. The school has responded to the actions recommended following the most recent fire audit. Alarms and fire fighting equipment are tested routinely and pupils practice evacuating the building at least termly. These drills are evaluated adequately. [Paragraph 12]
- 2.20 The first aid policy is implemented effectively. Treatments are recorded systematically with appropriate procedures for notifying parents when pupils are injured or unwell. The school's documentation indicates that a suitable number of staff hold a first aid qualification and paediatric first aid training has been carried out by several members of the EYFS staff. [Paragraph 13]
- 2.21 Admission and attendance registers are appropriately maintained and stored. [Paragraph 15]

### **Other legislation**

- 2.22 The school fulfils its duties by writing and implementing an accessibility plan to improve educational access for pupils. The school has improved the site with modifications for pupils with disabilities. [Equality Act 2010]
- 2.23 The school's documentation confirms that it rejects the use or threat of corporal punishment. [The Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989]

### **Part 4 Suitability of staff, supply staff and proprietors**

- 2.24 The school does not meet all of the Regulations.
- 2.25 At the time of the previous inspection, the school was asked to ensure the all recruitment checks were carried out on staff prior to their appointment. The school undertakes most of the checks required to determine the suitability of staff, including supply staff and proprietors. However, the school does not conduct all the checks required of peripatetic staff; these colleagues are using enhanced disclosures issued on behalf of other providers and the school has not conducted its own barred list check before they begin work. [Paragraph 18]
- 2.26 For the same reason, the school does not meet the requirements concerning the single central register of appointments because it does not show that all staff at the school have the required barred list check. [Paragraph 21]

### **Part 5 Premises and accommodation**

- 2.27 The school meets the Regulations.
- 2.28 The school's premises are appropriately maintained so that pupils' health and safety is ensured. Acoustic and lighting conditions are adequate. Suitable toilet and changing facilities are provided separately for boys and girls, and showers are available for all pupils at the sports facilities. The accommodation for the treatment and care of sick and injured pupils is appropriate. Water is maintained at a suitable temperature and drinking water is clearly labelled. [Paragraphs 23 to 28]
- 2.29 Play areas are designated for pupils of different ages, including children in the EYFS. The spaces available for physical education are suitable. [Paragraph 29]

## **Part 6 Provision of information**

2.30 The school meets the Regulations.

2.31 The required information is provided to parents of current and prospective pupils on the school website. Other information is also made available, including the arrangements required for the EYFS. The structure of the reports to parents varies at different times of the school year with a combination of summary reviews and more detailed annual reports. The parents of pupils in the preparatory school have the opportunity to discuss their children's reports at a meeting with teachers immediately after the report has been issued. Reports for pupils in the high school identify subject-specific targets for improvement. [Paragraph 32]

## **Part 7 Manner in which complaints are handled**

2.32 The school meets the Regulations.

2.33 Last year, the school received six formal complaints. These were handled in accordance with the school's policy, particularly concerning the time scales for responses from the school. The records kept are detailed and contain the action taken by the school as a result of the complaints. The policy also provides parents with the contact details necessary to pass on concerns if they feel that the school is not meeting the requirements of the EYFS and for these concerns to be handled within the required timeframe. [Paragraph 33]

## **Part 8 Quality of leadership and management**

2.34 The school does not meet all of the Regulations.

2.35 At the time of the previous inspection, governance was asked to develop systems to secure regulatory compliance through more effective monitoring and evaluation. Governance, leadership and management have developed their knowledge of the regulatory requirements and use skills to actively promote the well-being of pupils in most respects. They do not fulfil their responsibility to comply with regulatory requirements concerning recruitment checks. Members of the governing body conduct the review of the safeguarding policy in consultation with the school leadership. [Paragraph 34 (1)(a), (b) and (c)]

## What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. One hundred parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>			
1. My child is happy at the school.	98	2	2
2. My child is making good progress at the school.	100	0	0
3. My child feels safe at the school.	100	0	0
4. My child is well looked after at the school.	100	0	0
5. The school actively promotes good behaviour.	97	3	1
6. There is someone for my child to go to if problems arise in the school.	100	0	3
7. The school welcomes my views.	96	4	5
8. The school deals well with bullying.	93	7	26
9. Behaviour is well managed.	93	7	3
10. I receive good information about my child's progress, the school's policies and activities/events.	96	4	2
11. I receive timely responses to my questions, concerns and complaints.	94	6	1
12. My child has access to a broad curriculum.	100	0	2
13. My child's individual educational needs are being met at school.	99	1	0
14. I would recommend the school to another parent.	98	2	4

### 3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	No
Part 4 Suitability of staff, supply staff and proprietors	No
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	No

#### Action points

3.1 The school does not meet all the regulatory requirements, and therefore it must take the following action.

- Ensure that all persons appointed, including peripatetic teachers, undergo barred list checks before they begin work at the school and that these are recorded on the central register of appointments. [Independent School Standards Regulations Part 3, paragraph 7 (a) and (b) and for the same reason Part 4, paragraph 18 (2)(a) under Suitability of staff, supply staff and proprietors and, paragraph 21(3)(a)(ii)]
- For the same reason ensure that those with leadership and management responsibilities at the school fulfil their responsibilities effectively, so that the independent school standards are met consistently. [Independent School Standards Regulations Part 8, paragraph 34(1)(b), under the Quality of leadership in and management of schools].

The school will be required to produce an Action Plan for the Department for Education to set out how it intends to resolve the issues listed above.

### **Progress since the previous inspection**

- 3.2 At the time of the previous inspection, the school was asked to ensure that all recruitment checks were made prior to appointment. This recommendation has not always been met, and the school has failed to conduct all checks necessary for the appointment of peripatetic staff.