

School inspection report

Date 6 to 8 February 2024

Canbury School

Kingston Hill

Kingston upon Thames

KT2 7LN

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS.....	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	7
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	11
SAFEGUARDING	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	12
SCHOOL DETAILS	13
INFORMATION ABOUT THE SCHOOL.....	14
INSPECTION DETAILS	15

Summary of inspection findings

1. Governors ensure that leaders have the necessary expertise to actively promote the wellbeing of pupils through regular visits to the school and through effective monitoring. Leaders work closely with governors to evaluate school provision, leading to effective school development planning.
2. Staff use their knowledge and expertise to implement appropriate schemes of work and programmes of activity that fully take into account pupils' needs, including pupils who have complex needs. Academic pathways are carefully tailored allowing pupils to make good progress in all areas of their studies.
3. Pupils' varied needs are met effectively by teachers and support staff who know their pupils well and who create warm and trusting relationships with them. The pastoral provision in school works together with academic provision to provide effective support for all pupils. Pupils appreciate the support they receive and consequently make good progress from their starting points.
4. Pupils' learning is enhanced through the provision of individual digital devices and carefully chosen software and information technology platforms. This supports pupils by making the curriculum more accessible to all pupils and enables pupils to work at their own pace and to catch up on any work missed.
5. Pupils develop their social skills and preparation for life beyond school through personal, social health and economic (PSHE) lessons, through timetabled social skills lessons and co-curricular activities. However, leaders recognise that some key skills are not addressed in the current provision.
6. Leaders implement safeguarding systems which are robust and create an atmosphere in the school that successfully promotes high standards of mutual respect and tolerance. As a result, pupils feel safe and content at school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- further develop the existing provision for life skills activities for pupils, in order to enhance pupils' independence, and to enable them to better cope with the demands of contemporary living beyond their school years.

Section 1: Leadership and management, and governance

7. Governors are committed to ensuring that leaders are properly equipped and trained to fulfil their roles effectively. Governors provide effective support to leaders who are new to the role and ensure that suitable appointments are made to support the effective day-to-day running of school.
8. Leaders work closely with staff and maintain an open-door policy, encouraging regular communication with all staff in an atmosphere of trust and respect.
9. Leaders ensure that all necessary policies meet the requirements of relevant legislation, are up to date and published on the website or available in writing by request. Parents receive suitable and regular reports about pupils' academic and social progress. Complaints are dealt with efficiently and in line with school policy.
10. Leaders work effectively with middle leaders to support staff to employ a number of teaching and learning strategies which enhance the learning of the pupils in their care. These strategies are well-planned so that they have maximum impact on pupil learning.
11. Leaders utilise resources effectively so that pupils' needs are consistently met. For example, effective staff deployment means that individualised care and attention can be provided for pupils who need additional support.
12. Governors and leaders are committed to ensuring that the school meets the needs of all pupils, in line with the Equality Act. Teaching is inclusive and does not discriminate between groups or individuals. Staff are adept at using differentiated strategies to ensure that pupils make good academic progress while being able to access well-developed, personalised pastoral support.

The extent to which the school meets Standards relating to leadership and management, and governance

- 13. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

14. Pupils have a range of resources to support them in their learning, including sensory items and movement breaks to ensure they are calm and ready for learning.
15. Pupils' attitudes towards learning are positive. They wish to do well and they contribute to their peers' educational and social wellbeing by being supportive, compliant and remaining on task in class. This ensures that pupils can do their best and reach their academic potential which is evidenced locally in class, but also by value added statistics.
16. Leaders provides a curriculum which is aspirational for all pupils whilst also offering alternative study routes where appropriate. The curriculum is adapted according to the needs of individuals and leaders work with other stakeholders to ensure that programmes of study are suitable for pupils. As a result, pupils make good academic progress. Provision in the sixth form provides continuity for pupils who wish to remain in the supportive environment of the school.
17. Student wellbeing is at the heart of the school and there are many additional tools in place to ensure this (a wellbeing Hub, pupil voice, timetabled wellbeing lessons, emotional literacy support assistants and a wellbeing zone for example).
18. Pupils' skill levels and confidence improve as they progress through the school. Learning support assistants (LSAs) are effectively deployed and use their specialist training to provide bespoke and effective support for each pupil. For example, pupils in the sixth form are supported to develop their own coping mechanisms to improve their concentration and pupils in Year 7 are given extended time to complete tasks.
19. A comprehensive register is kept which provides details of all pupils, their identified needs and individualised strategies to support pupils to meet their targets. Pupils make good progress from their starting points as a result of staff care and commitment to promoting success for all pupils. Pupils who have an education, health and care (EHC) plan are effectively supported and leaders regularly monitor pupil progress toward EHC outcomes.
20. Pupils receive clear and effective written and verbal feedback about their work which helps them to improve their work. Pupils take pride in their work and act on feedback such as 'targeted improvement questions' which help pupils to make continued good progress.
21. Leaders use information from regular assessments to track pupil progress and to inform the provision of additional support strategies.
22. Pupils who fall behind their target grades are offered intervention work and subject clinics are available to all on at least a weekly basis. These strategies help pupils to perform at least in line with and often better than their target grades at GCSE.
23. Pupils benefit from specialist teachers in many subjects including English and Maths. Teaching is inclusive and actively supports British values. Pupils use information and communication technology (ICT) confidently in class. They are well practised at using their digital devices and the virtual learning environment provided by the school. Pupils navigate through digital resources without hesitation and readily catch up on any material missed through absence from a lesson.

24. The co-curricular programme provides an appropriate range of activities for pupils to choose from including at lunch time. This programme consists of academic, sporting and social activities which are inclusive of all pupils.

The extent to which the school meets Standards relating to the quality of education, training and recreation

25. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

26. Leaders ensure that the school's curriculum policy is implemented effectively through appropriate plans and schemes of work so that pupils experience human, social and economic education, which is appropriate to the complex needs of their pupils. Leaders adapt the curriculum effectively so that it is relevant and pupils with complex needs can access the curriculum. Leaders implement rigorous risk assessments which are balanced so that pupils continue to develop resilience and gain increased independence that will prepare them for life beyond school.
27. The personal, social, health and economic (PSHE) education policy, outlines the relationships and sex education (RSE) provision and fulfils the latest statutory guidance. The effective PSHE programme meets the needs of all pupils. Leaders adapt the curriculum for pupils in the sixth form to include issues appropriate for older pupils.
28. Through innovative use of on-site facilities combined with the utilisation of appropriate local amenities, leaders ensure that the physical education programme allows pupils to learn about and make progress in a good range of sporting and recreational activities. Pupils in the sixth form join in with games provision for Year 10 and Year 11 pupils and participate in a suitable 'sport for life' programme. Pupils have the opportunity to follow BTEC courses in sports at both level 2 and level 3 and pupils' sporting development is tracked effectively. A suitable range of lunchtime clubs are on offer showing that the school have reacted in a positive manner to recommendations from the previous inspection.
29. During form time, pupils discuss issues that relate to their wellbeing, such as mental health, love, and relationships. This enables pupils to develop their understanding of the importance of looking after themselves and each other. In addition, assemblies address a number of current events and topical issues, such as mental health awareness week. The curriculum incorporates regular 'wellbeing Wednesday' activities, and mindfulness is used in some classes as a settling activity for pupils, which promotes the development of pupils' self-knowledge and self-confidence. Leaders ensure that wellbeing provision supports pupils' academic progress.
30. Leaders provide effective personalised support for pupils, many of whom transfer from settings where the school-pupil relationship had broken down. Staff recognise that they are part of a team and actively support others in looking after pupils' mental health and emotional wellbeing. As a result, pupils feel happy at school and their attendance and progress is enhanced because of the support they receive.
31. Leaders and managers effectively implement the positive behaviour support policy. All staff including learning support assistants are trained and consistently adhere to the policy. As a result, pupils who regularly fall below the level of expected behaviour are quickly identified and are supported with strategies to help them to regulate their behaviour. Behaviour across the school is good and pupils feel that they are treated in a fair manner.
32. The anti-bullying policy is rigorously adhered to, and all staff are aware of their responsibilities to uphold and implement the policy. Where cases of bullying arise, leaders apply a restorative plan that involves hearing the voice of both parties, which is in line with the school's ethos. Pupils are given personalised coping strategies and teachers follow up the efficacy of these strategies. As a result,

bullying incidents are rare and where incidents do occur, they are addressed in a timely and effective manner.

33. The premises are safe and provide a healthy environment for the pupils. There is a well-developed culture of risk management, and both the supervision of pupils and fire safety procedures are robust.
34. Pupils appreciate the recognition of their needs by all staff and are confident to ask for movement breaks or additional support such as working in a separate room when needed. This enables pupils to have reduced levels of anxiety and to be more able to access learning.
35. Leaders follow up absenteeism effectively and in line with school policy. Leaders employ an extensive range of strategies to support pupils where attendance starts to drop and provide suitable online academic support, which makes reintegration into the school more effective.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 36. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

37. The curriculum provides suitable opportunities for pupils to learn about the importance of respect for all groups of people which reflects the school's aim and ethos. Leaders ensure that PSHE and social skills lessons are well planned and that pupils with more complex needs receive individual additional support so that all pupils are able to fully access the curriculum.
38. Pupils appreciate the value of their social skills lessons in teaching them how to interact with one another. As a result, pupils listen well and support each other with gentle encouragement in the nurturing and supportive school environment.
39. Pupils are encouraged to self-advocate when communicating their individual needs to others in preparation for their next steps in education and adult life.
40. All pupils take part in a mathematics department-led project on finance which is coordinated to support the content of the PSHE curriculum. Pupils are able to engage with real life financial issues which suitably prepares them for life outside the school. Pupils are encouraged to become independent through travel training, budgeting, and other related activities.
41. Pupils are trained in basic first aid, attend external visits and receive appropriate careers guidance as part of the PSHE programme. The local police community schools officer regularly visits the school to deliver assemblies and to inform pupils about strategies on how to keep themselves safe both online and in the community.
42. Teachers enhance pupils' social and economic education across the curriculum. For example, in Geography, older pupils discuss the impact of a manufacturing industry on environmental issues and how this interacts with a country trying to increase their manufacturing output. Form time discussions facilitate and encourage reflection on matters such as social responsibility, financial wellbeing in life, and altruistic contribution to society. As a result, the pupils are well-rounded individuals who strive to be responsible members of the community.
43. Pupils contribute positively to life within the school by taking their turn on the school council. Pupils develop their social skills through feeding back ideas from their form group to leaders. Leaders are supportive of pupil ideas and approve a greater range of external visits and interesting activities, including a baking competition.
44. Pupils are aware of the need to interact with wider society and to contribute positively to the local community and do so by organising charity events, such as the annual summer fair, a coffee morning and taking part in a sponsored walk.
45. Pupils receive careers education that is impartial, up to date and relevant to the profile of pupils at the school. Leaders arrange online and in-person opportunities for parents to be involved in discussions. Pupils have the opportunity to take part in work experience in year 10 and in the sixth form. Pupils explore a wide range of career options by attending local and national career fairs.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

46. All the relevant Standards are met.

Safeguarding

47. Governors provide effective oversight of safeguarding in the school. Governors receive up-to-date safeguarding training and leaders provide regular updates and training sessions in areas such as keeping children safe in education (KCSIE) and the relationships and the RSE policy.
48. The designated safeguarding lead (DSL) is involved in all staff interviews and regularly checks the single central record (SCR) with the bursar, providing a rigorous system for all those coming into contact with pupils.
49. There is an effective safeguarding culture throughout the school. Staff record concerns on an appropriate online system which enables information to be swiftly shared with safeguarding leaders who take effective action where required. In line with statutory requirements, leaders maintain suitable records on any cases of child-on-child abuse and harmful sexual behaviour. Leaders work effectively with external agencies including the local authority designated officer.
50. Leaders recognise the contextual risks affecting pupils at the school and prioritise ensuring good attendance by working closely with families and following up absences appropriately and in line with school policy.
51. Staff are effectively trained in the area of safeguarding and receive regular training to supplement their induction training. Staff work together to ensure that the school is a safe environment and recognise that safeguarding is a key role for all staff.
52. Staff and pupils understand school safeguarding procedures and know how to report any safeguarding concerns. This supports pupils to thrive in an environment in which they feel safe and secure.

The extent to which the school meets Standards relating to safeguarding

- 53. All the relevant Standards are met.**

School details

School	Canbury School
Department for Education number	314/6068
Registered charity number	803766
Address	Canbury School Kingston Hill, Kingston upon Thames, KT2 7LN
Phone number	020 8549 8622
Email address	reception@canburyschool.co.uk
Website	https://canburyschool.co.uk/
Proprietor	Canbury School Ltd
Chair	Mr Charles Soden-Bird
Headteacher	Mrs Philippa Rich
Age range	11–18
Number of pupils	74
Date of previous inspection	03 to 05 December 2019

Information about the school

54. Canbury School is an independent co-educational day school established in 1982 for pupils aged between 11 and 18 years. The school comprises a senior school for pupils aged 11 to 16 and a sixth form for pupils aged 16 to 18. The small size of the school is designed to meet the needs of the pupils, all of whom have special educational needs and/or disabilities (SEND), all of whom receive specialist support for a wide range of learning difficulties. There are 61 pupils who have an education, health and care (EHC) plan. The school is a charitable trust overseen by a board of governors.
55. The school has identified 74 pupils as having special educational needs and/or disabilities (SEND) and 61 pupils in the school have an education, health and care (EHC) plan.
56. English is an additional language for 7 pupils.
57. The school states its aims are to deliver outstanding pastoral care so that every student feels fully supported and confident in themselves and their relationships. To continue to develop the curriculum to encourage and challenge each student to realise their academic potential. To create an ethos and atmosphere in the school that promotes high standards of mutual respect and tolerance, both within the school community and in the wider world. To develop strong and constructive relationships between students, staff and parents. To support and develop a committed and enthusiastic staff and to offer opportunities and experiences that help each student to develop their personal qualities and talents.

Inspection details

Inspection dates

6 February 2024 to 8 February 2024

58. A team of 3 inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

59. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support areas and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

60. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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