REGULATORY COMPLIANCE INSPECTION REPORT

BLACKHEATH HIGH SCHOOL GDST

MARCH 2018

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SCHOOL'S DETAILS

School	Blackheath High School GDST			
DfE number	203/6295			
Registered charity number	306983			
Address	Blackheath High School GDST 27 Vanbrugh Park Blackheath London SE3 7AG			
Telephone number	0208 8853 2929			
Email address	info@bla.gdst.net			
Head	Mrs Carol Chandler-Thompson			
Chair of governors	Mr David Attenbury-Thomas			
Age range	3 to 18			
Number of pupils on roll	729			
	Girls	729	**Boys**	0
	EYFS	85	**Juniors**	280
	Seniors	290	**Sixth Form**	74
Inspection dates	14 to 15 March 2018			

1. BACKGROUND INFORMATION

About the school

1.1 Blackheath High School is an independent day school for girls aged between 3 and 18 years. It was founded in 1880 and is owned and governed by the Girls' Day School Trust (GDST), which determines strategy and policy, supported by a local governing board.

1.2 The school comprises a junior school, a senior school and a sixth form. The senior school moved to its current site in 1994. The two schools share facilities, including a sports field and pavilion

1.3 Since the previous inspection, the school has redeveloped the sixth form building and the catering facilities in the junior school. The current head was appointed in September 2014.

What the school seeks to do

1.4 The school aims to offer an outstanding education that facilitates the pupils' intellectual development and also their development into confident, rounded people, creative and resilient, able to meet and overcome the demands that life will make of them.

About the pupils

1.5 Pupils come from a range of public service, professional, business and artistic backgrounds, and from a range of ethnic backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior schools is above the national average, and that of pupils in the sixth form is broadly average. The school has identified forty-six pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, who are supported by their classroom teachers. No pupil in the school has an education, health and care plan or a statement of special educational needs. Fifty-nine pupils speak English as an additional language, five of whom receive additional support for their English.

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, and relevant 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 In the junior school, the school measures attainment using national curriculum tests. In the years 2014 to 15, the results were well above the national average for maintained schools.

2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.

2.4 In the sixth form, A-level results in the year 2014 have been above, and those in the year 2016 have been in line with, the national average for sixth formers in maintained schools.

2.5 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.

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

PART 2 – Spiritual, moral, social and cultural development of pupils

2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.9 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.

2.10 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

2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

2.12 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

2.13 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.

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

PART 6 – Provision of information

2.15 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

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 senior members of staff and with a group of governors. 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 the youngest pupils, together with those for sick or injured pupils. 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

Mr Bill Burn	Reporting inspector
Mrs Joy Richardson	Assistant reporting inspector
Mrs Lieze Nice	Compliance team inspector (HR Director, HMC school)