



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**The Dixie Grammar School**

**November 2018**



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### School's Details

|                                  |   |     |                   |     |
|----------------------------------|---|-----|-------------------|-----|
| <b>School</b>                    | Dixie Grammar School  |     |                   |     |
| <b>DfE number</b>                | 855/6004  |     |                   |     |
| <b>Registered charity number</b> | 514407  |     |                   |     |
| <b>Address</b>                   | Station Road<br>Market Bosworth<br>Nuneaton<br>Leicestershire<br>CV13 0LE |     |                   |     |
| <b>Telephone number</b>          | 01455 292244  |     |                   |     |
| <b>Email address</b>             | info@dixie.org.uk   |     |                   |     |
| <b>Headmaster</b>                | Mr Richard Lynn   |     |                   |     |
| <b>Chair of governors</b>        | Mrs Jo Fenton-Parkes  |     |                   |     |
| <b>Age range</b>                 | 3 to 18   |     |                   |     |
| <b>Number of pupils on roll</b>  | 481   |     |                   |     |
|                                  | <b>Boys</b>   | 231 | <b>Girls</b>      | 250 |
|                                  | <b>EYFS</b>   | 46  | <b>Juniors</b>    | 151 |
|                                  | <b>Seniors</b>  | 223 | <b>Sixth form</b> | 61  |
| <b>Inspection dates</b>          | 28 to 29 November 2018  |     |                   |     |

## **1. Background Information**

### **About the school**

- 1.1 Dixie Grammar School is an independent day school for boys and girls aged between three and eighteen, situated in Market Bosworth in Leicestershire. The school can be traced back to 1320 and has experienced several changes since its founding. It was re-opened in 1987 by the Leicestershire Independent Educational Trust. A junior school and nursery opened in 1990 and moved to a new site in 2001, approximately four miles from the senior school. The school is an educational charity with the trustees forming a single governing body which oversees both the senior and junior schools. Since the previous inspection, the school has reviewed the structure of the senior leadership team.

### **What the school seeks to do**

- 1.2 The aim of the school is to educate its pupils to the highest standards of excellence to become full, confident and active members of the community, thus preparing them for the global society of the 21st century.

### **About the pupils**

- 1.3 Pupils come from a range of professional family backgrounds, with most living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in both the junior school and the senior school is above average. The school has identified 51 pupils as having special educational needs and/or disabilities, which include dyslexia, dyscalculia and autistic spectrum disorders, with 18 receiving additional specialist help. Two pupils in the school have an education, health and care plan. English is an additional language for three pupils, whose needs are supported by their classroom teachers. Data used by the school have identified a number of pupils as being the most able in its population, and the curriculum is adapted for them using a range of strategies.

## 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. 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 almost all of the required 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. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 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 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 A suitable safeguarding policy is in place but arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. Checks against the list of those prohibited from teaching have not always been conducted for staff before they begin work, and checks against the list of those prohibited from management have not been undertaken for proprietors prior to appointment.
- 2.11 The standards relating to welfare, health and safety [paragraphs 9-16], 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, but those relating to safeguarding [paragraph 7] are not met.**

**Action point 1**

- the school must ensure that prohibition from management checks are undertaken for proprietors prior to appointment [paragraph 7 (a) and (b)].

**Action point 2**

- the school must ensure that prohibition from teaching checks are undertaken for all teaching staff prior to appointment [paragraph 7 (a) and (b)].

**PART 4 – Suitability of staff, supply staff, and proprietors**

2.12 The school makes some checks to ensure the suitability of staff and proprietors.

2.13 The standards relating to the suitability of staff and proprietors are not met because checks to determine proprietors' and employees' right to work in the UK and employees' medical fitness have not always been carried out in a timely manner. The dates of recruitment checks have not always been recorded in a register as required.

**2.14 The standards relating to the suitability of those in contact with pupils at the school in paragraph 19 are met, but those in paragraphs 18(2)(c)(ii), 18(2)(c)(iii), 18(3), 20(6)(b)(ii), 21(3)(a)(i), 21(3)(a)(vii) and 21(6) are not met.**

**Action point 3**

- the school must ensure that checks regarding medical fitness and the right to work in the UK are carried out for proprietors and staff as required [paragraphs 18(2)(c)(ii), 18(2)(c)(iii) and 20(6)(b)(ii)].

**Action point 4**

- the school must ensure that all pre-appointment checks are carried out before proprietors and staff commence work [paragraph 18(3)].

**Action point 5**

- the school must ensure that the single central register of appointments records the date on which all recruitment checks have been completed [paragraph 21(3)(a)(i), 21(3)(a)(vii) and 21(6)].

**PART 5 – Premises of and accommodation at schools**

2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.

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

## **PART 6 – Provision of information**

2.17 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 any 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, 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.

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

## **PART 7 – Manner in which complaints are handled**

2.19 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.21 The proprietor does not ensure that persons with leadership and management responsibilities demonstrate the skills and knowledge to fulfil their responsibilities to ensure that the independent school standards are met and actively promote the well-being of the pupils.

**2.22 The standards relating to leadership and management of the school in paragraph 34 are not met.**

### **Action point 6**

- **the school must ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge and fulfil their roles effectively so that the independent school standards are met consistently, and the school actively promotes the well-being of pupils [Part 8, paragraph 34(1)(a), (b) and (c)].**

### 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 a group of governors, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

|                     |  |
|---------------------|--|
| Mrs Fiona McGill    | Reporting inspector                                      |
| Mr Paul Easterbrook | Accompanying inspector                                   |
| Mrs Samantha Ransom | Compliance team inspector (Assistant bursar, HMC school) |