



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

Tring Park School for the Performing Arts

October 2022

School's details

School	Tring Park School for the Performing Arts			
DfE number	919/6041			
Registered charity number	1040330			
Address	Tring Park School for the Performing Arts Mansion Drive Tring Hertfordshire HP23 5LX			
Telephone number	01442 824255			
Email address	info@tringpark.com			
Principal	Mr Stefan Anderson			
Chair of governors	Mrs Angela Odell			
Age range	8 to 19			
Number of pupils on roll	357			
	Day pupils	154	Boarders	203
	Preparatory	23	Junior	87
	Middle	91	Senior	156
Date of inspection	31 October 2022			

1. Introduction

Characteristics of the school

- 1.1 Tring Park School for the Performing Arts is a co-educational day and boarding school owned and governed by the AES (Arts Educational School) Tring Park School Trust. The school is structured into four sections: prep for pupils in Years 4 to 6; junior for those in Years 7 to 9; middle for those in Years 10 to 11; and senior for those in Years 12 and 13, together with an additional 'Year 14' to enable an additional year of study. All pupils are identified as having a special talent in dance, music, drama or musical theatre. Boarding is available from Year 6 onwards in one of three boarding houses. The school has identified 56 pupils as having special educational needs or disabilities (SEND), which include dyslexia or specific learning difficulties. Seven pupils have English as an additional language (EAL). No pupils have an educational or health care (EHC) plan. The school's previous inspection was a regulatory compliance inspection in September 2021.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to admit pupils from Year 3 and, in association, to increase its registered capacity from 360 to 370. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs). Boarding was not inspected.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors)	Met
Part 5, paragraphs 23 to 29 (premises and accommodation)	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 Senior leaders have prepared a suitable written policy on the curriculum to meet the needs of pupils in Year 3. This is supported by appropriate plans and schemes of work which cover all required areas of learning. Personal, social, health and economic education is set out in detailed schemes of work. These indicate that Year 3 pupils will receive specific and suitable lessons on relationships education, details of which are published on the school's website.
- 2.3 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.4 The school meets the standard.
- 2.5 Scrutiny of documents and performance data indicate that teachers enable pupils to acquire new knowledge and make good progress according to their ability. Pupils with SEND are swiftly identified and appropriately supported through targeted one to one or small group lessons. Policies include guidance for teachers in how to use effective strategies for managing pupils' behaviour. They outline the importance of not undermining fundamental British values. All are implemented effectively and enable suitable provision for the teaching of pupils in Year 3. Staff who have already been assigned to teaching this age group are suitably experienced and qualified.
- 2.6 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

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

- 2.7 The school meets the standard.
- 2.8 Ongoing assessment is an integral part of the school's learning and development process and teachers assess pupils' progress regularly and effectively. Following its current practice, which is embedded successfully in the existing prep classes, the school intends to use its own assessment systems in the teaching of pupils in Year 3. These systems record and monitor pupils' potential, progress and attainment effectively.
- 2.9 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.10 The school meets the standard.
- 2.11 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. In discussions, pupils' responses when asked about staff and their peers indicated appropriate understanding of relationships within the school and respect for those with protected characteristics. Pupils also showed an acceptance for the views and beliefs of others, both within the school community and the wider world. The school promotes effectively

pupils' understanding of the need for rules and sanctions within any community. Planned provision to promote the spiritual, moral, social and cultural development of pupils in Year 3 is appropriate.

- 2.12 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

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

Safeguarding policy

- 2.13 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

- 2.14 The school meets the standard.
- 2.15 Safeguarding procedures are suitably implemented in line with *Keeping Children Safe in Education* (KCSIE) 2022. In discussions, pupils in the prep department reported that they feel they are listened to by staff and that there are many opportunities to raise any concerns. When pupils raise concerns they receive a response and appropriate action is taken where needed. Records of safeguarding show that the designated safeguarding lead (DSL) and four deputies work closely together to promote pupils' well-being. They ensure that safeguarding information is regularly shared with staff, parents and pupils and that procedures are monitored. Whilst there have been no incidents of sexual violence since the previous inspection, records confirm that any incidents of online sexual harassment have been dealt with according to school procedures. External advice has been sought appropriately. Where pupils are respectively in need or at risk, safeguarding partners and the police are contacted promptly and the school co-operates with external agencies effectively.
- 2.16 Detailed school records of all safeguarding concerns are regularly monitored to identify patterns so that any early signs of abuse can be acted upon. Regular safeguarding training for all staff includes identification of such behaviours. In discussions, staff confirmed that they would know how to respond if a situation of child-on-child sexual abuse arose. Staff receive suitable training when new to the school and, from thereon, update training about the most recent statutory guidance is regularly provided. Central records of staff attendance at training are kept systematically, so that absentees at the time of training can be identified and additional training arranged. Pupils receive appropriate guidance on staying safe online. Monitoring of the use of technology in the school is appropriate.
- 2.17 Arrangements for handling allegations against staff are included in safeguarding procedures. In discussions, staff showed an appropriate awareness of what may constitute a low-level concern. The school safeguarding team works together with the governors to produce a suitable annual review of safeguarding. A scrutiny of the minutes of board meetings where safeguarding was discussed confirms an appropriate depth and breadth of oversight. When incidents occur, governors ensure there is appropriate review and that any necessary improvement in procedures is made. Governors have received effective safeguarding training and the DSL ensures that they receive regular updates.
- 2.18 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Welfare, health and safety of pupils – health and safety and fire safety [ISSR Part 3, paragraphs 11 and 12]

- 2.19 The school meets the standards.

- 2.20 Health and safety within the school are promoted appropriately. Systematic procedures are implemented effectively and outcomes are regularly reviewed by governors. A suitable fire safety policy is in place. Procedures for emergency evacuation are implemented effectively, with regular fire drills held and suitably recorded. Suitable fire risk assessments for all school buildings have been undertaken with any recommended actions being addressed. Fire signage is clear throughout and there are sufficient members of staff in place to manage any emergency evacuation.
- 2.21 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Welfare, health and safety of pupils – supervision of pupils and risk assessment [ISSR Part 3, paragraphs 14 and 16]

- 2.22 The school meets the standards.
- 2.23 The school ensures that pupils are always under appropriate supervision while attending school. There are sufficient staff in place to maintain suitable supervision of pupils once the proposed increase in numbers takes place. The school has an appropriate risk assessment policy which sets out a suitable approach to the management of risk. Risk assessments are in place for all visits and areas of the school such as for the classrooms, science laboratory, dance studios and the theatre. Risks to those pupils considered vulnerable or to have particular needs are assessed effectively and suitable measures implemented to mitigate risks identified.
- 2.24 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

- 2.25 The school meets the standards.
- 2.26 The school implements a suitable recruitment policy which has due regard to the procedures outlined in KCSIE. The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. The information on the register reflects documentation seen in staff files.
- 2.27 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

Premises and accommodation – [ISSR Part 5, paragraphs 23 to 29]

- 2.28 The school meets the standards.
- 2.29 A tour of the school premises demonstrated that the current site provides appropriate provision for the proposed introduction of Year 3 pupils and an increase in its registered capacity from 360 to 370. Existing classrooms have capacity for additional pupils in each of the year groups and a new classroom has been created to accommodate Year 3. Dining arrangements have been appropriately considered and there is sufficient space for outdoor activities and recreation. Effective provision is in place for pupils to have easy access to drinking water. Throughout the school, furnishings and resources are of a suitable quality. Appropriate medical facilities are provided. Acoustics effectively promote learning. The site is maintained in a suitable state of repair and regularly monitored for safety, with any maintenance issues being promptly addressed. There are sufficient toilets and wash hand basins for 370 pupils. External lighting ensures all areas are appropriately lit.

- 2.30 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

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

- 2.31 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]

- 2.32 The school meets the standard.
- 2.33 Senior leaders and governors demonstrate good skills and knowledge appropriate to their role and they fulfil their responsibilities effectively so that the other standards are met consistently and the wellbeing of the pupils is ensured. The proprietors and the senior leaders have considered with suitable care what measures are necessary to introduce pupils into Year 3 and to increase the school's registered capacity by ten pupils. The school is suitably prepared for the proposed material change.
- 2.34 The school is likely to continue to meet the requirements with the admission of pupils into Year 3 and an increase in pupil numbers from 360 to 370.

3. Recommendation with regard to material change inspection

Recommendation

- 3.1 It is recommended that the school's proposal to admit pupils into Year 3 and to increase its registered capacity from 360 to 370 be approved. The school has effectively considered and planned for the educational, safeguarding and accommodation needs of the additional pupils.

4. Summary of evidence

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors. She visited different areas of the school, observed lessons and talked with a group of pupils. She scrutinised a range of documentation, records and policies.

Inspectors

Mrs Bridget Windley

Reporting inspector