



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ACS EGHAM INTERNATIONAL SCHOOL**

**OCTOBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	ACS Egham International School			
<b>DfE number</b>	936/6577			
<b>Address</b>	ACS Egham International School Woodlee London Road Egham Surrey TW20 0HS			
<b>Telephone number</b>	01784 430800			
<b>Email address</b>	jlewis@acs-schools.com			
<b>Head</b>	Mr Jeremy Lewis			
<b>Chair of governors</b>	Mr Phil Hodkinson			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	576			
	<b>Boys</b>	328	<b>Girls</b>	248
	<b>EYFS</b>	62	<b>Juniors</b>	136
	<b>Seniors</b>	267	<b>Sixth Form</b>	111
<b>Inspection dates</b>	4 to 5 October 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 The ACS Egham International School is a co-educational day school. It was opened in 1995 to educate multinational pupils in accordance with North American and internationally recognised educational principles and practice. The school is divided into three sections: the Lower, Middle and High schools. It is governed by ACS, whose board of directors has oversight of Egham, two other schools in the UK and one in Doha. Since the previous inspection the school has opened a new sports centre, upgraded facilities for science and the performing arts, and developed new outside play and educational areas. The International Baccalaureate Career Related Programme was introduced in 2013.

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

- 1.2 The school's aims are to promote excellence in academic studies and co-curricular activities, enrich the international experience, engage with the community and bring about positive change.

### **About the pupils**

- 1.3 The school does not select pupils on ability but those who are aged 13 or above must have a sufficient command of English to access the curriculum. Its community is culturally diverse and represents around 60 different nationalities; the largest groups of pupils are from the UK and the USA. English is an additional language (EAL) for 247 pupils of which 66 receive additional support for their English. The school has identified 83 pupils as having special educational needs and/or disabilities (SEND) which include communication and interaction; cognition and learning; physical, social and emotional difficulties; and mental health problems. Additional support is provided for 67 of these pupils. No pupil has an education, health and care plan or a statement of special educational needs. The school uses its own data to identify more able pupils, who are offered higher level or extended courses through the International Baccalaureate (IB) programmes. Pupils who are particularly gifted in areas such as sport or music are encouraged to develop their talents through the extra-curricular programme.

## 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 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 Lower School, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 In the Middle and High schools, in the years 2015 to 2016, performance in the IB has been higher than worldwide norms and similar to UK averages.
- 2.4 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.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils. 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.
- 2.9 The school has appropriate policies and arrangements to safeguard and promote the welfare of pupils. In a few cases where there has been a delay in obtaining a criminal record check and the person has started work, the school has not ensured that suitable measures such as supervision have been put in place to reduce risk.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9 to 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 in paragraph 7(a) and (b) [safeguarding] are not met.**

#### Action point 1

- **the school must safeguard pupils by ensuring that it fully implements its stated procedures for checking the suitability of staff and has due regard to guidance on staff recruitment issued by the Secretary of State, particularly in terms of supervising staff whose criminal record check is not received before they start work [paragraphs 7(a) and (b)]**

## **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.
- 2.12 The school has carried out all of the necessary checks on new staff and there are no members of staff working in the school who are unsuitable to work with children. However, some recruitment checks such as criminal record checks have been carried out after members of staff have started working at the school.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(1), (2) and (4), 19, 20 and 21 are met but the standard in paragraph 18(3) [recruitment checks must be completed before a person’s appointment] is not met.**

### **Action point 2**

- **the school must ensure that all required recruitment checks are completed before a member of staff starts working at the school [paragraph 18(3)]**

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

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

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

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

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

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

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

- 2.20 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.
- 2.21 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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### **Inspectors**

Mrs Catherine Williamson

Reporting inspector

Mrs Jacquelyn Pain

Compliance team inspector (Head, GSA, ISA and IAPS school)