



ISI Independent
Schools
Inspectorate

Progress Monitoring Inspection Report

Ryde School with Upper Chine

February 2023

School's details

School name	Ryde School with Upper Chine			
DfE number	921/6002			
Registered charity number	307409			
Address	Ryde School with Upper Chine Queen's Road Ryde Isle of Wight PO33 3BE			
Telephone number	01983 617925			
Email address	hmoffice@rydeschool.net			
Headteacher	Mr Will Turner			
Chair of governors	Mr Christoph Lees			
Proprietor	Ryde School Limited			
Age Range	2 to 19			
Number of pupils on roll	804			
	Day pupils	747	Boarders	57
	EYFS	69	Juniors	164
	Seniors	414	Sixth Form	157
Date of inspection	2 February 2023			

1. Introduction

Characteristics of the school

- 1.1 Ryde School with Upper Chine is an independent co-educational day and boarding school, situated on the Isle of Wight and overseen by a board of governors. The school comprises three sections; the nursery and pre-prep, including the Early Years Foundation Stage (EYFS), for pupils aged 2 to 7 years; the prep, for pupils aged 7 to 11 years; and the senior school, including the sixth form, for pupils aged 11 to 18 years. The school has 241 pupils who require support for special educational needs and/or disabilities (SEND). Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 43 pupils. The school's previous inspection was a focused compliance and education quality inspection in May 2022.

Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection in May 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), the National Minimum Standards for Boarding 2022 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 2, paragraph 5 (spiritual, moral, social and cultural development)	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 3, paragraph 10 (bullying); NMS 15 and 16	Met
Part 4, paragraphs 18-21 (suitability of staff, supply staff and proprietors); NMS 19	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

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

- 2.1 The school meets the standard.
- 2.2 Since the previous inspection, the school has taken suitable and effective action to ensure that pupils are encouraged consistently to treat each other with respect, in particular those with protected characteristics. All staff, including those in support roles, have received suitable training in relation to the requirements of the Equality Act 2010 and the importance of understanding the protected characteristics, particularly in relation to abuse and discrimination. Appropriate guidance details how staff are now required to challenge, record and report any discriminatory language which they may encounter. Discussions with staff confirmed their full awareness of the need to promote respect between pupils. They use appropriate strategies consistently to deal with any abusive or discriminatory language which may occur. Pupils demonstrated, during discussions, a comprehensive understanding of the importance of showing respect for others, including those with protected characteristics. Senior pupils have received suitable training as peer mentors and listeners. This enables them to support younger pupils by reinforcing messages from pastoral leaders and staff, particularly regarding what is acceptable and unacceptable behaviour and language. Senior leaders ensure that the use of any unacceptable or discriminatory language by pupils, including against those with protected characteristics, is challenged strongly. Appropriate sanctions are deployed alongside effective behaviour management. Records of behaviour are kept suitably. These are analysed and monitored by leaders and governors in order to ensure that the standard is now met consistently.

Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standards.
- 2.6 The implementation of the school's safeguarding policy is effective. Arrangements ensure that pupils are listened to effectively. They receive a prompt response to their concerns and appropriate action is taken when required. Records of safeguarding confirm this. Staff support pupils effectively, taking into account their needs and circumstances. Pupils are given suitable guidance on staying safe online and the use of technology is effectively safeguarded. Senior leaders keep appropriately confidential records of pupils at risk or in need of early help. These demonstrate that senior leaders maintain close links with external agencies, including the local area designated officer and the police, when necessary. Staff understand the school's appropriate staff code of conduct and suitable arrangements for whistleblowing.
- 2.7 Staff show effective understanding of their responsibilities and are suitably trained and regularly updated on developments in safeguarding procedures. The designated safeguarding lead (DSL) and deputies have received and updated their training at the correct level. Staff show appropriate awareness of safeguarding procedures, including matters relating to child-on-child abuse and the particular vulnerability of pupils with SEND to such abuse. Senior leaders respond effectively when

staff raise any concerns. The safeguarding policy gives sufficient contact details for local agencies. Appropriate arrangements for handling allegations against staff are included in safeguarding procedures. These are implemented effectively. Staff interviewed understood the procedures for reporting such allegations, including low-level concerns.

- 2.8 All governors have completed appropriate safeguarding training. The designated safeguarding governor maintains close and regular contact with the DSL and takes an active role in overseeing safeguarding in the school. Governors conduct a suitable review of safeguarding procedures. They now ensure that appropriate arrangements for staff recruitment are implemented effectively, including the need to obtain a sufficient number of suitable references before staff begin work.

Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; NMS 15 and 16]

- 2.9 The school meets the standards.
- 2.10 Suitable measures are taken so that bullying is prevented and tackled effectively including in boarding. Staff are trained appropriately to recognise and respond to any incidents which may occur, including those involving racism, misogyny, sexism or other abuse linked to the protected characteristics. Arrangements for listening to pupils are suitably implemented. These provide pupils with a range of staff with whom to discuss relationships, friendships and any incidents of bullying they have experienced, together with suitable opportunities to do so. Discussions with pupils confirmed that they are aware of actions to take if they believe themselves or their peers are experiencing bullying in any form, including online. Pupils stated that they are confident that staff will listen and take action in order to address any bullying behaviour. Scrutiny of records confirms that this takes place. Swift action taken by the school includes appropriate sanctions, support and education for those who use bullying behaviour, and for the victims of bullying.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 19]

- 2.11 The school meets the standards.
- 2.12 The school now makes appropriate checks before appointment to ensure the suitability of staff, supply staff and proprietors. These checks include those on staff who have lived or worked abroad, as well as checks of medical fitness on all staff. The register of appointments is now kept as required, detailing whether the required pre-employment checks have been carried out and, if so, on which date. Governors monitor the process regularly and effectively.

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

- 2.13 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; NMS 13]

- 2.14 The school meets the standards.
- 2.15 Governors and senior leaders now demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the other standards are consistently met, and the wellbeing of pupils, including boarders, is actively promoted. The school has implemented the action plan compiled following the previous inspection effectively. Senior leaders undertake regular and effective monitoring, evaluation and review of the implementation of stated policy. Governors implement appropriate procedures to monitor compliance with the regulations.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

4. Summary of evidence

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

Inspectors

Mr Kerry Lord

Reporting inspector

Dr Patricia Preedy

Assistant reporting inspector