

# Bhaktivedanta Manor School

11 January 2018

Dharam Marg, Hilfield Lane, Aldenham, Watford, Hertfordshire WD25 8EZ

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraphs 3, 3(a), 3(d) and 3(g)*

- In the previous inspection in September 2016 and at the previous progress monitoring inspection in March 2017, it was highlighted that teachers did not take account of pupils' varying starting points, particularly when measuring the progress of different groups of pupils. Work set by teachers did not sufficiently challenge pupils, including the most able and those who have special educational needs (SEN) and/or disabilities, to make good and better progress from their individual starting points. In addition, leaders did not check systematically that pupils achieved as highly as they should.
- The school's action plan stated that the proprietor would conduct a thorough analysis of pupils' progress from their different starting points, develop a system to enable leaders to record and track the progress for all pupils from their different starting points and establish a schedule to monitor and review teachers' planning.
- Leaders have established a baseline for all pupils and developed a system which enables them to track the progress pupils make. In addition, teachers have been trained on how to use this information to plan activities which enable all pupils to make the good progress of which they are capable. The new systems have enabled teachers and leaders to identify quickly pupils who are not on track so that they are able to provide effective challenge and support to pupils when they need it.
- Leaders' processes for checking all aspects of teaching and learning are in place. Leaders have routinely monitored teachers' performance effectively against suitable criteria, including the teachers' standards. This has ensured that all teachers are accountable for the progress pupils make and that all pupils, including the most able and those who have SEN and/or disabilities, make good progress from their different starting points.
- In addition, leaders have reviewed the school's feedback and marking policy, which is now embedded across all year groups. Pupils' workbooks, in both English and mathematics, show that teachers respond consistently and effectively to pupils' work. They provide pupils with the next steps needed to help move pupils' learning on.
- This standard is now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7, 7(a) and 7(b)*

- In March 2017, at the progress monitoring inspection, the school did not have an up-to-date safeguarding policy on its website, had not carried out the necessary vetting checks on the suitability of staff and the leaders were unable to provide documentation to demonstrate the school's compliance with the Regulatory Reform (Fire Safety) Order 2005.
- In the school's action plan, the proprietor proposed to review and ratify the safeguarding policy so that it is compliant with the latest guidance, conduct all necessary vetting checks for all staff and ensure that documentation relating to fire safety is compliant and readily available.
- The updated safeguarding policy is available on the website and now refers to the latest statutory guidance. All checks on the suitability of staff have been undertaken and leaders are able to provide documentation which demonstrates that all measures to safeguard pupils are effective.

#### *Paragraphs 11, 14 and 16*

- The Department for Education (DfE) requested inspectors to report on the above standards.
- Leaders were able to provide suitable policy statements relating to risk assessments, first aid and health and safety procedures. Relevant documentation demonstrates that supervision arrangements are in place and pupils are well supervised in lessons, during play and at lunchtimes.

#### *Paragraph 12*

- This standard was not met at the inspection in March 2016 because leaders were unable to provide the relevant documentation to show compliance with the latest fire safety regulations.
- In the school's action plan, the proprietor proposed to make available documentation which demonstrates compliance with the Regulatory Reform (Fire Safety) Order 2005.
- A fire risk assessment has been completed. An external company checked the fire extinguishers to ensure that all were in working order. The inspectors scrutinised the school's records of weekly alarm tests, monthly emergency lighting tests and termly fire drills.
- The standards in this part are now met.

### Part 4. Suitability of staff, supply staff and proprietors

#### *Paragraphs 18(2), 18(2)(a)–(f), 20(6), 20(6)(a)–(c), 21(1), 21(2), 21(3), 21(3)(a)–(b), 21(4), 21(5), 21(5)(a)–(c), 21(6), 21(7), 21(7)(a)–(b), 21(7) and 21(7)(a)–(b)*

- The DfE requested that inspectors check and report on all of the above standards.

#### *Paragraph 18(2)(b)*

- This standard was not met in the previous monitoring inspection because leaders had not carried out all the necessary vetting checks to ensure the suitability of staff, specifically the prohibition from teaching check.

- All appropriate pre-employment checks on all staff have now been carried out. The inspectors scrutinised the information on the single central register and found that all of the information is accurately recorded. Leaders' actions are now ensuring that they are checking, and recording, that all employees are suitable to work with pupils.
- Leaders have ensured that these standards are now met.

#### Part 5. Premises of and accommodation at schools

##### *Paragraphs 23(1), 23(1)(a)–(c), 24(1) and 24(1)(a)–(c)*

- Leaders have submitted a material change to the DfE to request an increase in pupil numbers to 60, with 15 pupils per class. Therefore, the DfE requested that inspectors consider a material change to the school's registration to increase the number of pupils on roll to 60, and a material change to ensure that the standards are met for the school's new temporary site.
- Toilet facilities are provided in a room that can be locked from the inside and are intended for use by one pupil at a time. There is also a disabled toilet provision with shower facilities.
- Accommodation is provided for the short-term medical care of sick and injured pupils that is close to a toilet and sink.

##### *Paragraphs 25, 26, 27 and 27(a)–(b)*

- The accommodation comprises three separate buildings. These are suitable to support the proposed curriculum, number and age range of pupils. The buildings have effective acoustics and suitable lighting.
- Building 1 comprises an office, two classrooms, toilets, including a disabled toilet with shower facility, and a room for the short-term medical care of pupils.
- Building 2 comprises two classrooms and an adequate number of toilets and washing facilities.
- Building 3 is a hall providing a dining facility and space for all pupils to assemble.
- The site is clean, tidy and well maintained.

##### *Paragraphs 28(1), 28(1)(a)–(d) and 28(2)(a)–(b)*

- Toilets and washing facilities have adequate water supplies.
- Drinking water is readily available and labelled appropriately.

##### *Paragraphs 29(1) and 29(1)(a)–(b)*

- There are extensive grounds for pupils to play in, and provision for physical education.
- The seven independent school standards for the premises and accommodation are likely to be met if the material change is implemented.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- This standard was not met at the inspection in September 2016 or in the progress monitoring inspection in March 2017 because the proprietor had not ensured that all of

the independent school standards had been met, and had breached the conditions of the school's registration.

- In the school's action plan, the proprietor proposed for leaders and governors to conduct an evaluation of the school's strengths and weaknesses.
- A comprehensive monitoring cycle has been embedded and leaders have introduced a system that accurately tracks pupils' progress against their targets set over time. The monitoring of teaching, learning and assessment is now sufficiently thorough.
- Governors have attended training sessions and have taken responsibility for specific areas of the school's work. Governors now provide the robust challenge to check leaders' effectiveness, linking to the teachers' standards in teaching, learning and assessment.
- In the previous progress monitoring inspection, evidence suggested that pupils, including pupils who have SEN and/or disabilities, were not making the progress of which they were capable. Additionally, no teachers had received training in meeting the needs of pupils who have SEN and/or disabilities or necessary training in developing subject leadership.
- In its action plan, the proprietor stated that they would ensure that teachers received suitable training in SEN and/or disabilities, engage the services of an educational consultant and arrange visits to effective schools for teachers to support the development of new subject leaders.
- The headteacher has taken on the role of special educational needs coordinator. She has developed effective relationships with external support agencies, such as educational psychologists, and is working with experienced colleagues in effective schools to ensure the best support for individual pupils. Leaders track pupils' progress precisely and provide effective targets to ensure that they make the good progress they should. Pupils' work and inspectors' discussions with pupils demonstrated that they are very well supported.
- Teachers have visited other schools to gain experience and observe best practice. Inspectors observed lessons in English which secured good and better outcomes for pupils across year groups. Pupils' workbooks show that, in mathematics, pupils are being challenged effectively to reach the higher standards of attainment.
- Evidence gathered during the inspection through scrutiny and discussions suggests that leaders and governors have acted decisively since the previous monitoring inspection. They demonstrate a good understanding of the independent school standards. Actions they have taken enable them now to meet all those that were previously unmet.
- Leaders and governors actively promote pupils' well-being with systematic procedures in place to check against health and safety requirements. They demonstrate improved awareness of the standards. Requirements of policies and procedures are implemented effectively and actions are evaluated.
- Leaders have ensured that these standards are now met.

## Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged not to comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets the following independent school standards

- The proprietor must ensure that the teaching at the school:
  - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - shows a good understanding of the aptitudes, needs and prior attainment of the pupils and ensures that these are taken into account in the planning of lessons; and
  - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress (*paragraphs 3, 3(a), 3(d) and 3(g)*).
- The proprietor must ensure that those persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and
  - fulfil their responsibilities effectively so that the independent school standards are met consistently (*paragraphs 34(1), 34(1)(a) and 34(1)(b)*).
- The proprietor must ensure that:
  - arrangements are made to safeguard and promote the welfare of pupils at the school;
  - and such arrangements have regard to any guidance issued by the Secretary of State (*paragraphs 7, 7(a) and 7(b)*).
- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (*paragraph 12*).
- The proprietor must ensure that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (*paragraphs 18(2) and 18(2)(b)*).
- The proprietor must keep a register that shows such of the information referred to in subparagraphs (3) to (7) as is applicable to the school in question. In relation to each member of staff appointed on or after 1 May 2007, whether:
  - a check was made to establish whether each staff member is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;

- checks were made to ensure, where appropriate, that each member of staff had the relevant qualifications; and
  - a check was made to establish whether each staff member is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed (*paragraphs 21(1), 21(3), 21(3)(a), 21(3)(a)(iii), 21(3)(a)(iv) and 21(3)(b)*).
- The proprietor must ensure that cold water supplies that are suitable for drinking water are clearly marked as such (*paragraphs 28(1) and 28(1)(c)*).
- The proprietor must ensure that those persons with leadership and management responsibilities at the school:
- demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - actively promote the well-being of pupils (*paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*).

## School details

Unique reference number	117654
DfE registration number	919/6228
Inspection number	10041245

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent
School status	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	43
Proprietor	ISKCON Bhaktivedanta Manor (International Society for Krishna Consciousness)
Chair	Mr Kartik Khandwala
Headteacher	Mrs Wendy Harrison (also known as Padma Dasi)
Annual fees (day pupils)	£1,860
Telephone number	01923 851 005
Website	<a href="http://bhaktivedantamanorschool.co.uk">bhaktivedantamanorschool.co.uk</a>
Email address	<a href="mailto:headteacher@bvmschool.co.uk">headteacher@bvmschool.co.uk</a>
Date of previous standard inspection	13–15 September 2016

### Information about this school

- The school is registered as a school with a religious character and a Hindu ethos. Most pupils are from families practising the Hindu faith.
- At the September 2016 standard inspection, the school's overall effectiveness was judged as requires improvement and two of the independent school standards were not met.
- The school is registered to admit a maximum of 30 pupils. There are 43 pupils currently on the school roll. The registered age range is four to 11 years. Pupils currently at the school are aged four to rising 12 years.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. This is the second monitoring inspection. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- Inspectors met with the headteacher and spoke with governors. They visited every class to observe pupils' learning.
- Documentation was scrutinised, including safeguarding, the school's single central register of recruitment checks of staff and school policies. A search for statutory information made available on the school's website was undertaken. Inspectors also scrutinised the work in pupils' books from all year groups.
- The DfE asked inspectors to consider the proprietor's request for a material change to temporary accommodation and the school's registration to extend the number of pupils in the school from 43 to 60. Inspectors were asked to consider the school's compliance with part 3 (paragraphs 7, 11, 12, 14, 16 and 34), part 4, part 5 and part 8 of the independent school standards. The school is likely to meet the required standards if the material changes are implemented.

## Inspection team

Cindy Impey, lead inspector	Her Majesty's Inspector
John Daniell	Her Majesty's Inspector



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