



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION**

**FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**CHELSEA INDEPENDENT COLLEGE**

**MARCH 2017**



## School's details

<b>College</b>	Chelsea Independent College			
<b>DfE Number</b>	205/6404			
<b>Address</b>	Chelsea Independent College 517-523 Fulham Road Fulham London SW6 1HD			
<b>Telephone number</b>	020 7610 1114			
<b>Email address</b>	reception@cic.ac			
<b>Acting Principal</b>	Dr Martin Meenagh			
<b>Proprietor</b>	Astrum Education Group			
<b>Age range</b>	14 to 21			
<b>Number of pupils on roll</b>	158			
	<b>Boys</b>	86	<b>Girls</b>	72
	<b>Day pupils</b>	93	<b>Boarders</b>	65
	<b>Seniors</b>	46	<b>Sixth Form</b>	112
<b>Pupils' ability</b>	Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is nine. Four have a statement of special educational needs or an education, health and care (EHC) plan. They require support with mobility, social, cognitive and educational development. Eighty-one pupils have English as an additional language (EAL), forty-one of whom receive additional support.			
<b>History of the school</b>	Chelsea Independent College is located near Fulham Broadway underground station in two buildings. It opened in September 2004 and moved to its present site in April 2006.			
<b>Ownership and governing structure</b>	Principals of Astrum Colleges and directors of Astrum Education Group form the board of governors, which has regulatory responsibility.			

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<b>School structure</b>	The majority of students undertake GCSE and A-level courses. A university foundation course is also available.
<b>Other useful information</b>	The majority of students are overseas nationals. Boarders are accommodated in one boarding house located approximately two miles from the main buildings of the school.
<b>Inspection dates</b>	29 to 30 March 2017

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## 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (‘boarding NMS’). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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, including the boarding NMS, following their inspection 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 and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS.** 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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

At GCSE in the year 2014, performance was in line with the national average for maintained schools. At IGCSE in the year 2014, results in geography and Spanish were higher than worldwide norms, and results in biology were in similar to worldwide norms.

In the sixth form, A-level results in the year 2014 were in line with the national average for sixth formers in maintained schools.

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.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 are met.**

## PART 3

### Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.

The school has not consistently followed the advice given in Keeping Children Safe in Education (2016) in ensuring that barred list checks are completed before the appointment of staff. A regular system of checks for the fire alarm systems is not implemented and the school has not yet ensured that action points from external fire risk specialists have been followed up. Aspects of the risk assessment policy are not implemented.

**The standards relating to welfare, health and safety in paragraphs 9-11, 13-15, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6.1, 6.2, 8-10, 12, 15 and 16 are met, but those in paragraphs 7, 8, 12 and 16 (safeguarding, fire safety and risk assessments) and NMS 6.3, 7 and 11 (fire precautions and drills and child protection) are not met.**

#### Action point 1

- the school must ensure that it follows the guidance for the recruitment of staff found in Keeping Children Safe in Education (2016) [paragraphs 7 and 8, and NMS 11]

#### Action point 2

- the school must ensure that all fire systems are regularly tested and that fire risk assessments are completed for all buildings and action points implemented [paragraph 12 and NMS 7]

#### Action point 3

- the school must ensure that all aspects included within the risk assessment policy are implemented [paragraph 16 and NMS 6.3]

## PART 4

### Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

The acting senior management team have recently demonstrated that they understand the processes for the safe recruitment of staff, but the school has not always made appropriate checks to ensure the suitability of staff. It has not consistently ensured that enhanced criminal checks have been applied for before staff are appointed to work in regulated activity with children, and that a separate barred list check and other relevant checks have been completed and appropriate safeguards are put in place should an enhanced criminal record check not be available before such work commences.

**The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(a)(b)(c) and (e), and 19-21, and NMS 14.2, 14.3 and 14.4 are met but those in paragraphs 18(2)(d) (enhanced criminal record check), 18(2)(f) (proprietary check on NMS 14) and NMS 14.1 (safe recruitment) are not met.**

#### Action point 4

- **the school must ensure that enhanced criminal record checks are applied for before staff are appointed to work in regulated activity with children, and that, if an enhanced criminal record check is not available before such work commences, a separate barred list check and other relevant checks have been completed and appropriate safeguards are put in place [paragraph 18(2)(d), 18(2)(f) and NMS 14.1]**

## PART 5

### Premises of and accommodation at schools

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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6**

### **Provision of information**

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. A suitable statement of boarding principles and practice is published by the school.

## **PART 7**

### **Manner in which complaints are handled**

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, and identifying those relating to the boarding provision.

**The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8**

### **Quality of leadership in and management of schools**

The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and that they actively promote the well-being of the pupils.

**The standard relating to leadership and management of the school in paragraph 34 and NMS 13.3-5 are not met.**

#### **Action point 5**

- **the proprietor must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the Independent School Standards are met consistently [paragraph 34(1)(a) and NMS 13.3]**

#### **Action point 6**

- **the proprietor must ensure that those with leadership and management responsibilities fulfil their responsibilities effectively so that the Independent School Standards are met consistently [paragraph 34(1)(b) and NMS 13.4]**

#### **Action point 7**

- **the proprietor must ensure that those with leadership and management responsibilities actively promote the well-being of pupils [paragraph 34 (1)(c) and NMS 13.5]**

## **ABOUT THE INSPECTION**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with members of the governing body. They observed a sample of the extra-curricular activities that occurred during the inspection period and attended registration sessions. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Gregg Davies	Reporting inspector
Mrs Christine Rees	Compliance team inspector (Former housemistress, HMC school)
Mr Jonathan Cuff	Boarding team inspector (Deputy head, Society of Heads school)