

Bhaktivedanta Manor School

Hartspring Cottage, Elton Way, Watford, Hertfordshire WD25 8HB

Inspection dates

19 September 2019

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(2)(h)

- This independent standard relates to the school's curriculum and the effectiveness with which it is implemented.
- At the first progress monitoring inspection in May 2019, the requirements in the paragraphs for the independent school standard relating to the curriculum were not met. The school's curriculum plans for subjects other than English and mathematics were insufficiently detailed. They did not give teachers enough guidance about what to teach or how to plan activities to meet the learning needs of pupils with special educational needs and/or disabilities (SEND).
- The recently appointed headteacher has started to adapt the school's curriculum plans. These make clear some of the things that pupils should know and be able to do by the end of a term or an academic year. However, the plans provide insufficient detail about what teachers need to teach, and when, so that these longer-term goals are achieved. As a result, too often, teachers do not ensure that the tasks they set match pupils' needs.
- The school's curriculum plans do not include guidance for teachers about how best to adapt tasks to support pupils with SEND in their learning. In addition, some recently appointed teachers have yet to receive training in how to meet these pupils' needs. As a result, the extent to which learning activities and support enable pupils with SEND to make progress is too variable.
- Leaders have not ensured that the requirements of the standard are met.

Paragraph 3, 3(a), 3(c), 3(d), 3(g)

- This independent school standard relates to the quality of teaching at the school, and the school's framework for the assessment of pupils.
- The independent school standard relating to teaching at the school was not met in the May 2019 progress monitoring inspection because, too often, activities were not planned well enough to meet pupils' different needs. Teachers were not using assessment information to identify what pupils needed to learn next.

- The headteacher has rightly identified that some teachers do not ensure that pupils move on to the next task quickly enough once they are able to. At other times, pupils' knowledge is not secure at the point that they are asked to do something new, so they find work too hard.
- Too often, all pupils in mixed-age classes are given the same work to complete when that is not appropriate for some, given what they have already learned and can remember. This is particularly the case for the most able pupils. This limits the progress that some pupils make.
- Many pupils make too many careless errors in their use of spelling, punctuation and grammar, or do not set out their working in mathematics appropriately. These issues are often not addressed by teachers effectively, so the errors persist.
- The effectiveness of the support pupils with SEND receive is too variable. Where teachers and teachers know these pupils' needs well, it is appropriate and aids their learning. At the time of this inspection, the SEND register was not up to date. Teachers do not have a clear picture of each pupil's needs and a good understanding of how to meet them.
- Teachers are devoting more time to the learning of subjects other than English and mathematics than was the case at the time of the previous inspection. This is beginning to deepen and broaden pupils' knowledge, including, for example, of the history of ancient Egypt.
- Pupils in Year 1 are keen and confident readers. They can sound out words that they do not recognise and they blend sounds well. This is because the phonics (letters and the sounds they represent) programme in Reception met these pupils' needs and because the programme is being taught consistently well during Year 1.
- Teaching is particularly effective in Year 5 and Year 6. Pupils can write well at length for different purposes. Pupils' mathematics skills are also secure and fluent. Questioning and discussion help pupils to refine their thinking and to make connections between the different things that they know. Teaching ensures that pupils develop their knowledge and understanding because tasks are sequenced appropriately.
- The headteacher has established new and clear expectations about the guidance teachers should give pupils about their learning. Typically, this is precise in respect of English and mathematics but less so in the foundation subjects. As a result, pupils do not always know how to do better next time.
- Some teachers have yet to receive training in the school's chosen system for assessing and recording pupils' progress so are not using this in the way that leaders intend. Too often, teachers do not know what pupils already know and can do or where individuals need support to catch up or become more fluent in their learning.
- All bar one of those currently teaching at the school joined the staff at the beginning of the current academic year. The headteacher has started to ensure that the training needs of individuals are met, including for teachers who have not taught primary-aged pupils or mixed-age classes before. It is too early to establish the impact of this work.
- Leaders have not ensured that all of the requirements of this standard are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- This standard, which was met at the time of the previous progress monitoring inspection, continues to be met.
- The school's safeguarding policy has been updated to reflect the most recent guidance issued by the Secretary of State. Staff receive regular training, which gives them a good understanding of the school's relevant policies and procedures. They know what to look out for and what to do if they have concerns about a pupil's well-being.
- The school's designated safeguarding lead works effectively with external agencies to make sure that pupils get the help they need in a timely manner. Safeguarding records are well kept, clear and periodically reviewed.
- Leaders understand some of the risks that older pupils, in particular, might face, such as drug- and gang-related 'county lines' activity. Pupils were able to discuss these risks, as well as others, and how to minimise them. This is because the curriculum makes sure that pupils gain this knowledge in an age-appropriate way.
- Pupils told inspectors that they all feel safe at school and that it is a calm environment. They know the different forms that bullying can take but do not think that it happens at this school. They are confident that there is an adult they can speak with who will help them if they are worried about something.
- Leaders seek the advice of the local authority around safeguarding matters as appropriate, and governors have put in place mechanisms to audit the school's effectiveness in this respect. Any issues or improvements identified are taken forward quickly.
- Leaders have continued to ensure that they comply with the statutory safeguarding and welfare requirements of the early years foundation stage.

Part 4. Suitability of staff, supply staff and proprietors

Paragraph 21(1), 21(6)

- At the time of the previous inspection, this standard was met.
- Inspectors found that all necessary pre-recruitment checks on staff, governors and others required by the independent school standards had been made prior to this inspection.
- However, leaders had not recorded in the school's single central register each of the checks carried out on recently appointed governors. Although leaders completed the recording of these during the inspection, they had not ensured that this standard was met previously.
- Leaders have not ensured that all the requirements of this standard have continued to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the first progress monitoring inspection in May 2019, this standard was not met. Leadership capacity at the school was too limited and governors were not providing leaders with sufficient challenge and support.
- Subsequently, the governing body has been reconstituted, with a significant influx of new members who joined at the start of the current academic year. These governors are using their educational, financial, legal and other expertise to support and challenge leaders. Governors are starting to take a more active role in checking what leaders tell them about aspects of the school's work. It is too recent to determine the impact of these changes.
- Governors are working with the headteacher to make further revisions to the school's action plan so that it aligns with their vision for the school's future development. This work is not yet complete.
- Leadership capacity remains too limited. The headteacher recognises the need to develop it further and is asking teachers to play a greater role in curriculum leadership. This work is in its infancy.
- Some leaders have not had the training they need to enable them to support staff well. This is limiting the effectiveness of the school's work to identify and meet the needs of pupils with SEND.
- The governing body has plans in place to recruit a deputy headteacher so that necessary changes can be pursued more quickly, particularly those relating to curriculum planning and to teaching, learning and assessment. This appointment has yet to be made.
- The newly appointed headteacher has swiftly gained an understanding of the school's strengths and weaknesses. She is taking appropriately prioritised steps to address the latter, and with urgency. Staff appreciate her guidance and support, which are informed by regular visits to lessons and checks of pupils' work.
- This independent school standard remains unmet.

Statutory requirements of the early years foundation stage

- The registration authority requested that inspectors check whether the safeguarding and welfare requirements of the early years foundation stage (EYFS), which were met at the time of the previous monitoring inspection, continued to be met.
- Leaders have continued to ensure that the school's policies and provision meet these requirements. Early years staff understand what they need to look out for and how to respond if a child's welfare is at risk. They follow the school's procedures in a timely and appropriate manner when they have concerns.
- The safeguarding and welfare requirements of the EYFS continue to be met.

Schedule 10 of the Equality Act 2010

- This standard was met at the time of the previous progress monitoring inspection. It continues to be met.
- Governors have arranged for detailed external checks on the implementation of the school's accessibility plan. They have worked with leaders to make adaptations to the school site so that it better meets the needs of pupils who have disabilities.

Compliance with regulatory requirements

The school does not meet 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, as set out in the annex of this report. This included some of the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	117654
DfE registration number	919/6228
Inspection number	10114764

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
School status	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Proprietor	ISKCON Bhaktivedanta Manor (International Society for Krishna Consciousness)
Chair	Mr Mohan Luthra
Headteacher	Vijay Persaud
Annual fees (day pupils)	£2,184
Telephone number	01923 851 005
Website	bhaktivedantamanorschool.co.uk
Email address	headteacher@bvmschool.co.uk
Date of previous standard inspection	25–27 September 2018

Information about this school

- The school is registered as a school with a religious character and a Hindu ethos.
- The school is registered to admit a maximum of 60 pupils. There are 50 pupils currently on roll. The registered age range is four to 11 years. Pupils currently at the school are aged four to 11 years.
- One pupil currently at the school has an education, health and care plan.
- The school does not use supply staff.
- The school does not use alternative provision.
- The headteacher started at the school in September 2019, as did all but one member of

the teaching staff.

- The composition of the governing body has changed substantially since the previous monitoring inspection. A new chair of governors is in place.
- Ofsted has conducted eight inspections and an evaluation of three action plans. These are:
 - 27–30 September 2004, a standard inspection when the school was judged to be broadly meeting its objectives
 - 20–21 May 2008, a standard inspection when the school was judged to be good and the independent school standards were met
 - 28–29 February 2012, a standard inspection when the school was judged to be good and the independent school standards were met
 - 13–15 September 2016, a standard inspection when the school was judged to require improvement and was found not to meet all of the independent school standards
 - 13 December 2016, when an action plan was evaluated and found to be acceptable
 - 15 March 2017, an additional inspection when the school was found not to meet all of the independent school standards
 - 24 July 2017, when an action plan was evaluated and found to be acceptable
 - 11 January 2018, an additional inspection when the school was found to meet all of the independent school standards
 - 25–27 September 2018, a standard inspection when the school was judged to be inadequate and not all of the independent school standards were met
 - 9 January 2019, when an action plan was evaluated and found not to be acceptable
 - 20 May 2019, an additional inspection when the school was found not to meet all of the independent school standards.
- In March 2016, Ofsted conducted a material change inspection at the request of the Department for Education (DfE). This was to consider the proprietor's request to increase the number of registered pupils from 30 to 60 because, for the past four years, the school had admitted almost twice the number of pupils that it was permitted to admit. At the time of that inspection, the school was found to be unlikely to meet the independent school standards relating to health and safety, the recording of sanctions and the suitability of staff and proprietors.
- The proprietorial body owns and runs an early years provision on the Hare Krishna temple at the Bhaktivedanta Manor site. The Manor Pre-School (URN 130503) is registered with Ofsted and is inspected separately. The school and pre-school are run separately.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. 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, and to check whether the school continues to meet some of the other standards and requirements that were met at the time of the previous monitoring inspection.
- This is the second monitoring inspection since the standard inspection in September 2018, when the school did not meet all of the independent school standards.
- The DfE commissioned Ofsted to conduct this progress monitoring inspection without notice.
- Inspectors met with the headteacher, the designated safeguarding lead, other members of staff and members of the governing body. Inspectors spoke formally with a group of pupils.
- Inspectors visited classes to observe learning and scrutinised work in pupils' books. They scrutinised a range of documents, including curriculum plans, the school's self-evaluation and information relating to the school's safeguarding arrangements.

Inspection team

Jason Howard, lead inspector	Her Majesty's Inspector
Jenny Carpenter	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) 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;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; and
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards

are met consistently.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 4. Suitability of staff, supply staff and proprietors

- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in subparagraphs (3) to (7) as is applicable to the school in question.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1 May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

Standards or statutory requirements that were checked and met at the previous inspection, and that continue to be met:

- Arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- Arrangements are made to meet the statutory requirements of the early years foundation stage for child protection contained in paragraphs 3.4, 3.5, 3.6 and 3.7.

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