



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance Inspection Report**

**St Pius X Preparatory School**

**February 2019**



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### School's Details

<b>School</b>	St Pius X Preparatory School			
<b>DfE number</b>	888/6004			
<b>Registered charity number</b>	526609			
<b>Address</b>	St Pius X Preparatory School 200 Garstang Road Fulwood Preston Lancashire PR2 8RD			
<b>Telephone number</b>	01772 719937			
<b>Email address</b>	enquiries@st-piusx.lancs.sch.uk			
<b>Headmaster</b>	Mr Andrew Platts			
<b>Chair of governors</b>	Mrs Gillian Ferris			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	196			
	<b>Boys</b>	118	<b>Girls</b>	78
	<b>EYFS</b>	98	<b>Juniors</b>	98
<b>Inspection dates</b>	27 to 28 February 2019			

## **1. Background Information**

### **About the school**

- 1.1 St Pius X is a Catholic co-educational day school for pupils between the ages of two and eleven years. The school was founded in 1955, and occupies a four-acre site in a residential area of Preston. It is divided into two sections; Oak House Nursery for children aged two to four years, and the main school, which educates pupils from five to eleven years. The school is a charitable trust, overseen by a board of governors. An integrated inspection took place in February 2016, and a new Headmaster was appointed as from September 2018.

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

- 1.2 The school aims to educate the whole person to their full potential, to encourage interaction between home and school, and to pass on knowledge and understanding of the Roman Catholic faith. It seeks to encourage pupils to be caring, courteous and disciplined, and to ensure every pupil participates fully in appropriate activities, so that they become aware of their Christian responsibilities to society.

### **About the pupils**

- 1.3 Pupils come from a range of professional backgrounds, reflecting the ethnic diversity of the area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 15 of whom receive additional specialist help. Three pupils in the school have an education, health and care plan (EHC), or a statement of special educational needs. English is an additional language (EAL) for 48 pupils, five of whom receive additional support. Data used by the school have identified 19 pupils as being the most able in the school's population, and the curriculum is modified for them and for 17 other pupils because of their special talents in sport or the creative arts.

## 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 does not meet 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, and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 The school measures attainment using national curriculum tests for seven- and eleven-year-olds. In the years 2015 and 2017, the results were well above the national average for maintained schools.
- 2.3 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.7 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met and 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.
- 2.8 Procedures relating to the safer recruitment of staff are not in line with statutory guidance. Recruitment procedures are not suitably rigorous and records show that staff are sometimes employed before all the necessary recruitment checks are undertaken prior to appointment. These include suitable references, checks against the barred list, a disclosure and barring service check (DBS) and checks on prohibition from teaching and management. The school has not effectively monitored, reviewed or responded promptly to action points following a fire risk assessment.
- 2.9 **The standard relating to welfare, health and safety in paragraphs 9, 10, 11, 13, 14, 15 and 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 paragraphs 7 [safeguarding] and 12 [fire] are not met.**

#### Action point 1

- **the school must ensure that all checks are undertaken on staff before their commencement of employment, including a disclosure and barring service (DBS) check; references; barred list; and for prohibitions from teaching and management, to reflect the requirements of *Keeping Children Safe in Education 2018* [paragraph 7(a) and (b)].**

#### Action point 2

- **the school must ensure that it monitors, reviews and acts promptly on recommendations following fire risk assessments [paragraph 12].**

## **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of proprietors. The school does not use supply staff.
- 2.11 The school has not ensured that all necessary pre-employment checks on staff are carried out before a person starts work at the school. There is currently no effective monitoring system to inform school leaders whether all the required pre-employment checks have been carried out before employment commences. Since the previous inspection, there are late or missing pre-employment checks for some staff include checking of qualifications, overseas checks and checks on their medical suitability. For some staff, criminal record checks were not completed before or as soon as practicable after appointment.
- 2.12 The school’s single register of appointments does not contain the correct information to ensure a rigorous safe recruitment process.
- 2.13 The standard relating to the suitability of those in contact with pupils at the school in paragraph 20 is met but those in paragraphs 18 [suitability of staff] and 21 [single central register of appointments] are not met.**

### **Action point 3**

- **the school must ensure that all newly appointed staff have all the required pre-employment checks [paragraph 18(2) (c)(ii and iv),(d) and (e)].**

### **Action point 4**

- **the school must ensure that there is a suitable process in place to prevent a person commencing employment before all the necessary checks are undertaken [paragraph 18(3)].**

### **Action point 5**

- **the school must ensure the single central records of appointments accurately records the dates when recruitment checks are carried out [paragraph 21(3)(a)(iii) and (6)].**

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

- 2.14 Suitable toilet and changing facilities, and appropriate accommodation for pupils’ 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 any 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, 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 Leadership and management do not demonstrate good skills in fulfilling their responsibilities effectively to ensure that the independent school standards are met consistently. Safeguarding procedures, relating to the safer recruitment of staff, lack rigour. Leaders and managers, including governance, do not fully fulfil their responsibilities relating to monitoring oversight of checks to ensure the suitability of staff before they begin work at the school. School leaders and managers do not monitor, review or act promptly on recommendations following fire risk assessments.

2.21 **The standard relating to leadership and management of the school in paragraph 34 is not met.**

### **Action point 6**

- **the school must ensure that school leaders and managers demonstrate good skills and knowledge and fulfil their responsibilities effectively so as to ensure that the independent school standards are met consistently. In particular, the school must ensure pupils are effectively safeguarded and their well-being promoted by ensuring that pre-employment checks reflect any guidance issued by the Secretary of State, and that the school's fire safety arrangements are implemented effectively [paragraph 34 (1)(a), (b) and (c)].**

### 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 two governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form times. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mr Graham Gorton

Reporting inspector

Mr Will Newman

Compliance team inspector (Head, IAPS school)