

ST WINEFRIDE'S SCHOOL

REGULATORY COMPLIANCE INSPECTION

15 TO 16 NOVEMBER 2016



School's Details

Full Name of School	St Winefride's School
DfE Number	893/6012
Registered Charity Number	1037597
Address	St Winefride's School Belmont Shrewsbury Shropshire SY1 1TE
Telephone Number	01743 369883
Email address	st.winefrides@btconnect.com
Headteacher	Sister Mary Felicity
Chair of governors	Dr Grant Charlesworth Jones
Age Range	3 to 11
Total Number of Pupils	168
Gender of Pupils	Mixed
Pupils' Ability	Standardised data provided by the school indicate that the ability of pupils is well above the national average.
Pupils' Needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 19. One of these pupils has a statement of special educational needs or an education, health and care (EHC) plan which requires support with global development delay. No pupils have English as an additional language (EAL).
History of the School	St Winefride's School was founded in 1868 by the Sisters of Mercy. It is located close to the town centre of Shrewsbury and is adjacent to a Sisters of Mercy convent, to which it is closely linked.
Ownership and Governing Structure	The school became a charitable trust in 1993 and is governed by a board of six trustees.
School Structure	The school has an Early Years Foundation Stage (EYFS). It also has an Infant section for pupils in Years 1 to 2 and a Junior section for pupils in Years 3 to 6.
Inspection Dates	15 to 16 November 2016
Other Useful Information	i) Pupils come from a wide local area, and most

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pupils are of white British heritage.

ii) The head, a member of the Sisters of Mercy congregation, has been in post since 1984.

iii) The school is not academically selective.

About the Inspection

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. 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 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 unmet standards and any concerns about quality identified at their previous inspection.

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.

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](#), [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 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and should take immediate action to remedy deficiencies as detailed below.

PART 1

Quality of education provided

In the junior school, the school measures attainment using national curriculum tests. In the year 2015, the results were far above the national average for 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 pupil 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.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and a disability access plan is in place.

The school pays careful attention to most aspects of safeguarding, but its procedures do not pay sufficient regard to all the required safeguarding checks that must be carried out before staff and governors are appointed. A very small minority of parents indicated in the pre-inspection questionnaire that they do not feel the school ensures that there is the proper level of supervision throughout the school day and on trips. The implementation of the risk assessment policy is not always effective; risk assessments are produced on an ad hoc basis, some are out of date and they are not closely monitored by a senior leader. Consequently, some risk assessments are too generic and insufficiently adapted to the individual needs of pupils taking part in some activities.

The standards relating to welfare, health and safety in paragraphs 9 – 15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those relating to safeguarding [paragraph 7] and risk assessment [paragraph 16] are not met.

Action point 1

- the school must ensure the completion of all safeguarding checks on prospective employees as required by current regulation. [paragraphs 7(a) and (b) and EYFS 3.14]

Action point 2

- the school must ensure that all new staff are provided with induction training that includes the school's child protection policy. [paragraphs 7(a) and (b)]

Action point 3

- the school must ensure that the risk assessment policy is consistently applied so that risk assessments are regularly updated and adapted to the individual needs of pupils taking part, including for sports activities off site, and monitored so that appropriate action is taken to reduce risks that are identified. [paragraphs 16(a) and (b)]

PART 4

Suitability of staff, supply staff, and proprietors

The school does not make all the appropriate checks to ensure the suitability of staff and proprietors. The school has not regularly undertaken a separate check against the barred list when staff start work prior to verification of their criminal records (DBS) check. The school has not taken steps to ensure that staff who work with children in the EYFS or provide childcare for later years (under 8s) are not disqualified from childcare, either personally or by association. The school has not ensured the suitability of proprietors is recorded as required on the single central register of appointments.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18, 20 and 21 are not met.

Action point 4

- the school must ensure that it obtains all of the required checks prior to appointment for all staff and governors, including employees of contractors, and records the information appropriately. [paragraphs 7(a) and (b); paragraph 18 (3); paragraph 20(6) (b) (ii); paragraphs 21(6) and (7)]

Action point 5

- the school must ensure that should the DBS check be delayed, a separate check of the barred list is undertaken before employment starts. [paragraphs 7 (a) and (b); paragraph 18 (2)(d)]

Action point 6

- the school must ensure that those who work with children in the EYFS or provide childcare for children in the later years (under the age of 8) are not disqualified from childcare under the Childcare Act 2006, either personally or by association. [paragraphs 7(a) and (b) and EYFS 3.14]

Action point 7

- **the school must ensure that appropriate checks on the suitability of proprietors are recorded as required on the single central register. [paragraph 20(6) (b) (ii)]**

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

Suitable toilet and changing 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.

The standards relating to the premises and accommodation [paragraphs 22 – 31] 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.

The standard relating to the provision of information [paragraph 32] is met.

PART 7**Manner in which complaints are handled**

The school remedied some complaints procedure deficiencies during the inspection. 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.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8**Quality of leadership in and management of school**

A very small minority of parents indicated in the questionnaire that they do not feel that the school is governed, led and managed well. Most staff with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their roles. However, governors have not ensured that the

regulatory standards are consistently met and therefore that pupils' well-being is promoted in every aspect. Monitoring of the efficiency with which the school is implementing procedures is insufficiently rigorous.

The standards relating to leadership and management of the school in sub-paragraphs 34 are not met.

Action point 8

- **the governors must ensure that leadership and management fulfil their responsibilities effectively so that they demonstrate good skills and knowledge, ensuring the well-being of pupils and that the Independent Schools Standards are met consistently. [paragraphs 34 (1)(a), (b) and (c)]**

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 the chairman of trustees. They attended registration sessions and assemblies. Inspectors visited 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

Dr Wendy Bowring

Mr Steven Popper

Mr Dan Slade

Reporting Inspector

Accompanying Inspector

Compliance Team Inspector (Deputy head, ISA school)