



**ISI** Independent  
Schools  
Inspectorate

## **Report for a Progress Monitoring Visit**

**Saint Pierre School**

**November 2020**



## School's details

<b>School</b>	Saint Pierre School			
<b>DfE number</b>	882/6007			
<b>Address</b>	Saint Pierre School 16 Leigh Road Leigh-on-Sea Essex SS9 1LE			
<b>Telephone number</b>	01702 474164			
<b>Email address</b>	info@saintpierreschool.com			
<b>Headteacher</b>	Mr Peter Spencer-Lane			
<b>Proprietor</b>	Mr Kurt Davies			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	107			
	<b>EYFS</b>	38	<b>Upper School</b>	69
<b>Date of visit</b>	20 November 2020			

## 1. Introduction

### Characteristics of the school

- 1.1 Saint Pierre School is a co-educational independent day school for pupils aged between two and a half and eleven years of age. The school comprises the Early Years Foundation Stage (EYFS) and an upper school, which includes Years 1 to 6. The school was founded in 1952. It is located in a large house in a residential area. The current proprietor took over the school in 2003, and the current headteacher took up his position in June 2019. The school has eleven pupils who require support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care plan. No pupil speaks English as an additional language. The school's previous regulatory compliance inspection took place on 4 to 5 December 2019.

### Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection on 4 to 5 December 2019.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2 (curriculum)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 10 (bullying)	<b>Met</b>
Part 3, paragraph 11 (health and safety)	<b>Met</b>
Part 3, paragraph 14 (supervision)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 4, paragraphs 18 to 21 (suitability of staff, supply staff and proprietors)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 7, paragraph 33 (complaints)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school provides pupils with a curriculum that has suitable range. Long term and medium-term plans are in place for each subject taught. Staff utilize these to inform weekly planning which they review after lessons have taken place in order to ensure that the curriculum meets the needs of all groups of pupils, including those with SEND and any with an EHC plan. Curriculum documentation, together with observations of lessons, confirms that the curriculum does not undermine fundamental British values or discriminate against any groups of pupils. Pupils, including those with SEND, who spoke to the inspectors conveyed that mutual respect and appreciation is promoted by the school.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.3 The school meets the standard.
- 2.4 Teaching takes into account the needs of individual pupils, including those with SEND. The special educational needs co-ordinator (SENCO) works with teaching staff to identify and meet individual pupils' learning and emotional requirements. Staff utilize individual education plans to identify pupils' particular needs and strengths and determine how best to support them. Teaching is adapted to match pupils' learning needs, and additional support is provided when required. Staff ensure that pupils' behaviour is suitable. Scrutiny of pupils' books shows that pupils produce work of an appropriate standard. Lesson observations demonstrated that teaching staff use questioning in a way that demonstrates understanding of individual pupils' needs. Pupils, including those with SEND, who spoke to the inspectors were clear that they feel well supported and are given extra guidance when required. No evidence emerged of any discrimination against any pupils or groups of pupils.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.7 The school meets the standard.
- 2.8 The school's arrangements are implemented effectively, including in the EYFS. Leaders and staff ensure that pupils are able to share any worries or concerns that they might have. Teachers provide worry boxes in each classroom, and pupils who spoke to the inspectors said that they feel safe in the school, that they would go to a member of staff if they had any concerns, and that staff listen to them. Safeguarding records demonstrate that pupils who have had concerns have been confident to raise them to staff, who in turn have been swift to act. Staff, including the designated safeguarding lead (DSL), the two deputy DSLs, one of whom is the head, are trained appropriately. They understand and implement the procedures to follow should any safeguarding concern arise, including any that might relate to peer-on-peer abuse, or any allegation be received about other staff, the head, or the proprietor. Records show that the safeguarding team makes referrals to external agencies when appropriate and works with external professionals to support the well-being of individual pupils. The proprietor, DSL and head review the safeguarding policy and procedures annually through a review

meeting to ensure their suitability. This results in suitable changes to policy and procedures which are confirmed by the proprietor. Staff understand the requirements and expectations of the school's code of conduct, including the suitable use of social media. They understand whistleblowing procedures. There are clear restrictions on the use of cameras and mobile phones in the EYFS. Pupils are educated how to stay safe online and there are suitable controls on their use of the internet. Since the previous inspection, the school has ensured that appropriate recruitment procedures are in place.

### **Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

2.9 The school meets the standard.

2.10 Leaders and staff work to prevent bullying effectively, such as through an anti-bullying week, which includes guidance to pupils on how to handle bullying, and an anti-bullying 'odd-socks' day that took place on the day of the inspection. Leaders maintain records of, and monitor concerns about behaviour and/or bullying systematically and effectively. The information related to informal parental complaints about possible bullying documented in the school's log of complaints corresponds to information recorded in the bullying records. These records show that the school is quick to take suitable action and contact parents and offer support should any concerns about bullying arise. Staff are suitably trained about the prevention and management of different types of bullying, including any that may involve pupils with SEND. Pupils, including those with SEND, who spoke to the inspectors considered that behaviour in the school is good, that other pupils are kind, and that they feel safe. Staff said that pupils are always told to tell a teacher if anyone upsets them, and that pupils do report to staff should they have any worries.

### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

2.11 The school meets the standard.

2.12 The school commissions an annual audit of health and safety matters from an external specialist company which is effective in supporting compliance. The proprietor and leaders meet monthly to review health and safety issues, and leaders give staff the opportunity to raise any health and safety concerns during each weekly staff meeting. Since the previous inspection, leaders have ensured the effective implementation of the school's written health and safety policy. In particular, leaders have developed systematic records of all maintenance and servicing. These demonstrate that all of the required health and safety checks, most of which are carried out by external specialists, are conducted consistently, recorded efficiently and monitored to ensure that any issues are addressed in a timely manner.

### **Welfare, health and safety of pupils – supervision [ISSR Part 3, paragraph 14]**

2.13 The school meets the standard.

2.14 Leaders ensure that pupils are supervised suitably at all times. An appropriate supervision duty rota is implemented to ensure that a sufficient number of staff are available to pupils during all breaks and lunchtimes. Lessons are always supervised, and the required EYFS staff/child ratios are adhered to at all times. Risk assessments seen confirm appropriate safeguarding and supervision arrangements are in place for any trips or external activities, including for planned residential trips, though none of the latter have taken place this year because of COVID-19.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.15 The school meets the standard and the requirements.
- 2.16 Risk assessments seen, including the school's COVID-19 risk assessment, risk assessments for the premises, EYFS risk assessments, and risk assessments for trips, are suitably thorough and clearly identify potential risks and the control measures that are taken to mitigate against these. Staff receive appropriate training in risk assessment and conduct daily safety checks and weekly classroom checks, all of which are recorded centrally. The school has developed its record of risk assessments so that all risk assessments are available online to all staff to whom they might apply. The head and deputy head monitor and sign off all risk assessments, and risk assessments are reviewed annually. Altogether, the evidence demonstrates that, since the previous inspection, the school has put in place strategic management of risk assessment with consistent implementation, regular updates and robust monitoring.

**Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

- 2.17 The school meets the standards.
- 2.18 Since the previous inspection, the school has ensured that all the required checks are carried out prior to staff commencing work at the school, that records of these checks are maintained appropriately in staff files, and that the checks are recorded accurately on the single central register of appointments. In addition, arrangements for checking the sole proprietor have been correctly implemented. Since the previous inspection, leaders have ensured that any staff and volunteers to be provided by another organisation during planned residential trips have been properly checked. This is confirmed by information requested and received by the school from the residential setting that it had planned for pupils to visit.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.19 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Manner in which complaints are handled [ISSR Part 7, paragraph 33]**

- 2.20 The school meets the standard.
- 2.21 The school implements an appropriate complaints procedure effectively. Leaders keep a record of all complaints received which includes identification of actions taken in response. The log of complaints shows that only informal complaints have been received by the school over the previous two years. The log of complaints, including the correspondence relating to the complaints on record, demonstrates that the school has adhered to its published timescales.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.22 The school meets the standard.
- 2.23 The proprietor and school leaders have ensured that the school has completed all of the actions required as a result of the previous regulatory compliance inspection. Consequently, leaders now demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently, and they actively promote the well-being of the pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and spoke with the proprietor. They observed lessons and talked with groups of pupils, and scrutinised a range of documentation, records and policies.