

Saint Pierre School

Independent Preparatory School for 2 1/2 - 11 year olds

From The Headmaster



30th March 2023

INSPECTION REPORT

In February 2023 we had an unannounced inspection by ISI which is the independent school branch of OFSTED. Unannounced inspections give just 20 minutes notice to the school and are aimed to ensure compliance on a day to day basis. The school, of course, has no chance to prepare (a normal full inspection provides 2 days notice).

I am proud to be able to let you know that Saint Pierre came through the inspection with flying colours having met all required standards in all categories (in these inspections you either "meet" or "fail to meet" there are no qualitative measures).

The report is attached below.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Peter Spencer-Lane'.

Peter Spencer-Lane (Headmaster)



ISI

Independent
Schools
Inspectorate

Additional Inspection Report

Saint Pierre School

February 2023

School's details

School	Saint Pierre School			
DfE number	882/6007			
Address	Saint Pierre School 16 Leigh Road Leigh-on-Sea Essex SS9 1LE			
Telephone number	01702 474164			
Email address	info@saintpierreschool.com			
Headteacher	Mr Peter Spencer-Lane			
Chair of Proprietors	Mr. Kurt Davies			
Proprietors	Mr. Kurt Davies and Mr. Peter Spencer-Lane			
Age range	2 to 11			
Number of pupils on roll	133			
	EYFS	47	Upper school	86
Date of inspection	22 February 2023			

1. Introduction

Characteristics of the school

- 1.1 Saint Pierre School is a co-educational day school. The school was founded in 1952. It is located in a residential area of Leigh-on-sea. The current chair of proprietors took over the school as sole proprietor in 2003. The current headteacher took up his position in June 2019 and in October 2022 he became a joint proprietor. The school has 12 pupils who require support for special educational needs and/or disabilities (SEND). No pupil has an education, health and care plan. No pupil speaks English as an additional language. The school's previous inspection was of regulatory compliance and took place in December 2019 followed by a progress monitoring inspection in November 2020.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum); 2A (relationships and sex education); 3 (teaching); 4 (framework for pupils' performance)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints procedure)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education, teaching and framework for pupils’ performance [ISSR Part 1, paragraph 2, 2A, 3 and 4]

- 2.1 The school meets the standards.
- 2.2 The school provides suitable written curriculum and relationships education policies. These are supported by appropriate plans and schemes of work and implemented effectively in teaching by suitably trained staff. Curricular provision and teaching ensure that all pupils, including those with SEND, acquire new knowledge so that they increase understanding and develop skills in the subjects taught. Teaching provision fosters suitable self-motivation of pupils through the delivery of well-planned lessons. These demonstrate effective prior understanding of the aptitudes, needs and prior attainment of pupils. The particular needs of those with SEND are identified effectively. Suitable strategies are employed in teaching to support these pupils, including outside of class. Assessment data is used appropriately to monitor their progress. Teaching demonstrates that a suitable framework is in place to assess pupils’ performance. Assessment is used effectively in planning and for providing suitable support for pupils to ensure all, including those with SEND, make good progress. Teaching utilises effective strategies for managing behaviour and does not discriminate against pupils’ contrary to the Equality Act 2010.

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

Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standard.
- 2.6 Arrangements to safeguard and promote the welfare of all pupils are implemented effectively, including those relating to the Prevent duty. The school ensures a culture of listening to pupils and of respect for others, including those with protected characteristics. Pupils confirm that they have a variety of people to whom they can turn for support if they have a concern. Pupils receive a response when they express concerns in school, and appropriate action is taken where necessary. This was confirmed during interviews with pupils and staff and by records of safeguarding. Pupils understand how to keep themselves and others safe, including when online.
- 2.7 All staff, including those in positions of responsibility for safeguarding, are suitably trained in line with locally agreed procedures. There is a designated safeguarding lead for the Early Years Foundation Stage (EYFS). Interviews with leaders and staff from all parts of the school, confirm they fully understand their respective roles in safeguarding. In particular, all staff understand different types of abuse including child-on-child abuse and sexual harassment. They understand the particular vulnerability of those with SEND. Staff are ready to identify, report and investigate potential abuse. Records show that staff report any safeguarding concerns to the appropriate person in a timely fashion. Senior leaders communicate concerns to relevant outside agencies effectively. They take prompt action where concerns are raised, or incidents occur.
- 2.8 The safeguarding policy contains suitable guidance about reporting low-level concerns about adults working in the school. This guidance is understood by staff and concerns are shared with senior leaders

appropriately when they arise. Suitable arrangements are now in place to separately record low-level concerns, should they occur, in a centralised log. Safeguarding is effectively managed. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing. Interviews with staff confirmed suitable understanding of these and willingness to act appropriately should the need arise. Suitable arrangements to handle allegations against adults working with pupils are implemented effectively.

- 2.9 The proprietors maintain appropriate oversight of safeguarding procedures, completing sufficiently regular reviews of safeguarding policy and practice effectively. They implement effective recruitment checks of staff and other adults working with children and are appropriately trained in safeguarding.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

- 2.10 The school meets the standard.
- 2.11 The proprietors ensure that the school has a suitable behaviour policy which is implemented effectively. The procedures are suitably adapted to meet the individual needs of all pupils including those with SEND. Pupils reported that the policy was clearly understood by them and implemented fairly and appropriately by staff. Records of behavioural incidents confirm these views. Suitable records are kept of all concerns so that any behaviour patterns could be identified and addressed as necessary, including to support those with SEND.

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

- 2.12 The school meets the standard.
- 2.13 Discussions with pupils and staff and observations, together with a review of policy and procedure documents, confirm that suitable numbers of staff are deployed to ensure adequate supervision of pupils. The nature of this supervision is appropriate and includes supervision of pupils when outside the school premises.

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

- 2.14 The school meets the standard.
- 2.15 The school ensures that a suitable risk assessment policy is in place and effectively implemented. This includes effective action to assess, and suitably mitigate against, any identifiable risk which may be posed when pupils leave the school premises.

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

- 2.16 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]

- 2.17 The school meets the standard.
- 2.18 The school has a suitable three stage procedure, to which parents have appropriate access. It encompasses informal and formal complaints procedures appropriately. The policy is implemented effectively to deal with the complaints from parents of pupils who were on roll at the time of the complaint or where the substance of the complaint was raised whilst a pupil was at the school. This

includes complaints made at the initial, informal stage. Appropriate records are kept, clearly detailing the stage a complaint reaches and including any action taken, whether or not a complaint is successful.

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

2.19 The school meets the standard.

2.20 The proprietors ensure that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all the other standards are consistently met, and they actively promote the wellbeing of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, 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 inspection.

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 visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mrs Vivien Sergeant

Reporting inspector

Mrs Wendy Martin

Assistant reporting inspector