



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ST PETROC'S SCHOOL**

**MAY 2018**



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## SCHOOL'S DETAILS

<b>School</b>	St Petroc's School			
<b>DfE number</b>	908/6001			
<b>Registered charity number</b>	306578			
<b>Address</b>	St Petroc's School 40 Ocean View Road Bude Cornwall EX23 8NJ			
<b>Telephone number</b>	01288 352876			
<b>Email address</b>	office@stpetrocs.com			
<b>Head</b>	Mr Ben Hilton			
<b>Chair of governors</b>	Mr Nick Buckland			
<b>Age range</b>	3 months to 11 years			
<b>Number of pupils on roll</b>	158			
	<b>Boys</b>	83	<b>Girls</b>	75
	<b>EYFS</b>	130	<b>Juniors</b>	28
<b>Inspection dates</b>	23 to 24 May 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 St Petroc's School is an independent day school for boys and girls aged between 3 months and 11 years. It is a charitable trust whose trustees act as the school's governors. The school was acquired in 2016 and became part of the Methodist Independent Schools Trust. The current head joined the school in 2011 and assumed his current position head in 2017.
- 1.2 The school was founded in Bude in 1912 and moved to its present site in 1926, adding a Nursery in 2001. It is divided into the Early Years section for children aged from 3 months to 4 years and the prep school for pupils from 4 to 11. It is located in a residential area of the town within easy walking distance of the beach, which the children benefit from greatly.
- 1.3 Since the previous inspection, the school has relocated the Nursery, created a new play area and renovated many areas within the school building, installing an ICT suite, a food technology kitchen and a new art room.

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

- 1.4 The school aims to create a happy and positive environment within which it can develop confident and balanced children who are prepared for their next school and life beyond it. Its mission includes the desire to discover, nurture and develop the potential of each child within a uniquely caring environment, rich with activities, opportunities, enthusiasm and energy.

### **About the pupils**

- 1.5 Pupils come from a range of professional and business families in the towns and villages of north Cornwall and are almost all of White British origin. The school has identified 8 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. English is an additional language (EAL) for 5 pupils, of whom 4 receive additional support

## 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school measures attainment using national curriculum tests. In the years 2014 to 2016, the results were 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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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 there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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

2.11 Suitable toilet, changing and showering 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.

**2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.13 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.

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

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

2.15 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

**2.18 The standard relating to leadership and management of the school [paragraph 34] is met.**

## **THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **Overall effectiveness: the quality and standards of the early years provision**

- 2.19 The overall effectiveness of the early years provision is outstanding
- 2.20 Children make very good progress in relation to their starting points. The vast majority of children under two meet the expected level of development, with many exceeding that which is typical for their age. Children are extremely well prepared before they start in Little Turtles and are carefully supported in the transition process.
- 2.21 Each child's interests are recognised and taken into account by staff, who carefully plan their learning. They have very detailed knowledge of the children in their care and clearly understand their learning needs, enabling them to provide excellent support. Children who need extra support are identified and cared for.
- 2.22 Excellent relationships with adults enable children to develop a strong sense of security where self-esteem is nurtured. They make excellent progress in their personal and emotional development within a safe environment where every child is valued as an individual. Each child benefits from quality time with adults, ensuring that they are extremely happy and secure. This is evident when they leave their main carer.
- 2.23 Leadership and management demonstrate a very strong commitment to delivering the best possible care for the children. They understand and fulfil all their responsibilities extremely well and work together with practitioners to keep the children safe. Policies are implemented and all necessary checks on staff have been undertaken.
- 2.24 Self-evaluation is thorough and the setting's improvement plan highlights clear targets for continuous development. The excellent resources, together with the staff's enthusiasm for planning enjoyable and stimulating learning experiences, enhance the outcomes for children and improve their life chances.

### **Effectiveness of leadership and management**

- 2.25 The effectiveness of leadership and management is outstanding and demonstrates an ambitious vision for the setting.
- 2.26 A strong desire to constantly improve practice, together with high expectations for children's achievement, ensure high standards of care and provision. Governors take an interest in the setting and are regular visitors.
- 2.27 Staff feel very well supported by senior leadership. Performance management linked to personal targets, and supervision meetings to discuss children's development both increase effectiveness. Professional development opportunities, for example a recent course about the characteristics of effective learning, enable staff to improve provision. Current practice is evaluated and areas for improvement identified, providing a clear focus for future development. Parents' and children's opinions are very much valued in this process. A recent change to the location of the Little Turtles' room (for children aged 3 months to 2 years), suggested by parents, has had a very positive impact on outcomes.

- 2.28 The well-developed curriculum ensures that the needs and interests of all children are met, enabling them to develop as confident learners. The highly successful and appropriately planned learning programme meets all statutory requirements. Practitioners provide all children with an excellent start to their education and have a secure understanding of how learning can be extended. Every opportunity is taken to ensure that the children are active learners and are prepared extremely well for each new stage.
- 2.29 Staff actively promote equality and diversity. Different languages are used when saying thank you, enabling children to feel included. Festivals such as Shavuot and Christmas are celebrated, encouraging children to respect each other. Behaviour is excellent and is reinforced consistently. Staff reward good behaviour with stickers and praise, increasing self-esteem. British values such as turn-taking and listening to others are modelled and actively promoted. Children have many opportunities to make their own decisions, such as what to play with and which fruit they would like. They demonstrate that they know right from wrong and use their hands to soothe and say sorry.
- 2.30 Comprehensive policies inform staff of procedures for keeping children safe. Handover routines, along with daily risk assessments, ensure that children are well safeguarded. Staff recruitment checks are carried out and recorded appropriately, and induction procedures are thorough. Staff undertake safeguarding training, including the prevention of radicalisation and extremism. Fire practices are held regularly. Staff are trained in paediatric first aid, and all accidents and medicines are carefully recorded. Arrangements to protect children meet all statutory requirements.

### **Quality of teaching, learning and assessment**

- 2.31 The quality of teaching, learning and assessment is outstanding.
- 2.32 Staff are extremely sensitive to the needs of all children and motivate them by purposeful interaction, enabling them to grow in confidence. Adults have high expectations of what each child can achieve, including the most able and those who have SEND or EAL. Highly motivated and well-qualified staff demonstrate a very secure understanding of this age group and provide excellent focus on the prime areas of learning. They engage extremely well with the children, using age-appropriate language.
- 2.33 Valuable information, shared by parents before a child starts in the setting, provides details about what a child knows and can do. This is used to build a clear understanding of the child and identify appropriate next steps. Comprehensive assessment details are kept in the online learning journal. This information enables staff to set personal targets for each child. Children with particular needs are quickly identified and extra support enables them to make good progress and achieve well.
- 2.34 Information about individual progress is shared with parents, who feel very well informed. They are encouraged to support their children's learning at home and their valued contributions are included in the online learning journal. The highly effective relationship between home and school ensures that everyone is involved. Parents said the staff are welcoming and kind. Adults reassure and empower the parents, enabling them to engage with their children's learning and to understand how their children can make further progress.
- 2.35 Staff are fully aware of the requirement to celebrate diversity and ensure equality. A variety of toys and pictures enabling children to understand different ethnicities and abilities increase their understanding of others. High-quality teaching ensures that activities build on the skills of each child. Children have excellent manners, co-operate extremely well and follow well-known routines. Children are carefully prepared for the move to the next class. They learn about the new routines and environment, ensuring a smooth transition.

**Personal development, behaviour and welfare**

- 2.36 The personal development, behaviour and welfare of the children are outstanding.
- 2.37 The environment for Little Turtles is extremely well organised, happy and positive, enabling a sense of achievement and commitment to learning for all children. Achievement is valued and celebrated. Children are praised for trying something new and persevering, for example when a child succeeds in building a small tower with bricks. This affirmation enables them to grow in self-confidence and understand how to be a successful learner.
- 2.38 Children show enjoyment in their learning by singing and dancing spontaneously during activities. They happily access resources independently and make choices. Children demonstrate their growing independence, for example when using a spoon and fork at lunch times. They enjoy using their imagination during beach walks when they get their feet wet and make marks in the sand. Children solve problems when opportunities arise, such as when realising that a toy tractor will not fit in the field as the gap is too small. Opportunities for planned problem solving are at times limited.
- 2.39 Staff have an excellent understanding of the importance of good transitions between classes, which are extremely well planned and thorough. The process is not rushed and continues after the child has moved up, ensuring all children are happy both personally and socially. The highly supportive key person system ensures children are emotionally and physically secure. Relationships are warm and caring, enabling children to express their needs confidently within a very happy and safe environment. Thorough records of attendance are kept each day. Parents are contacted if a child is absent.
- 2.40 Encouragement and positivity are evident at all times. Adults talk to children sensitively about their emotions and praise them for managing their feelings and personal behaviour. Children understand rules and demonstrate exemplary behaviour, especially at meal times. High standards of care and hygiene practice support the children's personal care needs. They know how to keep themselves safe from germs by covering their mouth when they cough and washing hands before meals. Nappy changing facilities are safe and appropriately resourced.
- 2.41 Children's dietary needs are very carefully catered for. Staff discuss food choices with the children and promote a healthy life style by providing freshly prepared fruit snacks. Nutritious meals at lunch time ensure that all children have a healthy and balanced diet. Water is available at all times. Children play outside regularly to enjoy the fresh air. They learn how to care for others by raising money for charities, for example on world book day. Children support people in the local community by collecting food for those in need.

**Outcomes for children**

- 2.42 The outcomes for children are outstanding.
- 2.43 Children progress extremely well from their differing starting points. Almost all meet their expected levels of development, with a few exceeding that which is typical for their age.
- 2.44 The diligent staff provide stimulating learning opportunities and children show high levels of engagement. Children's motor skills are improved as they squash and cut malleable materials and roll a range of different sized balls down tubes. They are supported extremely well by staff who encourage their efforts. They concentrate highly effectively as they print with shapes in red, white and blue to celebrate the royal wedding. Children listen and respond extremely well to ideas expressed by others in conversation. They carefully chose a story for another child who felt unwell.
- 2.45 Children show self-awareness and self-confidence when choosing activities and demonstrate high levels of independence and skill when using cutlery. They realise when bricks will not balance and persevere until they do. The well-chosen resources, accessible to children, enable them to have their own ideas and use their imagination.
- 2.46 Children develop an awareness of number names through their enjoyment of action rhymes and are curious about the different colours of bowls at snack time. When playing with the farm they select familiar animals by name and identify objects from a group. The emphasis on developing communication skills, physical skills and independence ensures that children move confidently on to the next stage of their education

### **Compliance with statutory requirements**

**2.47 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Provide further planned opportunities for problem solving activities.

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

#### Inspectors

Mrs Sue Goff	Reporting inspector
Mr Adam Gibson	Compliance team inspector (Headmaster, IAPS school)
Mrs Angela Russell	Co-ordinating inspector for early years
Miss Jane Sheppard	Team inspector for early years (Head of Lower School, IAPS school)