



**ISI**

Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE INSPECTION**

**ST JOHN'S PRIORY SCHOOL**

**FEBRUARY 2017**



## School's details

<b>School</b>	St John's Priory School			
<b>DfE Number</b>	931/6009			
<b>Address</b>	St John's Road Banbury Oxfordshire OX16 5HX			
<b>Telephone number</b>	01295 259607			
<b>Email address</b>	office@stjohnspriory.co.uk			
<b>Headmistress</b>	Mrs Tracey Wilson			
<b>Proprietor</b>	Mr Giorgio Mystkowski and Mr Karl Durham			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	94			
	<b>Boys</b>	57	<b>Girls</b>	37
	<b>EYFS</b>	28	<b>Juniors</b>	66
<b>Pupils' ability</b>	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is above average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 15. None have a statement of special educational needs or an education, health and care (EHC) plan. One pupil has English as an additional language (EAL) and support is provided.			
<b>History of the school</b>	The school's origins can be traced back to June 1847 when Geneviève Dupuis founded a girls' convent school. Since 1990, the school has been in private ownership, with the current owners taking over in 2011.			
<b>Ownership and governing structure</b>	The school is a limited company and governance is provided by the two proprietors who are also the directors of the company, assisted in the governance of the school by an educational advisor.			

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**School structure**

The school provides an integrated approach to education across the full age range.

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**Inspection dates**

7 to 8 February 2017

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## 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. 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 un-met standards and any qualitative concerns 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

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 meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiency as detailed below.**

### PART 1

#### Quality of education provided

In the junior school, the school uses its own framework to determine attainment, instead of the national framework.

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.

**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 there is a strategic approach to risk assessment. A disability access plan is in place.

Measures to ensure the safety of pupils are mostly robust. The school's safeguarding policy is up to date and includes the required content and is suitably implemented. Staff have undergone appropriate training and concerns about pupils are sensitively handled. The school has undertaken both internal and external audits of its procedures. However, the requirement for two references to be obtained prior to each person starting work had not been undertaken for all members of staff.

**The standards relating to welfare, health and safety in paragraphs 9 -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 relating to safeguarding in paragraph 7 are not met.**

**Action point 1**

- **the school must ensure that appropriate references are taken up for all members of staff before employment starts.**

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

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

**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**

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.

**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**

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 schools

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

Those staff with leadership and management responsibilities usually demonstrate good skills and knowledge appropriate to their role and actively promote the wellbeing of pupils. However, although records were monitored, the required checks have been insufficient to ensure that the independent school standards are met consistently. Appropriate references have not always been taken up prior to the appointment of staff.

#### Action point 2

- **Those with leadership responsibilities must ensure that appropriate references are taken up for all members of staff before employment starts.**

## **ABOUT THE INSPECTION**

The inspectors held discussions with teachers, senior members of staff and with the proprietor. 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**

Mrs Sara Wiggins

Reporting inspector

Mr Howard Tuckett

Compliance team inspector (Headmaster, IAPS school)