



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**ST FRANCIS SCHOOL**

**DECEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	St Francis School			
<b>DfE number</b>	865/6010			
<b>EYFS Number</b>	EY403289			
<b>Registered charity number</b>	298522			
<b>Address</b>	Marlborough Road Pewsey Wiltshire SN9 5NT			
<b>Telephone number</b>	01672 563228			
<b>Email address</b>	schooloffice@st-francis.wilts.sch.uk			
<b>Headmaster</b>	Mr David Sibson			
<b>Chair of governors</b>	Mr Philip Humphries-Cuff			
<b>Age range</b>	0 to 13			
<b>Number of pupils on roll</b>	240			
	<b>Boys</b>	114	<b>Girls</b>	126
	<b>Nursery</b>	64	<b>Reception</b>	11
	<b>Pre-Prep and Prep</b>	146	<b>Senior Prep</b>	19
<b>Inspection dates</b>	13 to 14 December 2017			

## 1. BACKGROUND INFORMATION

### About the school

- 1.1 St Francis School is an independent day school for boys and girls aged between 0 and 13 years. Founded in 1941, the school moved to its current large rural site on the outskirts of the Wiltshire village of Pewsey in 1984. It became a charitable trust in 1990 and is run by a board of governors on behalf of the Hayfran Trust.
- 1.2 The school comprises nursery, reception, pre-preparatory, junior and secondary preparatory departments.
- 1.3 Since the last inspection, a drama studio and new science and design technology facilities have been opened. In September 2017 the school extended its nursery provision for up to 51 weeks a year in a brand new, purpose-built facility.

### What the school seeks to do

- 1.4 The school aims to provide an education in the context of Christian values, which develops and stimulates the whole child and which enables pupils to grow in confidence and capability so that they are well equipped to manage the challenges and opportunities of the wider community.

### About the pupils

- 1.5 The pupils come from a range of backgrounds, mostly from British families. The school's performance in standardised tests indicates that the ability of the pupils is above average. The school has identified 38 pupils as requiring support for special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autistic spectrum condition, all of whom receive additional specialist help. One has an education, health and care (EHC) plan. Four pupils have English as an additional language (EAL), none of whom require additional support. The school does not identify pupils as being the most able, preferring to emphasise individualised provision for all.

## 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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.

### PART 1—Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.

The health and safety requirements are not met, including those relating to fire safety, and there is no strategic approach to risk assessment.

- 2.8 **The standards relating to welfare, health and safety in paragraphs 7-10, 13-15, 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 in paragraphs 11 (Health and Safety), 12 (Fire Safety) and 16 (Risk assessments) are not met.**

### Action point 1

- **the school must ensure the effective implementation of a written health and safety policy, in particular ensuring that appropriate action is taken to address issues in a timely manner so that the school premises provide a consistently safe environment for pupils, staff and visitors [paragraph 11]**

## Action point 2

- the school must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005, in particular ensuring that appropriate action is taken to reduce risks that are identified [paragraph 12].

## Action point 3

- the school must ensure that the welfare of pupils at the school is safeguarded and promoted by the effective implementation of a written risk assessment policy, in particular ensuring that appropriate action is taken to reduce risks which are identified [paragraph 16].

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

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

**2.9 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

**2.10** 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.

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

## PART 6– Provision of information

2.12 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.

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

## PART 7– Manner in which complaints are handled

2.14 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.

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

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

2.16 The proprietor ensures that people with leadership and management responsibilities at the school demonstrate good skills and knowledge, and actively promote the well-being of the pupils.

2.17 **The standard relating to leadership and management of the school in sub-paragraphs 34 (a) and (c) is met but that in sub-paragraph 34(b) [ fulfilment of responsibilities] is not met**

**Action point 4**

- **the proprietor must ensure that people with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the other standards are consistently met [paragraph 34(b)]**

### **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 meetings. 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 Linda Smallwood

Reporting inspector

Mrs Caroline Maggs

Compliance team inspector (Head of pre-prep, IAPS school)