



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

CARLETON HOUSE PREPARATORY SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Carleton House Preparatory School			
DfE number	341/6004			
Registered charity number	505310			
Address	Carleton House Preparatory School 145 Menlove Avenue Liverpool Merseyside L18 3EE			
Telephone number	0151 7220756			
Email address	schooloffice@carletonhouse.co.uk			
Headteacher	Mrs Sandy Coleman			
Chair of governors	Mr Peter Megann			
Age range	3 to 11			
Number of pupils on roll	176			
	Boys	85	Girls	91
	EYFS	47	Years 1 to 2	44
	Years 3 to 6	85		
Inspection dates	22 to 23 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Carleton House Preparatory School is a Roman Catholic day school for boys and girls aged between 3 and 11 years. It was founded by a group of parents in 1974 to replace a preparatory school which had closed, with the aim of preserving the traditions and values of a Catholic education. The school relocated to its current location in the Calderstones area of Liverpool in 2009. It is a charitable trust overseen by a board of governors.
- 1.2 Since the previous inspection there have been three different chairs of governors. The current chair of governors was appointed in September 2016. The current headteacher was appointed in September 2017.
- 1.3 The school is divided into three sections: the Early Years Foundation Stage which comprises Nursery for children aged 3, who may attend on a full or part-time basis, and Reception; lower school for pupils in Years 1 and 2; and upper school for pupils in Years 3 to 6. There is one class in each year group with a maximum of 23 pupils in each class.

What the school seeks to do

- 1.4 The school aims to help pupils fulfil their potential intellectually, morally, spiritually, emotionally and physically. It seeks to inspire a love of learning, to foster intellectual curiosity and expand cultural horizons. In keeping with its mission statement, 'We love, live and learn with Jesus', the school aims to be an inclusive and welcoming family community and thus a place of growth, self-discovery and celebration, rooted in its core Catholic values.

About the pupils

- 1.5 The majority of pupils live within a 10-mile radius of the school and come from families with business or professional backgrounds and a wide range of cultural heritages. Approximately half the pupils are from Roman Catholic families. The school's own assessment data indicate that the ability of the pupils is above average. The school has identified 11 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers.

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, and relevant 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 measures attainment using national curriculum tests. In the years 2014-2016, 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 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 In most respects, arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. However, while the necessary recruitment checks on staff have been carried out, the school has not always checked that staff are not on the list of those who are barred from working with children or prohibited from teaching prior to the commencement of employment. Where criminal record checks have been delayed, the school has not carried out separate barred list checks nor has it devised and implemented a suitable system of supervision.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 6, and 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 in paragraphs 7 (a) and (b) [safeguarding] are not met.**

Action point 1

- **the school must ensure that checks against the list of those barred from working with children and those prohibited from teaching are completed before staff commence employment at the school [paragraphs 7(a) and (b)]**

Action point 2

- **where an individual is allowed to start work in regulated activity before a DBS certificate has been seen, appropriate supervision must be arranged and a separate barred list check must have been completed [paragraphs 7(a) and (b)]**

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

- 2.10 The school has carried out almost all of the required recruitment checks to ensure the suitability of staff and proprietors, but checks on the person’s identity, qualifications, right to work in the UK and medical fitness have not consistently been undertaken prior to the start of their employment. Not all staff have a declaration of medical fitness.
- 2.11 **The standard relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(a),(b),(c)(i)(iii)(iv),(d) and (e) [the suitability of persons appointed as members of staff], 19 [the suitability of supply staff], 20 [the suitability of the proprietor] and 21 [the single central register of appointments] are met, but those in paragraphs 18(2)(c)(ii) [medical fitness] and 18(3) [checks completed before appointment] are not met.**

Action point 3

- **the school must ensure that all the required recruitment checks on staff and proprietors are carried out before each person starts working at the school. [paragraph 18(3)].**

Action point 4

- **the school must ensure that before appointment it obtains and keeps a record of medical fitness for each member of staff [paragraph 18(2)(c)(ii)].**

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

2.18 Leaders and the proprietors work to actively promote the well-being of the pupils.

2.19 The proprietors have ensured that the large majority of regulatory standards for ensuring the welfare, health and safety of the pupils are consistently met. However, they have not ensured that all recruitment checks are completed before staff commence employment at the school.

2.20 The standards relating to leadership and management of the school in sub-paragraph 34(c) [promotion of pupils' well-being] is met but those in sub-paragraphs 34(a) [knowledge and skills] and (b) [fulfilment of responsibilities] are not met.

Action point 5

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently [34(a) and (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 assemblies. 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

Mr William Ibbetson-Price

Reporting inspector

Mr Edward Tolcher

Compliance team inspector (Bursar, HMC school)