



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

St Martin's School

June 2022

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School's Details

School	St Martin's School			
DfE number	839/6003			
Address	St Martin's School 15 Stoke Wood Road Bournemouth Dorset BH3 7NA			
Telephone number	01202 292011			
Email address	admin@stmartinsschool.net			
Headteacher	Mrs Laura Richards			
Proprietor	Mr Tim Shenton			
Age range	3 to 11			
Number of pupils on roll	92			
	EYFS	16	Juniors	76
Inspection dates	15 to 17 June 2022			

1. Background Information

About the school

- 1.1 St Martin's School is an independent co-educational day school. It was founded in 1914 and is situated in a residential area close to the town centre. The school comprises the Early Years Foundation Stage (EYFS) for children aged 3 – 5 years and juniors for pupils aged 5 – 11 years and, since 1976, has been owned by the same family. Since the previous inspection, the school has undertaken a strategic review of the EYFS.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school seeks to celebrate the uniqueness of each child and to ensure children grow up in a friendly and supportive environment where personal attention and achievement are foremost. They aim to ensure that every child fulfils their potential, enjoys school life and views their time as a wonderful learning experience.

About the pupils

- 1.4 Pupils come from the local area and a range of professional backgrounds. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 22 pupils as having special education needs and/or disabilities (SEND), which include ASD and dyslexia, of whom 20 receive additional support. A very few pupils have an educational, health and care (EHC) plan. English is an additional language (EAL) for 29 pupils, of whom 7 receive additional support for their English. Data used by the school have identified 14 pupils as being the most able in the school's population and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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 standards 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Almost all 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.
- 2.9 Proper regard is not always made to guidance on checking the suitability of staff, and appropriate checks are not always undertaken before appointment.
- 2.10 The standards relating to welfare, health and safety [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 that in paragraph 7 is not met.**

Action point 1

Ensure that statutory guidance is followed in the recruitment of staff [paragraph 7(a) and (b); EYFS 3.7 and 3.9].

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

- 2.11 Appropriate checks on supply staff and proprietors are completed.

2.12 The school does not make appropriate checks to ensure the suitability of staff, and a register is not kept as required. Identity checks are not always carried out and correctly dated. The required right to work and qualifications checks are not completed pre-employment.

2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19 and 20 are met, but that those in paragraphs 18 and 21 are not met.

Action point 2

Check all staff identity and date all documents to show the date the originals were seen [paragraph 18(2)(c)(i); EYFS 3.7 and 3.9].

Action point 3

Ensure the person's right to work is checked [paragraph 18(2)(c)(iii); EYFS 3.7 and 3.9].

Action point 4

Ensure all person's relevant qualifications are checked [paragraph 18(2)(c)(iv); EYFS 3.7 and 3.9].

Action point 5

Ensure all staff pre-employment checks are completed and entered on the single central register before staff start working at the school [paragraphs 18(3); 21(3)(a)(i) and 21(3)(a)(iv); EYFS 3.7 and 3.12].

PART 5 – Premises of and accommodation at schools

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are not 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 number of toilets is inadequate for the number of pupils in the school.

2.15 The standards relating to the premises and accommodation in paragraphs 24, 25, 26, 27 and 28 are met, but paragraph 23 [toilet facilities] is not met.

Action point 6

The school must ensure that an adequate number of toilets are provided for the number of pupils [paragraph 23(1)(a); EYFS 3.61].

PART 6 – Provision of information

2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.

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

PART 7 – Manner in which complaints are handled

2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 The school's leadership does not demonstrate good skills and knowledge appropriate to its role and fulfil its responsibilities effectively so that the independent school standards are met consistently, and in this way it does not actively promote the well-being of pupils. In particular, the responsibilities to oversee recruitment procedures have not been effectively undertaken, and the provision of toilets for the number of pupils is inadequate.

2.21 The standard relating to leadership and management of the school [paragraph 34] is not met.

Action point 7

The school's leadership must demonstrate good skills and knowledge appropriate to its role and fulfil its responsibilities effectively so that the independent school standards are met consistently, and that in this way it actively promotes the well-being of pupils. In particular it must ensure the implementation and oversight of recruitment procedures are effective and toilet facilities are adequate [paragraph 34(1)(a), (b) and (c)].

3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and assemblies. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

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