



ISI Independent
Schools
Inspectorate

Additional Inspection Report

St Mary's College

May 2023

School's details

College	St Mary's College, Crosby			
DfE number	343/6128			
Early Years registration number	EY485502			
Registered charity number	1110311			
Address	St Mary's College Everest Road Crosby Liverpool Merseyside L23 5TW			
Telephone number	01519 243926			
Email address	office@stmarys.lpool.sch.uk			
Principal	Mr Michael Kennedy			
Chair of governors	Mrs Sheila Ward			
Proprietor	St Mary's College Crosby Trust Ltd			
Age Range	0 to 18			
Number of pupils on roll	835			
	EYFS	189	Juniors	172
	Seniors	368	Sixth Form	106
Date of inspection	4 May 2023			

1. Introduction

Characteristics of the school

- 1.1 St. Mary's College is an independent, co-educational Roman Catholic day school. It is a charitable trust administered by a lay board of trustees and is governed by a fourteen member governing body. The school was founded in 1919 by the Irish Congregation of Christian Brothers and became fully co-educational in 1989. Trusteeship was transferred to the lay St. Mary's College Crosby Trust Limited in 2006. The school's main Early Years Foundation Stage (EYFS) setting, called 'Bright Sparks', is situated adjacent to the senior school. The Reception year is located in the preparatory school about one mile from the senior school. The school has 100 pupils who require support for special educational needs and/or disabilities (SEND). There are six pupils who have an education, health and care plan. Eight pupils speak English as an additional language. The school's previous inspection was a regulatory compliance inspection in October 2021.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum); 2A (relationships and sex education); 3 (teaching); 4 (framework for pupils' performance)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints procedure)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education, teaching and framework for pupils’ performance [ISSR Part 1, paragraphs 2, 2A, 3 and 4]

- 2.1 The school provides suitable written policies for the curriculum, and relationships education relevant to pupils’ ages. These are supported by appropriate plans and schemes of work and implemented effectively in teaching by suitably trained staff across the whole school, including the preparatory school. Curricular provision and teaching ensure that all pupils, including those with SEND, acquire new knowledge so that they increase understanding and develop skills in the subjects taught. Teaching fosters suitable self-motivation in pupils through well-planned lessons. These demonstrate effective prior understanding of the aptitudes, needs and prior attainment of pupils. The particular needs of those with SEND are identified effectively. Suitable strategies are devised, and these are employed in teaching to support these pupils. Assessment data is used appropriately to monitor their progress. Records show that a suitable framework is in place to assess all pupils’ performance. Assessment is used effectively to plan and to provide suitable support for pupils to ensure that all, including those with SEND, make good progress. Teaching utilises effective strategies to manage behaviour and does not discriminate against any pupil contrary to the Equality Act 2010.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.2 The school meets the requirements.
- 2.3 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.4 The school meets the standard.
- 2.5 Arrangements to safeguard and promote the welfare of all pupils are implemented effectively, including those relating to the Prevent duty. The school ensures a culture of listening to pupils and of respect for others, including those with protected characteristics. Pupils confirm that they have a variety of people to whom they can turn for support if they have a concern. Pupils receive a response when they express concerns in school, and appropriate action is taken where necessary. This was confirmed during interviews with pupils and staff and by records of safeguarding. Pupils understand how to keep themselves and others safe, including when online.
- 2.6 All staff, including those in positions of responsibility for safeguarding, are suitably trained in line with locally agreed procedures. There is a designated safeguarding lead for the EYFS. Interviews with leaders and staff from all parts of the school, confirmed that they fully understand their respective roles in safeguarding. In particular, all staff understand different types of abuse including child-on-child abuse and sexual harassment. They understand the particular vulnerability of those with SEND. Staff are ready to identify, report and investigate potential abuse. Records show that staff report any safeguarding concerns to the appropriate person in a timely fashion and any concerns are appropriately recorded. Senior leaders communicate concerns to relevant outside agencies effectively. They take prompt action where concerns are raised, or incidents occur.
- 2.7 The safeguarding policy contains suitable guidance about reporting low-level concerns about adults working in the school. This guidance is understood by staff and concerns are shared with senior leaders appropriately when they arise. Suitable arrangements are in place to separately record low-level

concerns, should they occur. Safeguarding is effectively managed. There is an appropriate staff code of conduct and suitable arrangements for whistleblowing. Interviews with staff confirmed suitable understanding of these and their willingness to act appropriately should the need arise. The school does not seek to deter staff from accessing external agencies if they have concerns. Suitable arrangements to handle allegations against adults working with pupils are in place.

- 2.8 Proprietors are suitably trained and maintain appropriate oversight of safeguarding procedures. They complete sufficiently regular reviews of safeguarding policy and practice effectively.

Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]

- 2.9 The school meets the standard.
- 2.10 The proprietors ensure that the school has a suitable behaviour policy which is implemented effectively. The procedures are suitably adapted to meet the individual needs of all pupils including those with SEND. Pupils confirm that the policy is clearly understood by them and implemented fairly and appropriately by staff. Records of behavioural incidents support these views. Suitable records are kept which show appropriate implementation of policy for all concerns, including where serious sanctions are implemented. This effectively enables any behaviour patterns to be identified and addressed as necessary, in line with policy, including to support those with SEND. The school liaises effectively with parents when serious behavioural incidents occur. Pupils' behaviour is managed appropriately and includes supervision of pupils in the preparatory school when in class.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.11 The school meets the standard.
- 2.12 Discussions with pupils and staff, observations, and a review of policy and procedure documents, confirm that suitable numbers of staff are deployed to ensure adequate supervision of pupils.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

- 2.13 The school meets the standard.
- 2.14 The school ensures that a suitable risk assessment policy is in place. This is effectively implemented to assess, and suitably mitigate against, any identifiable risk which may be posed including to support the welfare of pupils. Effective individual risk assessments are implemented in the case of vulnerable pupils.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.15 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33]

- 2.16 The school meets the standard.
- 2.17 The school has a suitable three stage procedure, to which parents have appropriate access. It encompasses informal and formal complaints procedures appropriately. The policy is implemented effectively to deal with the complaints from parents of pupils who were on roll at the time of the complaint or where the substance of the complaint was raised whilst a pupil was at the school. This

includes complaints made at the initial, informal stage. Appropriate records are kept, clearly detailing the stage a complaint reaches and including any action taken, whether or not a complaint is successful.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.18 The school meets the standard.

2.19 The proprietors ensure that senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all the other standards are consistently met, and they actively promote the wellbeing of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors. They visited different areas of the school, observed lessons and talked with groups of pupils. They scrutinised a range of documentation, records and policies.

Inspectors

Mrs Vivien Sergeant

Reporting inspector

Mr Stephen Fox

Assistant reporting inspector