



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Lichfield Cathedral School

November 2018



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School's Details

School	Lichfield Cathedral School			
DfE number	860/6012			
Registered charity number	1137481			
Address	The Palace The Close Lichfield Staffordshire WS13 7LH			
Telephone number	01543 306170			
Email address	admissions@lichfieldcathedralschool.com			
Headteacher	Mrs Susan Hannam			
Chair of governors	Mr Colin Hopkins			
Age range	2 to 18			
Number of pupils on roll	463			
	Boys	240	Girls	223
	EYFS	48	Juniors	150
	Seniors	216	Sixth form	49
Inspection dates	21 to 22 November 2018			

1. Background Information

About the school

- 1.1 Lichfield Cathedral School is a day school providing education for girls and boys aged from two to eighteen years. Originally founded in 1942 as a preparatory school for boy choristers, girls have been admitted since 1974 and girl choristers were installed in 2012. The school has two sites. Pupils from the Early Years Foundation Stage to the end of Year 4 are taught on a site at Longdon, some three miles from the city centre, and the remainder are taught in buildings in and around the cathedral close. The school is a charitable trust, governed by a board of trustees of whom five are appointed by the cathedral chapter.
- 1.2 Since the previous inspection, the school has moved the sixth form into the former bishop's palace and extended the sixth-form curriculum. It no longer offers boarding.

What the school seeks to do

- 1.3 The school aims to be an inclusive community based on the values of learning, faith, leadership and service. It sets out to nurture the different talents and qualities of each pupil, so as to raise aspirations and enable pupils to fulfil their potential in body, mind and spirit.

About the pupils

- 1.4 Pupils come from a wide geographical area encompassing Lichfield, surrounding villages and north Birmingham. Nationally standardised data indicate that the ability of pupils in the senior school is above the national average and of those in the sixth form is below average. The school has identified fifty-eight pupils as having special educational needs or disabilities, and there are six pupils with an education, health and care plan who are supported by a learning support department and in mainstream classrooms. Two pupils speak fluent English as an additional language. There are fifty-three pupils identified as being especially able or talented. Timetables are adapted to accommodate these needs and those of the choristers.

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 the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, results in standardised tests in reading and mathematics have been above average.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils which are robust in practice but do not fully 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.
- 2.10 The school has appropriate measures to protect the well-being and safety of pupils and procedures to deal with any safeguarding concerns fully meet requirements. Whilst all required checks on staff are carried out and demonstrate that all staff are suitable to work with children, in some instances not all checks of prohibition from teaching have been completed or references received before a member of staff takes up appointment.
- 2.11 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 in paragraph 7 (safeguarding) are not met.**

Action point 1

- **the school must ensure that all recruitment checks required by current statutory guidance are completed for all staff before they take up their posts, specifically, checks against prohibition from teaching and receipt of satisfactory references [Part 3, paragraph 7 (a) and (b)].**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff and supply staff, and a register is kept as required. In a very small number of cases, checks for proprietors against the barred list, criminal records, proof of identity, prohibition from management and right to work in the UK have not been made or were late.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 17–19 are met, but those in paragraph 20 are not met.**

Action point 2

- **the school must ensure that all recruitment checks required by current statutory guidance are completed for all proprietors before they take up their posts, specifically checks against the barred list, criminal record, proof of identity, prohibition from management and right to work in the UK [Part 4, paragraph 20(5)(a)(ii), 20(6)(a)(ii), 20(6)(b)(i), 20(6)(b)(ii)].**

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

PART 6 – Provision of information

- 2.16 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 any 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, 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 proprietor ensures that the leadership and management demonstrate good skills and knowledge so that they actively promote the well-being of the pupils.
- 2.21 School leaders have the skills and knowledge to ensure that safeguarding procedures actively promote pupils' well-being and that a suitable recruitment policy is in place. The implementation of this, however, has not been monitored with sufficient rigour to ensure its consistent application in completing all checks before individuals take up their posts, thus ensuring the well-being of pupils.
- 2.22 The standard relating to leadership and management of the school in sub-paragraph 34(a) is met but those in sub-paragraphs 34 (b) and (c) are not met.**

Action point 3

- **the school must strengthen its oversight of the recruitment process to ensure that all required checks are completed before individuals are allowed to take up their posts in the school, thus ensuring the well-being of pupils [Part 8, paragraph 34 (b) and (c)].**

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 chapel. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Colette Culligan

Reporting inspector

Mrs Vivien Sergeant

Accompanying inspector

Mrs Sarah Hughes

Compliance team inspector (Headmistress, GSA school)