



**ISI** Independent  
Schools  
Inspectorate

**URSULINE PREPARATORY SCHOOL**  
**REGULATORY COMPLIANCE INSPECTION**

**19 TO 20 April 2016**



# School's Details

<b>Full Name of School</b>	<b>Ursuline Preparatory School</b>
<b>DfE Number</b>	<b>881/6034</b>
<b>Registered Charity Number</b>	<b>1058282</b>
<b>Address</b>	<b>Ursuline Preparatory School Old Great Ropers Great Ropers Lane Great Warley Brentwood Essex CM13 3JW England</b>
<b>Telephone Number</b>	<b>01277 227152</b>
<b>Email Address</b>	<b>secretary@ursulineprepwarley.co.uk</b>
<b>Headmistress</b>	<b>Mrs Pauline Wilson</b>
<b>Chair of Governors</b>	<b>Mrs Fiona Deery</b>
<b>Age Range</b>	<b>3 to 11</b>
<b>Total Number of Pupils</b>	<b>170</b>
<b>Gender of Pupils</b>	<b>Mixed (78 boys; 92 girls)</b>
<b>Early Years Foundation Stage</b>	<b>50</b>
<b>Pupils' Ability</b>	Standardised tests indicate that the ability of the pupils is above the national average.
<b>Pupils' Needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is nine. None have a statement of special educational needs or an education, health and care (EHC) plan. They require support with difficulties mainly linked to dyslexia and dyspraxia, with a small number with hearing loss or autistic spectrum disorder. There are no pupils who have English as an additional language (EAL).
<b>History of the School</b>	The Ursuline School first moved to England from Belgium in 1851. In 1992 a board of new trustees was formed, and the school moved to this site in 1994 when it became an independent co-educational Catholic school for boys and girls aged 3 to 11 years.

# School's Details

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<b>Ownership and Governing Structure</b>	The school is a charitable trust administered and run by an overarching board of trustees supported by a governing body.
<b>School Structure</b>	The school is structured in three phases, starting with the pre-preparatory department. The pupils have automatic entry into the infant and junior departments and leave the school at the age of eleven.
<b>Inspection Dates</b>	19 to 20 April 2016

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# About the Inspection

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. 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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or 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 following their inspection 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 and any qualitative concerns identified at their previous inspection.

**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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements and no further action is required as a result of this inspection.**

### PART 1

#### Quality of education provided

The analyses below relate to the most recent two years for which comparative national statistics are available.

In the junior school, the school measures attainment using national tests. In the years 2012 to 2014, the results at age seven were well above the national average for maintained schools. Results in reading were exceptional and mathematics results in 2013 were also exceptional.

Results for those aged eleven for the same period were exceptional in relation to the national average for maintained primary schools.

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 pupil performance is in place.

**The standards relating to the quality of education [paragraphs 1 - 4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standards relating to spiritual, moral, social and cultural development [paragraph 5] are met.**

### PART 3

#### Welfare, health and safety of pupils

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 and 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.

**The standards relating to welfare, health and safety [paragraphs 6 -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.**

## **PART 4**

### **Suitability of staff, supply staff, and proprietors**

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

**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**

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.

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

## **PART 6**

### **Provision of information**

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.

**The standards relating to the provision of information [paragraph 32] are met.**

## **PART 7**

### **Manner in which complaints are handled**

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.

**The standards relating to the handling of complaints [paragraph 33] are met.**

## **PART 8**

### **Quality of leadership in and management of schools**

The board of trustees ensures that the leadership and management demonstrate good skills and knowledge, and fulfils its responsibilities effectively, so that the other standards are consistently met and they actively promote the wellbeing of the pupils.

**The standards relating to leadership and management of the school [Paragraph 34] are met.**

# About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of trustees. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **Inspectors**

Mrs Diane Gardiner

Reporting Inspector

Mrs Sophie Green

Compliance Team Inspector (Head, IAPS School)