



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

St Mary's Hare Park School

October 2022

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School's Details

School	St Mary's Hare Park School			
DfE number	311/6054			
Registered charity number	298326			
Address	St Mary's Hare Park School South Drive Gidea Park Romford Essex RM2 6HH			
Telephone number	01708 761220			
Email address	office@stmarysharepark.co.uk			
Headteacher	Mr Ludovic Bernard			
Chair of trustees	Mrs Glenda Spencer			
Age range	2 to 11			
Number of pupils on roll	133			
	EYFS	33	Infants	27
	Juniors	73		
Inspection dates	19 to 20 October 2022			

1. Background Information

About the school

- 1.1 St Mary's Hare Park School is a co-educational Roman Catholic independent day school situated in Romford. The school moved to its current premises in 1935. The school is a charitable trust administered by a board of trustees. The present chair was appointed in January 2021 and the present headteacher was appointed in September 2020.
- 1.2 The school comprises three sections, nursery for children aged between two and three years, infants for pupils aged between three and seven years and juniors for pupils aged between seven and eleven years.
- 1.3 Since the previous inspection, the school has completely refurbished a number of classrooms, including the computer suite and music room. The outdoor learning areas have been redeveloped and a new outdoor classroom installed.

What the school seeks to do

- 1.4 The school aims to provide a diverse and inspirational learning experience, within a nurturing and respectful community, delivered by skilled, passionate staff to motivated pupils. It seeks to empower each child towards striving for excellence and fulfilling their full potential.

About the pupils

- 1.5 Pupils come from a range of family backgrounds, mostly living within a ten-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average.
- 1.6 The school has identified seven pupils as having special educational needs and/or disabilities, all of whom receive additional support. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for seven pupils, whose needs are supported by their classroom teachers. The curriculum is modified for pupils who are identified as most able in the school's population.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 The school has an appropriate safeguarding policy. 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 The school's arrangements for carrying out the required checks on adults working in the school do not always pay due regard to current statutory guidance. Separate checks of the barred list have not been obtained when staff are allowed to commence work prior to the receipt of the criminal records check. The school could not evidence the required risk assessments in such cases.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding], is not met.**

Action point 1

The school must ensure a separate barred list check is obtained for any staff whose criminal record check is delayed, and the required risk assessments are undertaken [paragraph 7(a) and 7(b); EYFS 3.7 and 3.9].

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

- 2.11 The school makes appropriate checks reported under Part 4 to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

- 2.12 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

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

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

PART 6 – Provision of information

- 2.15 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.

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

PART 7 – Manner in which complaints are handled

- 2.17 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.

- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. The proprietor has not effectively monitored the school's arrangements for the safer recruitment of staff.

- 2.20 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 2

The proprietor must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of pupils [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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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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