



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Dominic's Priory School

December 2022

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School's Details

School	St Dominic's Priory School			
DfE number	860/6011			
Registered charity number	1141147			
Address	St Dominic's Priory School 37 Station Road Stone Staffordshire ST15 8ER			
Telephone number	01785 814181			
Email address	info@stdominicspriory.co.uk			
Headteacher	Mrs Rebecca Harrison			
Chair of governors	Mrs Karen Champ			
Age range	3 to 16			
Number of pupils on roll	187			
	EYFS	6	Juniors	65
	Seniors	116		
Inspection dates	29 November to 1 December 2022			

1. Background Information

About the school

- 1.1 St Dominic's Priory School, in the town of Stone, Staffordshire, is a non-selective, independent, co-educational Catholic day school. The English Dominican Sisters founded the school in 1934. In May 2011, ownership of the school transferred from the English Dominican Congregation to a new independent charitable trust with a governing body. Since the previous inspection, the school's nursery closed and has been replaced with a pre-school. In January 2020, the senior school moved from the convent site into a new purpose-built block on a consolidated site with the prep school.

What the school seeks to do

- 1.2 The school aims to instil in its pupils a love of learning in a friendly and happy environment and a sense of community spirit and belonging. It seeks to nurture individuality and enable pupils to succeed academically, contribute positively to society and develop into confident, nurturing and caring young people who are ready to go out in the world and make a difference.

About the pupils

- 1.3 Pupils come from families with a range of professional backgrounds within a 15-mile radius of the school. School data indicate that the ability profile of the pupils is above the national average for those taking similar tests. The school has identified 49 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. There are 5 pupils in the school with an education, health and care (EHC) plan. English is an additional language (EAL) for 7 pupils. Pupils identified as the most able and those with particular talents have their curriculum modified or enhanced.

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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 meets the 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 no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, 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 At GCSE in the years 2020 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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 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.
- 2.10 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

- 2.11 The school makes appropriate checks 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 ensures 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils, including those with SEND, attain highly.
- Pupils throughout the school make rapid progress in developing their knowledge, skills and understanding.
- Pupils are confident and highly articulate communicators throughout the school.
- Pupils achieve excellence in a wide range of extra-curricular and sporting activities.

3.2 The quality of the pupils' personal development is excellent.

- Pupils demonstrate substantial self-confidence and a strong awareness of personal growth over time.
- Pupils' moral understanding is highly developed and they display a clear awareness of right and wrong which underpins the way they behave in school.
- The spirituality of the pupils is very well developed and pupils show mature appreciation of the non-material aspects of life.
- Pupils' social development and collaboration skills are excellent, and relationships with each other are warm and positive.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen pupils' study skills, including their ability and confidence to take ownership of their learning.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils make rapid progress in their knowledge, skills and understanding as they move through the school. Analysis of school data, lesson observations and work scrutiny show that at GCSE most pupils attain grades significantly higher than expected for those of their ability. This demonstrates successful fulfilment of the school's aim to enable their pupils to achieve their potential academically. Results at GCSE are indicative of the high quality of teaching and learning. In 2022, just under half of results were at grades 7 to 9, in line with the centre- and teacher-assessed grades in 2020 and 2021. Results show improvement beyond predictions for pupils in most subjects, and substantial improvement in some. All leavers in 2022 gained a place at their first choice of further secondary education. Pupils with

special educational needs and/or disabilities (SEND) make strong progress, in line with their peers. This is enabled by dedicated staff, detailed knowledge of individual pupils and strong, mutually respectful relationships. Pupils achieve highly because of the excellent leadership of academic provision.

- 3.6 Pupils of all ages and abilities demonstrated an excellent understanding of prior learning in many lessons and built strongly on this to deepen their understanding and further their skills. Pupils with SEND and EAL make excellent progress as a result of the individual support they are given and the intervention strategies implemented. Year 3 pupils made rapid progress with their understanding of the use of conjunctions for cause and effect and in the strong development of their football skills, facilitated through a range of progressively challenging activities. Younger pupils in the prep school demonstrated excellent musical skills in creating a soundscape connected to aspects of the nativity story, collaborating effectively and make the relevant choice of instruments. GCSE pupils in art, displayed strong progression in the development of their sketching skills, resulting in charcoal sketches of a high quality. Pupils in a modern foreign languages (MFL) lesson demonstrated excellent linguistic oral and aural skills with strong development of their understanding and use of the native language. However, pupils' progress, particularly that of the more able, can be limited by lessons that limit challenge and opportunities for pupils to display initiative and independence. It is clear from the work scrutiny that pupils make strong progress and this is particularly the case in subjects where there was detailed diagnostic feedback. In response to the pre-inspection questionnaire, almost all parents commented that teaching enables their children to make progress and a very large majority of pupils commented that teachers are supportive and that their skills and knowledge improve in most lessons, a view supported by inspection evidence.
- 3.7 Pupils are confident and highly articulate in their communication both within the classroom and around the school. They listen attentively in class discussions and present ideas with fluency and clarity, a feature of some of the most effective learning in lessons. They respond well to their peers with engagement, empathy and understanding. Pupils, including those with SEND and EAL, use subject-specific language and terminology in a clear and thoughtful way. For example, in a GCSE music lesson, pupils articulated coherent and fluent explanations of tonality, chords, sequences, melody and conjunctive movement and displayed a deep understanding of these musical terms. Pupils in a Year 9 religious studies (RS) lesson referenced excellent understanding of atonement and incarnation in their class discussion. Strong use of technical language was seen also, in the sciences, business studies (BS) and computer science (CS). Children in the EYFS displayed excellent progress in their reading and writing skills using phonic strategies to great effect to segment and blend phonemes when matching labels to toys and writing a letter to Santa. Work scrutiny demonstrated that older pupils in the prep school use their writing skills extremely well when recording experiments in science and diary entries in humanities.
- 3.8 Many pupils throughout the school achieve excellent and notable success individually and in teams in sporting, musical, artistic and cultural arenas. Achievements outside of the curriculum include exceptional success in competitions at regional and national level in music and drama (LAMDA) examinations, instrumental and singing examinations, art and coding competitions, musical theatre, dance and ballet. Pupils are highly successful regionally in athletics, badminton, cross-country running, football, golf, netball, swimming, tennis and table tennis and nationally in athletics, badminton, football, show jumping, skiing and table tennis. In discussions, pupils commented on the involvement of many pupils in the school's musical and drama productions and in The Duke of Edinburgh's Award Scheme (DofE), as particular strengths of the school, and records of pupils' achievement in these areas support this view.
- 3.9 Pupils display very positive attitudes to learning, being well supported by the strong school-wide culture of respect and nurture. In lessons, without exception, pupils settle down to work immediately, are well behaved, well-motivated and focused. Pupils' willingness to collaborate with their peers and staff is evident in all areas of school life. In a physics lesson, pupils worked very positively together to

produce posters on different sources of renewable energy and then presented their collective summarised thoughts on the issue. Year 9 pupils in a design and technology lesson displayed excellent collaborative working practices when sharing equipment and ideas and thoughts on how to improve each other's pieces of work. For example, the sharing of an extremely useful piece of advice in the cutting and folding of the card constructions enabled a much sharper finish to the end product. Children in the EYFS display excellent participative and collaborative attitudes in the myriad of play activities observed. They were enthusiastic, happy, attentive, calm and involved. Some pupils rely heavily on teaching staff for guidance and commented on the importance of twilight sessions to help support their learning. However, some, particularly the more able pupils, commented that they would welcome opportunities in lessons to challenge themselves more, develop initiative and independence and take greater ownership of their learning.

- 3.10 Good numeracy skills were observed in a variety of lessons across the age ranges with most pupils able to apply their mathematical knowledge and skills to other contexts within the curriculum. The ability of EYFS children to subitise was notable and was of a very high order in some of the most able children in the setting. GCSE pupils in a physical education (PE) lesson used the Karvonen formula to calculate maximum heart rates and then worked out target heart rates and training thresholds using percentages. Older pupils in a chemistry lesson accurately plotted graphs to express the practical data from the previous day's experiment. Some of the more able pupils were then able to plot tangents on differing parts of the curves drawn in order to calculate the rate of reaction at that point. Younger pupils in the prep school made good progress in using the grid method for multiplication, successfully partitioning numbers.
- 3.11 Pupils are confident users of information and communication technology (ICT), and its use is a natural part of their learning which, they recognise, developed during periods of lockdown. They are adept at using different platforms and a wide range of software in some subjects to develop their skills and understanding. Older pupils in a music lesson made excellent use of computer and music software in the development of their individual musical compositions, displaying high-quality musical skills. Pupils in the senior school commented on their use of the computer suite to research and develop presentations, access subject specific software and manage all their learning resources in subjects such as performing arts, music, biology, MFL, BS and PE. Prep school pupils commented that they had been taught useful research skills they regularly utilise to great effect in their independent project work.
- 3.12 Throughout the school, pupils' study skills are good. They analyse texts and data and draw knowledge from specified sources and, when prompted, demonstrate the ability to analyse and hypothesise in both simple and complex situations. However, their skills are not fully developed and older pupils commented in their discussion that they would appreciate more extended and self-directed study opportunities. Pupils, including those with SEND and EAL, enjoy and benefit from those opportunities provided such as in an English lesson, where Year 8 pupils responded confidently to the higher-order questions asked of them, developing to a high level their understanding of the exam criteria used to peer mark their written extension work. Children in the EYFS responded enthusiastically and demonstrated excellent initiative in their 'elf challenge'. Critical analysis of the task, excellent thought processing and successful achievement was a significant example of high-order study skills for children of this age. Inspection observation of senior school pupils' written work demonstrates in English excellent critical analysis of work using the 'point, evidence and explain' method of analysis and, in history, pupils' ability to research historical accounts from different sources, then synthesise their ideas into a good, coherent narrative.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show an excellent understanding of the areas they excel in, the areas that they find more challenging and those they need to work on to improve their academic performance. Senior school pupils, especially those with SEND, demonstrate perseverance and resilience in the face of academic challenge. They know who they can approach for support and advice and willingly do so, often citing the twilight sessions as the source of this targeted personal support. Key in this are praise and encouragement, which are used throughout the school to great effect and have a clear impact on pupils' self-esteem. Pupil discussions show a clear understanding and self-awareness of their next steps in further secondary education or otherwise and what is required of them to access these. In Year 9 personal, social, health and economic education (PSHE) lessons, pupils write honestly and clearly and with sense and sensitivity about their personal characteristics that make them who they are as individuals. Prep school pupils demonstrate excellent self-confidence in lessons, being extremely willing to attempt all tasks presented to them to the best of their ability. Year 4 pupils reflected on their progress in mathematics using cards to demonstrate their levels of confidence at the end of the lesson. In their response to the questionnaire, an overwhelming majority of parents agreed that the school helps pupils be confident and independent. These excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, school governors and staff to providing high levels of pastoral support.
- 3.15 Pupils' moral understanding is excellent, and they take full responsibility for their own behaviour. They have a well-developed sense of right and wrong and a strong awareness of the need to respect the school's behaviour code and societal rules in general. The size of the school and the small number of pupils in each class enable strong and cohesive relationships to develop between the pupils and their peers and between pupils and staff and support the noticeable culture of trust and respect. In their discussions, pupil leaders spoke passionately about their responsibility to be positive role models around the school. A deeply moral, spiritual and ethical understanding and awareness of wrongdoing was observed in pupils' written work in English on the role of the Nazi regime in the text being studied. Prep school pupils display high levels of empathy towards one another in all their interactions and are hugely supportive of pupils with additional needs. This strong moral awareness is deeply embedded into the Catholic ethos, values and behavioural practices of and in the school.
- 3.16 Throughout the school, pupils' social skills are highly developed. They demonstrate excellent social awareness, interactions being positive, honest and open, reflecting the strength of community and expectation of collaboration that exists within the school in response to the school's aims. Pupils work together well in lessons and around the school and display much enjoyment in the opportunities for engaging in groupwork and paired activities. For example, in a PE lesson, Year 9 pupils worked effectively in small groups on their basketball drills, balancing competition and positive relationships without antagonism and supporting each other in developing new skills. At breaktime, pupils of all ages and both genders engaged positively in an informal game of football displaying excellent levels of enthusiasm and sportsmanship. In a music lesson in the prep school, young pupils displayed excellent co-operative awareness when sharing a large scrunchy which required co-ordination and teamwork. In response to the questionnaire, all parents agreed that the school helps pupils develop teamwork and social skills. Inspection evidence shows that pupils develop into considerate and empathetic young people.
- 3.17 Pupils have a strong sense of belonging and a well-developed spiritual understanding, with the spiritual values of Catholicism central to the school's ethos. Pupils throughout the school value school assemblies and the morning prayer led by pupils; they engage respectfully and with reverence. Those pupils without a strong faith commented upon how beneficial they find this time at the start of the day as an important time of reflection for them. Pupils show an excellent understanding of the non-material aspects of life. For example, during break pupils talked freely about the importance of meat-free Mondays in raising awareness of the environmental costs of meat production. In a religious

education (RE) lesson, Year 9 pupils displayed excellent understanding of different beliefs in life after death, demonstrating in their written work an awareness of metaphor in spiritual beliefs and concepts of heaven and hell in popular culture. Children in the EYFS confidently shared their excellent knowledge and understanding of the abstract meanings of the candles on the advent wreath they had collectively made, including hope, peace, love and joy.

- 3.18 Pupils respect and value diversity within society. They show respect for and appreciation of their own and other cultures. They demonstrate a good degree of sensitivity and tolerance to those from different backgrounds and traditions. The pupils are at ease and tolerant with each other, supported by leadership having created a culture of openness, inclusion and acceptance. Almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. In lessons, pupils listen to each other, including those pupils with SEND and neurodiversity, with compassion and thoughtfulness, rooted in an acceptance of each person as an individual. In the pupil discussion, they commented that they felt accepted and supported and it was only natural to be different and to be themselves.
- 3.19 Pupils are confident and resilient and have good decision-making skills. They appreciate that decisions they make about academic work, relationships and their own feelings will have an impact upon their success, development and well-being. In their discussions with the inspectors, pupils commented positively on the extensive provision of information early in their GCSE stages regarding further secondary education and other alternatives that enables them to make appropriate and well-informed decisions on this issue. In lessons, pupils make decisions about whether it is appropriate to work individually or as a group, for example, in a biology lesson where collaboration on experimental work gave way to individual work on data analysis. The efficacy of both school councils' decisions is seen in the actions taken by the school in response. These include improvements in the dining hall, changes to both the games kit and the school uniform and changes to both schools' toilet facilities. Younger pupils in the prep school made excellent choices of instruments to represent the sounds they had chosen for their nativity soundscape and explained their reasoning for doing so most effectively. However, in both schools, teaching does not always facilitate the application of decision-making processes.
- 3.20 Pupils have a strong social conscience and an excellent awareness of their social responsibilities to others and the wider world. Pupils consider the tight-knit community that comes from being a small school to be a real strength. The school fully meets its aim to create a sense of community where pupils are sensitive to the needs of others and welcome all, irrespective of background or circumstance. Pupils of all ages talk most positively about the various roles for them within the school that enable them to support their peers, for example, as school prefects, house captains, school council members, subject prefects, peer buddies for the younger pupils and well-being mentors. All pupils are highly aware of issues relating to inequality and express this most effectively through whole-school, form- and house-based fund-raising charity work. Charities that have benefited from this recently include local foodbanks, Ukraine charity projects and, nationally, the Catholic international development charity (CAFOD). Pupils spoke most enthusiastically of their self-motivated, community-based volunteer work and of the difference they felt they were making. Older pupils are also involved in the volunteering programme of the DofE scheme.
- 3.21 Pupils of all ages within the school show a balanced and mature understanding of how to stay safe and how to be physically and mentally healthy in an age-appropriate way. This is evident particularly in terms of their approaches to diet, exercise, online safety, and a balanced lifestyle. All pupils throughout the school take part in regular physical activity and commented on the enjoyment they get from it. Year 3 pupils displayed excellent understanding of the consequences of not brushing their teeth, linking this to their work on cause and effect. Older pupils in the senior school, in discussion with the inspectors, spoke freely and maturely of the importance of safeguarding their mental health and were confident in the strategies they are developing to deal with anxiety and stress. Almost all pupils agreed that they know how to stay safe online, and that they feel safe and secure in school, a

consideration supported by an overwhelming majority of parents who responded to the questionnaire. Inspection evidence confirms these views.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair 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

Mr Michael Evans	Reporting inspector
Mr Shaun Wilson	Compliance team inspector (Bursar, IAPS school)
Mrs Helen Andrews	Team inspector (Former head of pre-prep, IAPS school)
Mr Peter Sharp	Team inspector (Former deputy head, HMC school)