



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

St Catherine's School

February 2020



School's details

School	St Catherine's School			
DfE number	318/6008			
Registered charity number	1014651			
Address	St Catherine's School Cross Deep Twickenham Middlesex TW1 4QJ			
Telephone number	020 889 12898			
Email address	info@stcatherineschool.co.uk			
Headmistress	Mrs Johneen McPherson			
Chair of governors	Mr Edward Sparrow			
Age range	3 to 18			
Number of pupils on roll	424			
	EYFS	21	Juniors	80
	Seniors	299	Sixth Form	24
Date of visit	26 February 2020			

1. Introduction

Characteristics of the school

- 1.1 St Catherine’s School is an independent Catholic day school for pupils aged three to eighteen. It is registered as a single-sex school for female pupils. The school was founded by the Sisters of Mercy in 1914 and moved to the current site in 1919. The school is a charitable educational trust, and in 1992 it was transferred to the management of a lay governing body with a board of nine governors as trustees.
- 1.2 The school has identified 117 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and difficulties with processing speed and numeracy, 96 of whom receive additional specialist help. Two pupils have an education, health and care plan. English is an additional language for 22 pupils of whom one receives additional support. The school’s previous inspection was a regulatory compliance inspection in September 2019.

Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection in September 2019. Additionally, the DfE asked the inspection to focus on the school’s arrangements for pupils with SEND and associated 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 visit	Team judgements
Part 2, paragraph 2(1)(b)(i) (curriculum); EYFS 1.6 and 3.67	Met
Part 3, paragraph 7(a) and (b) (safeguarding); EYFS 3.9	Met
Part 4, paragraph 18(2)(d) and 18(3) (suitability of staff); EYFS 3.9 and 3.11	Met
Part 4, paragraph 21(1) and 21(6) (single central register of appointments); EYFS 3.12	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34(1)(a), (b) and (c) (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2(1)(b)(i); EYFS 1.6 and 3.67]

- 2.1 The school meets the standard and the requirements.
- 2.2 The school ensures that the curriculum meets the needs of all pupils, including those with SEND. The school identifies pupils as requiring additional help and support from an early age in the EYFS. In the junior school, pupils are both supported by their classroom teachers and teaching assistants as well as receiving additional one-to-one or small-group support from specialist staff. Senior school pupils are suitably supported by their classroom and subject teachers. The curriculum is appropriately modified for some senior school pupils with SEND where they can reduce the number of GCSEs taken, for example. The school then uses the time available to focus on study skills and associated learning techniques with the school's special educational needs co-ordinator. This process strengthens pupils' access to the curriculum.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7(a) and (b); EYFS 3.9]

Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standard and the requirements.
- 2.6 The school has an effective safeguarding strategy that supports the needs of all pupils. All members of staff and governors, including those with designated responsibility for safeguarding (DSLs), have appropriate levels of safeguarding training, attend regular update training and have a clear understanding of safeguarding and their responsibilities. School leaders and key staff have also undertaken safer recruitment training and have effective oversight of the school's recruitment procedures. This has ensured that all checks required by current statutory guidance are undertaken before a person commences work at the school. Suitable arrangements are in place for the induction of new staff, which includes training in safeguarding. Scrutiny of records of most recent staff training shows that there was a strong focus on the most recent update of Keeping Children Safe in Education.
- 2.7 Safeguarding is correctly managed, and procedures are regularly reviewed, including an annual review by the proprietors. The designated lead governor for safeguarding liaises regularly with the DSLs to ensure that governors can be proactive and supportive of all aspects of safeguarding. The school liaises effectively with other safeguarding partners in relation to known incidents or when advice is required.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18(2)(d) and 18(3); EYFS 3.9 and 3.11; and paragraph 21(1) and 21(6); EYFS 3.12]

- 2.8 The school meets the standards and the requirements.
- 2.9 The school ensures that all appropriate checks are carried out on staff and governors before they commence work at the school. These include checks on identity and checks against the disclosure and barring service. All required checks are entered appropriately on the single central register of appointments, including all checks for governors.

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

- 2.10 The school meets the standard.
- 2.11 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.

Quality of leadership and management [ISSR Part 8, paragraph 34(1)(a), (b) and (c)]

- 2.12 The school meets the standard.
- 2.13 School leaders and managers demonstrate good skills and knowledge appropriate to their roles. They fulfil their responsibilities to meet the independent school standards effectively and they actively promote the well-being of the pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

4. Summary of evidence

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