

# Material change inspection report

31 March 2025

## **Vita Et Pax School**

6a Priory Close

Green Road

Southgate

London

NA14 4AT

## Inspection outcome

The school has requested a change to the details of its registration to admit children from the age of 2 years.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraph 1

EYFS 1.12, 2.5, 2.6, 2.7, 2.8, 2.9 and 2.10

1. Staff are knowledgeable of the learning and development requirements for children in the early years foundation stage. They have adapted the curriculum for the younger children who they plan to attend to ensure that it is appropriate for their age and stage of development. The early years curriculum effectively supports children's learning and development in the prime areas of learning. Leaders have ensured that the learning environment includes a suitable range of learning resources for the younger children who they plan to attend.
2. Leaders carefully consider the needs of pupils with special educational needs and/or disabilities (SEND). Leaders ensure that the needs of children are identified at an early stage. Staff work closely with external professionals to provide effective support to children and their families and adapt the curriculum appropriately.
3. Leaders promote positive behaviour through an appropriate policy which is effectively implemented.
4. Leaders have prepared suitable plans for regular observations and assessments of younger children's development. They understand the requirements to complete a progress check at age two. They have procedures in place for how these will be completed and shared with parents. For example, leaders are aware of the need to report on the progress that children make in the three prime areas of learning.
5. The school is likely to continue to meet the Standards if the material change is implemented.

### Part 2. Spiritual, moral, social and cultural development of pupils

ISSR Paragraphs 5(a); 5(b)(i); 5(b)(ii); 5(b)(iii); 5(b)(iv); 5(b)(v); 5(b)(vi); 5(b)(vii); 5(c); 5(d)(i); 5(d)(ii) and 5(d)(iii)

6. Leaders ensure that the curriculum and teaching at the school supports the pupils, including children in the early years, in their personal development as well as their growing understanding of British values.
7. Leaders provide an appropriate environment for learning in the early years, which includes clear routines and well-managed transitions between activities for the children. Staff have high expectations that children develop their independence, and skills of social interaction and collaboration.

8. Pupils at the school are taught about moral values in an age-appropriate manner. Teachers are consistent in their expectations of pupils in terms of behaviour. Pupils learn about equality, different cultures and treating people with respect.
9. Pupils develop their understanding about democracy, such as through school council activities that require them to vote. Teachers present a balanced view of any political topics being discussed.
10. The school is likely to continue to meet the Standards if the material change is implemented.

### **Part 3. Welfare, health and safety of pupils**

ISSR Paragraphs 7(a) and 7(b); EYFS 3.4, 3.5, 3.6, 3.7, 3.36, 3.41, 3.56, 3.66, 3.69 and 3.71

11. The school has an appropriate safeguarding policy which reflects statutory guidance. There are suitable arrangements in place to safeguard and promote the welfare of pupils, including children in the early years. Leaders ensure that guidance on the use of electronic devices with imaging and sharing capabilities is understood and implemented effectively.
12. The safeguarding team, which includes a designated lead practitioner for the early years, are trained to the level appropriate for their roles.
13. Leaders ensure that all staff receive regular safeguarding training. Staff know how to share any concerns that a pupil may be at risk of harm. Staff understand their responsibilities under the 'Prevent' duty. They understand why it is important to share low-level concerns that relate to the behaviour of adults in school.
14. Leaders ensure that new members of staff receive comprehensive training before they take up their role within the school so that they understand the staff code of conduct as well as systems for reporting and recording concerns.
15. Governors appropriately monitor the safeguarding practices at the school, through regular visits and reports which are discussed by the whole governing board. Governors complete relevant safeguarding training so that they have the knowledge and skills to provide support and challenge to leaders. They understand their responsibilities in relation to the statutory requirements of Keeping children safe in education (KCSIE).
16. Leaders take appropriate actions to safeguard pupils and seek advice from external agencies when appropriate. Safeguarding concerns are recorded methodically, so that leaders can monitor ongoing cases and identify trends. Pupils know who they can speak to if they have a concern.
17. Pupils learn about staying safe as part of their curriculum. This includes lessons in online safety. Pupils know not to share personal information online and know how to respond to any inappropriate online behaviour. Leaders put suitable systems in place to filter and monitor the pupils' online access whilst at school, and these systems are regularly tested.
18. Leaders understand the early years requirements for staffing for two-year-old children. They similarly ensure that there is always at least one member of staff with a paediatric first-aid qualification present in the early years. Leaders have planned suitable staffing arrangements, should the material change be approved.
19. Leaders carefully consider the needs of younger children's dietary requirements and adapt the menu accordingly. Appropriate supervision is in place during mealtimes and healthy choices are offered and encouraged. Leaders liaise effectively with parents regarding food choices, and staff are suitably trained in food hygiene.

20. Leaders have ensured that there is sufficient space for early years children in regard to both the two-year-old nursery classroom that they plan to use, and the Reception class, which will move into a new classroom to accommodate this.
21. There are suitable arrangements in place for younger children to sleep during the day. Staff supervise sleeping children appropriately, including by regularly checking them during sleep. Staff take into account children's personal needs effectively. For instance, they accommodate the use of blankets or comforters from home to promote positive sleep routines.
22. Leaders ensure that there are suitable toilet facilities in place for two-year-old children as well as appropriate areas for changing nappies, in accordance with the school's intimate care policy. There are also suitable toilet facilities in place for the new Reception classroom.
23. The school is likely to continue to meet the Standards if the material change is implemented.

#### **Part 6. Provision of information**

ISSR paragraph 32(1)(c)

24. 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.
25. The school is likely to continue to meet the Standards if the material change is implemented.

#### **Part 8. Quality of leadership and management of schools**

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c); EYFS 3.26

26. Senior leaders and governors have planned effectively for the change in age range of pupils. They have appropriately considered changes to the curriculum, resourcing, staff deployment and staff training in order to continue to meet the Standards and the EYFS requirements.
27. Leaders ensure that daily risk assessments are in place in the early years which are detailed and mitigate risk in areas used by these children. These include consideration of risk around food, including preparation and supervision when eating and appropriate support for younger children with allergies.
28. Leaders ensure that staff who work in the early years have supervision meetings which encourage them to reflect on their practice and support their professional development.
29. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School</b>	Vita Et Pax School
<b>Department for Education number</b>	308/6056
<b>Registered charity number</b>	281566
<b>Address</b>	Vita Et Pax School 6a Priory Close Green Road Southgate London N14 4AT
<b>Phone number</b>	020 8449 8336
<b>Email address</b>	info@vitaetpax.co.uk
<b>Website</b>	www.vitaetpax.co.uk
<b>Proprietor</b>	Vita Et Pax School (Cockfosters) Limited
<b>Chair</b>	Mr Pushkar Acharya
<b>Headteacher</b>	Mrs Helen Lynch
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	76
<b>Date of previous inspection</b>	3 July 2024

## Information about the school

31. Vita et Pax Preparatory School is an independent co-educational day school located in Oakwood, north London. The school is a charitable trust overseen by a board of governors. Since the previous inspection a new chair of governors was appointed in July 2024.
32. There are 27 children in early years, comprising one Nursery class and one Reception class.
33. The school has identified a small number of pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
34. The school has identified no pupils for whom English is an additional language.
35. The school states that its aims are to deliver a child-centred approach within a supportive environment which nurtures the unique character of each pupil. With a Christian tradition, care and respect for difference is shown to everyone. The school seeks to work in strong partnership with parents to ensure pupils are safe, academically confident and well cared for physically, socially and emotionally.

## Purpose of the material change inspection

Inspectors carried out this inspection following an application made by the school to the DfE to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards/Early Years Foundation Stage requirements if the material change is implemented.

## Inspection details

**Inspection date** 31 March 2025

36. Two reporting inspectors visited the school for one day.

37. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tour of the school site to view the spaces intended for use as classrooms for the two-year-old children, as well as those for the Reception class
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of a range of policies, documentation and records provided by the school
- scrutiny of information published on the school's website.

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- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
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