



## **REGULATORY COMPLIANCE, FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTIONS**

### **SELF-EVALUATION FORM**

**For use from September 2016**

**To be completed electronically**

**Is the school happy for this form to be shared with the inspection team? (Y/N)**

# CONTENTS

## PART 1 for Regulatory Compliance and Focused Compliance Inspections

For each Regulation and Standard, answer 'Yes' or 'No' on the basis of whether the school fully meets the requirements. For certain Regulations and Standards, and depending on the age range of the school, a response of 'N/A' may be appropriate. Under each section, provide brief explanatory comments only where needed to help the team to understand the nature and circumstances of the school, and its compliance. In addition, please indicate the member of staff responsible for the matters dealt with under each section of the form. This will enable the inspection team to know who to contact if further clarification is needed.

### Part 1 Quality of education provided (curriculum)

1.	The standards about the quality of education provided at the school are those contained in this Part.			
2. (1)	(a) The standard in this paragraph is met if the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2), is drawn up <b>and implemented effectively</b> ; and	Yes	No	
	(b) the written policy, plans and schemes of work- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Yes	No	
(2)	For the purposes of paragraph (2)(1)(a) the matters are –			
	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;	Yes	No	
	that pupils acquire speaking, listening, literacy and numeracy skills;	Yes	No	
	where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;	Yes	No	N/A
	personal, social health and economic education which – (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;	Yes	No	
	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that - (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;	Yes	No	N/A

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;	Yes	No	N/A
where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;	Yes	No	N/A
that all pupils have the opportunity to learn and make progress; and	Yes	No	
effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.	Yes	No	

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

**Indicate the name of the member of staff responsible for completing this section of the form.**

Curriculum:

Upper School- Paul Wilson (Upper School Head)

Middle School- Alicia Castro – (Middle School Head)

Lower School & EYFS- Lucy Thomas – (Lower School Head)

PSHEE / FBV:

Upper School / Middle School- Kim Bradford

Lower School & EYFS- Emma Meers

### Part 1 Quality of education provided (teaching)

<b>3.</b> The standard in this paragraph is met if the proprietor ensures that the teaching at the school –		
enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	Yes	No
fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;	Yes	No
involves well-planned lessons and effective teaching methods, activities and management of class time;	Yes	No
shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;	Yes	No
demonstrates good knowledge and understanding of the subject-matter being taught;	Yes	No
utilises effectively classroom resources of a good quality, quantity and range;	Yes	No

	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;	Yes	No
	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;	Yes	No
	does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and	Yes	No
	does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.	Yes	No
4.	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.	Yes	No

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- *Monitoring of Teaching:*
  - *Lesson observations are conducted as part of the appraisal process ensure that standards of teaching are monitored and training needs identified.*
  - *Heads of School, Deputy Head and Headmaster regularly observe lessons within learning walks and as part of school improvement.*
  - *Regular work scrutiny.*
- *Teaching throughout the school is frequently excellent and never less than good. The school promotes a culture where staff are reflective practitioners, seeking to continually innovate teaching to promote excellent outcomes for our pupils.*
- *Staff are dedicated to securing the very best outcomes for our learners: we care about the pupils as individuals and understand that the key to a tailored, individualised approach to teaching and learning is through building effective working relationships. Pastoral and Academic issues are not treated as discrete elements; student achievement is a holistic process. The concept of a 'school family' is at the very heart of our ethos, staff generously give their own time to run a variety of sessions to help individuals and groups; examples of this include: targeted revision sessions in the Senior School; personalised mentoring of underachieving students; alongside the rich variety of extra-curricular clubs.*
- *Across all phases, the learning at Saint Nicholas is distinguished by a culture of mutual respect between staff and students. The school encourages the pupils to raise their aspirations and to develop their resilience as an integral part of their intellectual development.*
- *Our SEND policy is fully implemented and boys who have been identified have IEPs and access arrangements. Implementation of provision for SEND is included in lesson observations.*
- *The PSHEE curriculum and Assembly Audit provides evidence of promoting British Values.*

**Indicate the name of the member of staff responsible for completing this section of**

**the form.***Upper School- Paul Wilson (Upper School Head)**Middle School- Alicia Castro – (Middle School Head)**Lower School & EYFS- Lucy Thomas – (Lower School Head)**Melanie Wright- (Whole School SENCO)***Part 2 Spiritual, moral, social and cultural development of pupils**

<b>5.</b>	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor-		
	(a) <b>actively promotes</b> the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Yes	No
	(b) ensures that principles are actively promoted which –		
	enable pupils to develop their self-knowledge, self-esteem and self-confidence;	Yes	No
	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;	Yes	No
	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the schools is situated and to society more widely;	Yes	No
	enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;	Yes	No
	further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;	Yes	No
	encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and	Yes	No
	encourage respect for democracy and support for the participation in the democratic process, including respect for the basis on which the law is made and applied in England;	Yes	No
	(c) precludes the promotion of partisan political views in the teaching of any subject in the school;	Yes	No
	(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils - while they are in attendance at the school; while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.	Yes	No

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- *Headmaster's and Head of Schools assemblies each week provide many opportunities for whole school celebration of achievement, leadership and promotion of the school Core Values.*
- *The Pastoral PSHEE scheme of work underpins the promotion of British Values and equality of opportunity.*
- *Staff are reminded to avoid promoting partisan political views each year at the start of year staff meeting.*

**Indicate the name of the member of staff responsible for completing this section of the form.**

*Helen Hopkins (Deputy Head)*

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

<b>6.</b>	The standards about the welfare, health and safety of pupils at the school are those contained in this Part.			
<b>7.</b>	The standard in this paragraph is met if the proprietor ensures that –			
	arrangements are made to safeguard and promote the welfare of pupils at the school; and	Yes	No	
	such arrangements have regard to any guidance issued by the Secretary of State.	Yes	No	
	<b>PREVENT</b> The school has a clear approach to the Prevent strategy	Yes	No	
<b>8.</b>	Where section 87(1) of the Children Act 1989 applies in relation to a school, the standard in this paragraph is met if the proprietor ensures that –			
	arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and <b>NOTE – for legal reasons failure of NMS 11 triggers a failure of this ISSR 8(a) (as a minimum), and customarily of 7(a) and (b) and 8(a) and (b).</b>	Yes	No	N/A
	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges. <b>NOTE – for legal reasons failure of any NMS (except NMS 5.11 and 14.1) triggers a failure of this ISSR 8(b) (as a minimum).</b>	Yes	No	N/A
	<b>*Boarder</b> means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school.			
<b>9.</b>	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that-	Yes	No	
	(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil	Yes	No	

	misbehaviour;		
	(b) the policy is implemented effectively; and	Yes	No
	(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.	Yes	No
10.	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.	Yes	No
11.	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.	Yes	No
12.	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.	Yes	No
13.	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.	Yes	No
14.	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.	Yes	No
15.	The standard in this paragraph is met if the proprietor ensures that admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.	Yes	No
16.	The standard in this paragraph is met if the proprietor ensures that -		
	(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and	Yes	No
	(b) appropriate action is taken to reduce risks that are identified.	Yes	No

### Other legislation

Does the school fulfil its duties under Schedule 10 of the Equality Act 2010?	Yes	No
Does the school reject the use of corporal punishment?	Yes	No

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- Safeguarding and Prevent Policy in place. The DSL is a member of the SLT and has two deputies who have authority to act on safeguarding matters. Good lines of communication exist with Essex Safeguarding Childrens Board.
- In September 2016 staff were brought up to date on changes to safeguarding policy owing to changes in KCSIE 2016. Staff were tested on their knowledge at the end of this session. Regularly updates are provided to staff as appropriate in staff meetings.
- On 19<sup>th</sup> November the school carried out its annual safeguarding review and audit with the Governors. The session included training, led by the DSL for all governors.

- Staff will undergo online Prevent Training in January 2016.
- The schools' Behaviour policy is in place and is regularly reviewed.
- Anti-bullying policy is in place and is regularly reviewed. Heads of School / Assistant Heads of School investigate every incident where there is a possibility that bullying may be taking place. Any concerns about bullying are raised at weekly SLT meetings. An online Bullying Log is shared with all SLT and allows concerns to be raised, logged and any patterns identified. The school participates in Anti-bullying week each year and regularly surveys pupils for their opinions.
- Educational Visits policy ensures that all trips receive the required consents and are thoroughly risk assessed.
- The First Aid policy is in place and is regularly reviewed. A fully stocked Medical Room with access to toilets is available for pupils who become ill. All accidents are correctly reported. Many staff are trained in First Aid and where appropriate Paediatric First Aid.
- Staff duty rotas are in place to ensure appropriate supervision. Afterschool clubs and homework clubs are appropriately staffed and supervised for pupils.
- The admission register is held on Engage. In accordance with requirements updated within KCSIE 2016, the Registrar and DSL ensure that appropriate information with regard to new entrants and leavers are passed on to the local authority.
- There is an equal opportunities policy and recruitment and selection follows the principles of equality of opportunity.
- A three year Accessibility Plan is in place.

**Indicate the name of the member of staff responsible for completing this section of the form.**

- David Bown (Headmaster)
- Yvette Mardel (Bursar)
- Helen Hopkins (Deputy Head)
- Peter Jackson (Estates Manager)

#### **Part 4 Suitability of staff, supply staff and proprietors**

**17.** The standards about the suitability of **staff\***, supply staff and proprietors are contained in this part.

**\*Interpretation**

**Staff** means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer.

**18.(1)** The standard in this paragraph relates to **the suitability of persons appointed as members of staff** at the school, other than the proprietor and supply staff.

(2) The standard in this paragraph is met if –			
no such person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;	Yes	No	
no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;	Yes	No	
the proprietor carries out appropriate checks to confirm in respect of each such person – the person’s identity; the person’s medical fitness; the person’s right to work in the United Kingdom; and where appropriate, the person’s qualifications;	Yes	No	
the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person’s appointment;	Yes	No	
in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person’s suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and	Yes	No	N/A
in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with, <b>TE – for legal reasons, a failure of NMS 14.1 in relation to staff triggers a failure of this ISSR 18(2)(f) (as a minimum). For boarding supply staff, see below under ISSR 19(2)(e). Failures of NMS 14.2 to 14.6 will trigger failure of ISSR 8(b) (as a minimum).</b>	Yes	No	N/A
and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.			
(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person’s appointment.	Yes	No	
The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff (‘M’) has worked in – a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;			

<p>a maintained school in England in a position to which M was appointed on or after 12<sup>th</sup> May 2006 and which did not bring M regularly into contact with children or young persons; or</p> <p>an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons,</p> <p>during a period which ended not more than three months before M's appointment.</p>			
<p>19.(1) This paragraph relates to <b><u>the suitability of supply staff</u></b> at the school.</p>			
<p>(2) The standard in this paragraph is met if –</p>			
<p>(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received –</p> <p>written notification from the employment business in relation to that person –</p> <p>that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;</p> <p>that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and</p> <p>if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and</p> <p>a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;</p>	Yes	No	N/A
<p>(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;</p>	Yes	No	N/A
<p>(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);</p>	Yes	No	N/A
<p>(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide –</p> <p>the notification referred to in paragraph (a)(i); and</p> <p>a copy of any enhanced criminal record certificate which the employment business obtains, ;</p> <p>in respect of any person whom the employment business supplies to the school; and</p>	Yes	No	N/A
<p>(e) except for those persons for whom sub-paragraph (4) applies,</p>	Yes	No	N/A

<p>in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools are complied with.</p> <p><i>- for legal reasons, a failure of NMS 14.1 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum).</i></p>			
<p>(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than three months before the date on which the person is due to begin work at the school.</p>	Yes	No	N/A
<p>(4) This sub-paragraph applies to a person ('P') who has worked in –</p> <ul style="list-style-type: none"> <li>a school in England in a position which brought P regularly into contact with children or young persons;</li> <li>a maintained school in England in a position to which P was appointed on or after 12<sup>th</sup> May 2006 and which did not bring P regularly into contact with children or young persons; or</li> <li>an institution within the further education sector or in a 16 to 19 Academy in England in a position which involved the provision of education or which brought P regularly into contact with children or young persons,</li> </ul> <p>during a period which ended not more than three months before P is due to begin work at the school.</p>			
<p><b>20.(1) The standard in this paragraph relates to <u>the suitability of the proprietor</u> of the school.</b></p>			
<p>(2) Sub-paragraph (3) relates to <b><u>the suitability of the proprietor where the proprietor is an individual.</u></b></p>			
<p>(3) The standard in this paragraph is met if –</p>			
<p>the individual –</p>			
<p>(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and</p>	Yes	No	N/A
<p>does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; and</p>	Yes	No	N/A
<p>(b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before <b>or as soon as practicable</b> after the individual takes over as proprietor –</p>			Not applicable: DfE use only. However, if a school has not notified DfE of a new proprietor or chair of governors, ISI Office should be so informed and a
<p>(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;</p>			

(ii) checks confirming the individual's identity and right to work in the United Kingdom; and	check made with DfE.		
(iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;			
and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
(4) Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where <b>the proprietor is a body of persons</b> corporate or unincorporate.			
(5) The standard in this paragraph is met in relation to <b>an individual who is the Chair of the school</b> if –			
(a) the individual –			
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where the individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and			
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; and	Yes	No	N/A
(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual –	Not applicable: DfE use only, as above.		
(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 133B(1) of the 1997 Act;			
(ii) checks confirming the individual's identity and right to work in the United Kingdom; and			
(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;			
and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
(6) The standard in this paragraph is met in relation to <b>an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the</b>			

<b>proprietor of the school</b> in the register or in an application to enter the school in the register, if –			
(a) MB –			
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and	Yes	No	N/A
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction; and	Yes	No	N/A
(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB –			
(i) where relevant to the individual, an enhanced criminal record check;	Yes	No	N/A
(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and	Yes	No	N/A
(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;	Yes	No	N/A
and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and	Yes	No	N/A
(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.	Not applicable: DfE use only.		
(7) In a case where –			
the suitability of the proprietor is being considered in response to an application by the governing body of a maintained school to enter the school on the register, and the local authority maintaining the school has made one or more of the checks referred to in sub-paragraph (5)(b) or (6)(b) in relation to the Chair of the school or MB, sub-paragraph (5)(b) or (6)(b) (as the case may be) is treated as complied with so far as relating to that check.	Not applicable: reference to application by a maintained school for academy status.		
(8) In the case of a registered school –			
(a) sub-paragraph (5)(b) is met where the checks referred to in that sub-paragraph are completed before <b>or as soon as practicable</b> after the Chair of the school starts acting as such;			

(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before <b>or as soon as practicable</b> after MB starts acting as a member of the body of persons corporate or unincorporate named in the register as the proprietor of the school; and
(c) sub-paragraph (6)(c) is met where the enhanced criminal record check is made <b>as soon as practicable</b> after the Secretary of State's request.
(9) In this paragraph a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer.

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- The school has a detailed Recruitment policy which was reviewed recently against KCSIE 2016.
- An SCR is maintained by the Headmasters PA and is reviewed termly by the DSL and Safeguarding Governor.
- Risk assessments are carried out and appropriate actions undertaken in where:
  - DBS certificate is delayed,
  - for 'one off' contractors,
  - for visiting speakers,
  - where visitors cannot provide photographic ID and for
  - parent 'one off' helpers.
- A register of visiting speakers is maintained and each is risk assessed before being authorized to come into school
- All members of are trained in Safer Recruitment and this training has been recently up-dated (within last two years).

**Indicate the name of the member of staff responsible for completing this section of the form.**

- David Bown (Headmaster)
- Helen Hopkins (Deputy Head)

### Paragraph 21 Single Central Register of Appointments

21. (1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.		
(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable	Yes	No

of being reproduced in legible form.			
(3) The information referred to in this sub-paragraph is – (a) in relation to <b><u>each member of staff ('S') appointed on or after 1<sup>st</sup> May 2007</u></b> , whether –			
S's identity was checked;	Yes	No	N/A
a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006	Yes	No	N/A
a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;	Yes	No	N/A
checks were made to ensure, where appropriate, that S had the relevant qualifications;	Yes	No	N/A
an enhanced criminal record certificate was obtained in respect of S;	Yes	No	N/A
checks were made pursuant to paragraph 18(2)(d);[enhanced criminal record checks, where relevant]	Yes	No	N/A
a check of S's right to work in the United Kingdom was made;	Yes	No	N/A
checks were made pursuant to paragraph 18(2)(e);[overseas]including the date on which each such check was completed or the certificate obtained;	Yes	No	N/A
(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.	Yes	No	N/A
(4) The information referred to in this sub-paragraph is, in relation to <b><u>each member of staff</u></b> in post on 1 <sup>st</sup> August 2007 who was <b><u>appointed at any time before 1<sup>st</sup> May 2007</u></b> , whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes	No	N/A
The information referred to in this sub-paragraph is, in relation to <b><u>supply staff</u></b> –			
(a) whether written notification has been received from the employment business that –			
(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and	Yes	No	N/A
(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check;	Yes	No	N/A

together with the date the written notification that each such check was made, or certificate obtained, was received.	Yes	No	N/A
(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and	Yes	No	N/A
(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d), that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.	Yes	No	N/A
(6) The information referred to in this sub-paragraph is, in relation to <b><u>each member ('MB') of a body of persons named as the proprietor appointed on or after 1<sup>st</sup> May 2007</u></b> , whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.	Yes	No	N/A
(7) The information referred to in this sub-paragraph is in relation to <b><u>each member of a body of persons named as the proprietor</u></b> in post on 1 <sup>st</sup> August 2007 who was <b><u>appointed at any time before 1<sup>st</sup> May 2007</u></b> –			
(a) whether each check referred to in sub-paragraph (6) was made; and	Yes	No	N/A
(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes	No	N/A
(8) It is immaterial for the purposes of sub-paragraphs (3), (4), (5)(a) and (b), (6) and (7) whether the check was made or certificate obtained pursuant to a legal obligation.			

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- The SCR is administered by the Headmaster's PA and regularly reviewed by the Deputy Head and Safeguarding Governor.

**Indicate the name of the member of staff responsible for completing this section of the form.**

- David Bown (Headmaster)
- Helen Hopkins (Deputy Head)
- Julie Bradley (Headmaster's PA)

## Part 5 Premises and accommodation

**22.** The standards about the premises of and accommodation at the school are those contained in this Part.

. (1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that -			
suitable toilet and washing facilities are provided for the sole use of pupils	Yes	No	
separate toilet and washing facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time;	Yes	No	N/A
suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.	Yes	No	N/A
Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.			
. (1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of the pupils, including -			
accommodation for the medical examination and treatment of pupils;	Yes	No	
accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near a toilet facility;	Yes	No	
where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.	Yes	No	N/A
The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided that it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b),			
For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements.			
. The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils is ensured.	Yes	No	
. The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.	Yes	No	
. The standard in this paragraph is met if the proprietor ensures that-			
the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein;	Yes	No	
external lighting is provided in order to ensure that people can safely enter and leave the school premises.	Yes	No	
. (1) The standard in this paragraph is met if the proprietor ensures that -			

suitable drinking water facilities are provided;	Yes	No	
toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;	Yes	No	
cold water supplies that are suitable for drinking are clearly marked as such;	Yes	No	
the temperature of hot water at the point of use does not pose a scalding risk to users.	Yes	No	
The facilities provided under sub-paragraph (1)(a) will be suitable only if – they are readily accessible at all times when the premises are in use; and they are separate from the toilet facilities.			
(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable -			
physical education to be provided to pupils in accordance with the school curriculum;	Yes	No	
pupils to play outside.	Yes	No	
<del>The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.</del>	Yes	No	N/A
<del><b>NOTE – a failure of NMS 5 will trigger a consequential failure of this ISSR 30.</b></del>			
For the purposes of this Part- “physical education” includes the playing of games; any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.			

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- The school is as confident as it can be that it is meeting the requirements of this section.
- Self-audits against these regulations have been conducted and no deficiencies were identified.

**Indicate the name of the member of staff responsible for completing this section of the form.**

- Yvette Mardel (Bursar)
- Peter Jackson (Estates Manager) (Consulted)

## Part 6 Provision of information

<b>32.(1)</b> The standard about the provision of information by the school is met if the proprietor ensures that –			
(a) the information specified in sub-paragraph (2) is <b>provided</b> to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes	No	
(b) the information specified in sub-paragraph (3) is <b>made available*</b> to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes	No	
(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;	Yes	No	
(d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body which conducted the inspection;	Yes	No	
(e) following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each boarder;	Yes	No	N/A
(f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;	Yes	No	
(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;	Yes	No	
(h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State; and	Yes	No	N/A
(i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is	Yes	No	N/A

provided to the responsible local authority; and			
(j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.	Yes	No	N/A
(2) The information specified in this sub-paragraph is –			
(a) the school's address and telephone number, and the name of the head teacher;	Yes	No	
(b) either –			
(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or	Yes	No	N/A
(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;	Yes	No	N/A
(c) where there is a governing body, the name and address for correspondence of its Chair; and	Yes	No	N/A
(d) a statement of the school's ethos (including any religious ethos) and aims.	Yes	No	
(3) The information specified in this sub-paragraph is –			
(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;	Yes	No	
(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;	Yes	No	N/A
(c) particulars of the policy referred to in paragraph 2;	Yes	No	
(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13; [behaviour, bullying, health and safety, first aid]	Yes	No	
(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;	Yes	No	
(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and	Yes	No	
(g) a copy of the report of any inspection carried out under sections 108 or 109 of the Education and Skills Act 2008 or section 87(1) of the Children Act 1989.	Yes	No	
(4) The action specified in this sub-paragraph is -			
(a) any decision of the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119, or 123 of the Education and Skills Act 2008;	Yes	No	N/A
(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the Education and Skills Act 2008;	Yes	No	N/A

(c) any order of a justice of the peace under section 20 of the Education and Skills Act 2008 to remove the school from the register.	Yes	No	N/A
(5) For the purposes of sub-paragraph (4)(b), "relevant restriction" has the meaning given in section 117(1) of the Education and Skills Act 2008.			

### \*Interpretation

In these Regulations, where an element of a standard is information or a document being **made available**, that element of the standard is met—

in a case where the school has an internet website, if—

the information or a copy of the document is—

available on the website in a form accessible to parents of pupils and parents of prospective pupils, and

available for inspection on the school's premises during the school day, and

the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are aware that the information or a copy of the document is available and the form in which it is available; and

in a case where the school has an internet website but the information or a copy of the document is not available on the website, or where the school does not have an internet website, if—

the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are made aware that they may request the information or a copy of the document; and

the information or a copy of the document is sent or given to such parents free of charge, in response to a request.

In these Regulations, where an element of a standard is information or a document being **provided** to a person, that element of the standard is met—

where the person has provided the school with a valid electronic mail address, by sending to that address -

the information or a copy of the document in electronic form; or

the address for an internet website where the information or a copy of the document can be downloaded by the person,

in which case the information or copy of the document must be available for inspection by the person on the school's premises during the school day; or

by sending or giving the information or a copy of the document to the person.

## 2.

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- The school is as confident as it can be that it is meeting the requirements of this section.
- Self-audits against these regulations have been conducted and no deficiencies were identified.
- The school will always happily provide parents, upon request, with copies of any policies it has and operates in a very open and transparent way in this respect and has never had any issues concerning failure to comply with such a request.

- At the time of writing the school is about to launch a much improved brand new website (launch date early November).

**Indicate the name of the member of staff responsible for completing this section of the form.**

- Mr David Bown (Headmaster)

### Part 7 Manner in which complaints are to be handled

<b>33.</b> The standard about the manner in which complaints are handled is met if		
the proprietor ensures that a complaints procedure is drawn up and <b>effectively implemented</b> which deals with the handling of complaints from parents of pupils and which –	Yes	No
(a) is in writing;	Yes	No
is made available to parents of pupils;	Yes	No
sets out clear time scales for the management of a complaint;	Yes	No
allows for a complaint to be made and considered initially on an informal basis;	Yes	No
where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;	Yes	No
where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	Yes	No
ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;	Yes	No
allows for a parent (or parents) to attend and be accompanied at a panel hearing if they wish;	Yes	No
provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is –		
(i) provided to the complainant and, where relevant, the person complained about; and	Yes	No
(ii) available for inspection on the school premises by the proprietor and the head teacher;		
(j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –		
(i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and	Yes	No
(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and		

(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.	Yes	No
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**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

- Most concerns or complaints are raised with class / subject teachers in the first instance. Where appropriate these are passed on to the Heads of School for further investigation.
- Records are kept of concerns and complaints and how they are dealt with as appropriate by Heads of School.
- Where complaints are raised with the Headmaster a record is kept of the issues and how they are dealt with.
- Concerns / complaints are a standing item within weekly SLT meetings.
- Governors are kept informed about formal complaints within the Headmaster's report to Governors.

**Indicate the name of the member of staff responsible for completing this section of the form.**

- David Bown (Headmaster)

## Part 8 Quality of leadership in and management of schools

<b>34.</b> (1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-		
(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;	Yes	No
(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and	Yes	No
(c) actively promote the well-being of pupils.	Yes	No
(2) For the purposes of paragraph (1)(c) "well-being" means well-being within the meaning of section 10(2) of the Children Act 2004.		

**In this box, provide any explanatory comment(s) needed or specify any Regulation(s) that you are not certain you satisfy and give reasons.**

**SLT are regularly reminded of what we are here to do.....**

**Overall as leaders we are expected to:**

Promote the wellbeing of pupils and challenge attitudes which undermine such an ethos.

Expect all staff to be aspirational about what our pupils can achieve.

Ensure the best possible pastoral support and teaching and learning environment to enable all pupils to achieve their very best.

**All leaders at Saint Nicholas must be committed to:**

- Constantly ensuring the school is meeting its statutory safeguarding obligations.
- Ensuring a safeguarding culture which enables professional challenge where a child's needs are not being met through deliberate acts or omissions. In addition, a safeguarding culture where staff believe 'it could happen here'.
- Providing outstanding pastoral care, safeguarding and careers education to enable all pupils to make best personal development and develop attitudes and beliefs which will enable pupils to make a positive contribution to society.
- Robust systems for quality assurance, lesson observation, work scrutiny, departmental review, appraisal and CPD and to **addressing poor performance** where it is identified.
- Self-evaluation - listening to views of staff, parents and pupils.
- Be leaders of best practice and model exemplary practice within their areas.
- Be committed to the distributed leadership model, where leaders delegate key responsibilities to colleagues in order to develop them professionally and in doing so, ensure the development of future leaders within the organisation.
- Promoting equality and diversity within our community.
- Promote good behaviour by acting as a positive role model to parents, staff and pupils.
- Narrowing gaps in achievement for different groups of learners.
- Promote British Values and challenging attitudes which undermine such values.

**Indicate the name of the member of staff responsible for completing this section of the form.**

- David Bown (Headmaster)
- Helen Hopkins (Deputy Head)

**Briefly indicate the process by which the proprietors/governing body satisfy themselves that Regulations and Standards are met, especially those for safeguarding, health and safety, safe recruitment, and boarding provision.**

- The Board of Governors conduct an annual review of safeguarding policies and practice at the school. The minutes of which are recorded and available for inspectors to view.
- The Governor with responsibility for Safeguarding carries out an termly review of safeguarding procedures including a review of the SCR and employment files. The minutes of which are recorded and available for inspectors to view.
- Safeguarding is a standing item on the Headmasters report to Governors.
- The Board of Governors receive an annual Health and Safety report and Health and Safety is a standing item on the Bursars report to Governors.

**Governing Body Structure:**

Governing body, of 7 governors. Meets 6 times a year (including the AGM). Sets strategy,

reviews and ratifies committee activity. Governors are selected for their skills which include, law, finance, investment and local government. There are governors who are also parents of pupil at the school.

## PART 2 for Educational Quality Inspections

### Note to heads : The evaluation scale

The report grades the pupils' achievements and personal development according to the following scales.

<p><b>Main school</b> (and EYFS settings not needing registration)</p> <p>The grades relate to headline judgements only. In practice, the body of the report often uses more flexible epithets.</p>	<p><b>Registered Early Years Foundation Stage</b></p> <p><b>(These epithets <u>must</u> be used for all headline judgements)</b></p>
Excellent	Outstanding
Good	Good
Sound	Requires improvement
Unsatisfactory	Inadequate

For the registered Early Years Foundation Stage the different headline judgements are those required by the registering body, Ofsted.

### Notes on self-evaluation

These parts of the form are designed to help the school and inspection to focus upon the most relevant and important issues. The school may have a variety of methods for performance review and management **but the emphasis in this document should be solely on outcomes for pupils:**

- through its own formal self-evaluation of or monitoring programme for pupils' achievement and personal development ;
- as part of any appraisal arrangements where outcomes for pupils are a focus ;
- built into the cycle of development planning ;
- using the ISI form.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with the quality of outcomes for pupils. ISI has no requirements about the methods the school uses to promote pupils' achievement and personal development; the inspection focuses on the distinctive character of each school. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development related to outcomes for pupils.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas related to pupil outcomes you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for this self-evaluation are:

- observation (of lessons and activities);
- scrutiny (of pupils' work, assessment records, pastoral records, sanctions and reports);
- analysis of indicators (ability tests, examination results, rates of attendance, , subject choices, participation in activities, EYFS assessments and EYFS Profile);
- discussion and taking surveys (of pupils, parents, staff and others);
- review (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Educational Quality Inspection Grade Descriptors* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

## The Characteristics of the Main School

### Which of its aims does the school fulfil best?

- (i) The school is very successful in meeting its aim to provide pupils with the opportunity to develop their intellectual, physical and creative gifts, across a broad and balanced curriculum.
- (ii) To promote the personal development of pupils, encouraging lively and enquiring minds, respect for themselves and others and a high regard for truth.
- (iii) To promote provide a stable environment in which every pupil can achieve the highest standards in all aspects of school life in preparation for the challenges of the future.

### Which of its aims does the school fulfil least well, and what steps are you taking to improve?

- 

### What evidence do you use to ascertain the fulfilment of the school's aims?

- Lesson observation and monitoring of school policy and its implementation at all levels of the organisation.
- Work Scrutiny carried out across all phases of the school.
- The Lower School 'Planning' and 'Academic' monitoring that takes place with specific and generic feedback provided for staff.
- Parental satisfaction survey, carried out in 2014 and 2015, with a very encouraging response from parents and pleasing feedback. Parents meetings.
- Reports and Interim assessments.
- Exam results at GCSE. Statistics and data, monitored at all levels, with a clear focus on value added and the best provision for all pupils.
- Leadership opportunities for pupils at Saint Nicholas, for example: Head Prefects, House and Sports Captains. How these leadership roles impact on the school eg. leading aspects of Headmaster's assembly, leading House assemblies, School Council, effective delivery of duties.
- Community engagement projects, support and charity events. The number of local community groups engaged with the school.
- Pupils' achievements in sport, music, drama, public speaking, etc across the entire age range.
- Engagement in assemblies focused on promoting the schools aims, core values and supporting the personal development of the pupils.

**What have been the main improvements since the last inspection?**

- **Staffing**

- Leadership restructuring – September 2013
- Restructuring of school into Lower, Middle & Upper School phases
- Curriculum coordinators in lower school
- New SLT structure as a result to include the SENCO – October 2014
- Additional LSA support
- Employment of school bursar – April 2014
- New pre-school – September 2014

- 
- **Curriculum**

- Year 6 taught entirely by specialist teachers – September 2013
- Adopted new primary curriculum in September 2015
- 'Pathways' programme in upper school (Y9-11) incorporating PSHE, leadership etc
- Increased intervention and tailored curriculum in middle & upper school
- PSHE curriculum fully revised and delivered by a specialist teacher.
- Study Plus, a free two-hour afterschool study session for GCSE students (Yr 9 – Yr11) introduced Sept 2014.
- Innovative online GCSE courses in psychology & computer science through link with sixth form college

- 
- **ICT**

- Improved infrastructure
- New wireless access and broadband
- Development of eLearning
- BYOD introduced to enhance elearning opportunities.

- 
- **Facilities**

- New food technology room – Sept 2012
- New libraries for lower, middle and upper school – September 2013
- Third ICT room – September 2013
- New key pad security on all doors – Sept 2013
- New catering facilities and contractors – September 2014
- New pre-school room and outside covered area – Sept 2014
- Eco garden – Sept 2014
- Outdoor early years outdoor area – April 2015
- Year 11 common room – April 2015

## The Quality of Pupils' Academic and Other Achievements

### Self-evaluation

**Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.**

**Comment briefly on the overall quality of academic achievement** (detailed test and examination results will have been received separately, if the school uses these). **Include judgements on the performance of different groups (for example, according to year/stage, ability, gender, ethnicity, learning needs and first language).**

Pupils' all-round achievements are very good at each stage and they are well educated. Standards are high and pupils make good progress overall. From an early age they read well and enjoy reading both for pleasure and for the acquisition of knowledge. Most pupils write well, their handwriting is neat and their grammar and spelling are accurate. Pupils are confident speakers. They use their well developed number skills appropriately when required. They are very creative in the arts.

Academic achievement in public examinations is consistently above national benchmarked expectations.

#### **GCSE**

Results in GCSE have been high compared with the national average for pupils in maintained schools. Over the past 3 years (2014-16) an average of 75% of pupils have achieved 5 or more A\*-C grades (inc maths & English).

- The performance of different groups are analysed and tracked via the Deputy Academic and Head of Junior School, who oversees the collection of such data. The School's SENCo also plays a key role in ensuring all boys, irrespective of their learning need, receive the support they need to thrive. The achievement of boys in public examinations is above national benchmarked expectations for all pupil groups, including vulnerable groups (SEND, EAL, Band A CEM data AG&T pupils)
- All data is available to middle leaders and senior leaders and is reviewed regularly at key points throughout the year, with intervention strategies employed as necessary.

**How do you measure and track the progress of different pupil groups (e.g. boys/girls, SEND, EAL, the most able)?**

- Data is produced by the Assistant Heads and Heads of School. Reviewed by SLT.
- Pupils with Learning support needs are monitored by SENCO with a clear focus on ensuring progress.
- SENCo takes a lead on ensuring the needs of SEND and EAL pupils are tracked, monitored and successfully met, working in close partnership with Heads of School.

**Briefly note pupils' significant achievements in areas other than academic subjects. Include extra-curricular and sporting successes, external awards and competitions. In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).**

These are documented weekly in the e-Newsletter and in the Headmaster's Prizegiving address, given annually.

Notable achievements include:

**SPORT**

Achievement in sport is excellent and many pupils gain high performance levels in individual and team competitions at regional and national level in athletics, swimming and cross-country.

<p><b>2016 (To Date)</b></p> <p><b>Swimming</b> National ISA National Finals</p> <ul style="list-style-type: none"> <li>6 pupils qualified to represent East Anglia.</li> </ul> <p><b>Cross Country</b> National ISA Cross Country</p> <ul style="list-style-type: none"> <li>Representing East Anglia</li> </ul> <p><b>Rugby</b></p> <p><b>Triathlon</b></p>	<p><b>2015</b></p> <p><b>Athletics</b> ISA Regional Championships</p> <ul style="list-style-type: none"> <li>Crowned regional champions, 3<sup>rd</sup> successive year.</li> <li>Six-time champions in 7 years.</li> </ul> <p>ISA National Championships</p> <ul style="list-style-type: none"> <li>13 pupils qualified to represent East Anglia.</li> <li>2 golds, 3 silver medal winners</li> </ul> <p><b>Swimming</b> National ISA National Finals</p> <ul style="list-style-type: none"> <li>9 pupils qualified to represent East Anglia.</li> <li>3 silver, 8 bronze medal winners</li> </ul> <p><b>Cross Country</b> National ISA Cross Country</p> <ul style="list-style-type: none"> <li>Representing East Anglia</li> <li>14 pupils qualified to represent East Anglia.</li> </ul> <p><b>Rugby</b> National ISA 7s</p> <ul style="list-style-type: none"> <li>U16 Seven-a-side Bowl Winners</li> </ul> <p><b>Triathlon</b> ISA National Triathlon</p> <ul style="list-style-type: none"> <li>1 silver medal winners</li> </ul>
<p><b>2014</b></p> <p><b>Athletics</b> ISA Regional Championships</p> <ul style="list-style-type: none"> <li>Crowned regional champions</li> </ul> <p>ISA National Championships</p> <ul style="list-style-type: none"> <li>? pupils qualified to represent East Anglia.</li> <li>1 golds, 3 silver, 2 bronze medal winners</li> </ul> <p><b>Swimming</b> National ISA National Finals</p> <ul style="list-style-type: none"> <li>? pupils qualified to represent East Anglia.</li> <li>1 gold, 2 silver, 4 bronze medal winners</li> </ul>	<p><b>2013</b></p> <p><b>Athletics</b> ISA Regional Championships</p> <ul style="list-style-type: none"> <li>Crowned regional champions</li> </ul> <p>ISA National Championships</p> <ul style="list-style-type: none"> <li>7 pupils qualified to represent East Anglia.</li> <li>1 silver, 3 bronze medal winners</li> </ul> <p><b>Swimming</b> National ISA National Finals</p> <ul style="list-style-type: none"> <li>8 pupils qualified to represent East Anglia.</li> <li>1 gold, 5 silver, 2 bronze medal winners</li> </ul> <p><b>Cross country</b> National ISA National Finals</p> <ul style="list-style-type: none"> <li>8 pupils qualified to represent East Anglia.</li> </ul>

**Music**

**ABRSM Exams passed**

**Art**

**Drama**

**Maths**

**Youth Speaks Success**

**Duke of Edinburgh's Award**

- 2016 – 16 Bronze Awards
- 2015 – 17 Bronze Awards

- 2014 – 19 Bronze Awards

Charity Events

Trips and Excursions

**What is your assessment of pupils' communication skills, numeracy and ICT competences? How are these applied in other subject areas?**

**The pupils communication skills are excellent, demonstrated by activities within the school, including:**

- ✓ The confidence and competence pupils demonstrate in class discussions and Q&A as observed in lesson observations and by the Headmaster on tours for prospective parents.
- ✓ The feedback we receive from prospective parents who attend Open Day and are guided around the school by our pupils.
- ✓ Contribution from Heads of Houses and Sports Captains at Headmaster's weekly assembly.
- ✓ Success at Youth Speaks contributions.

**The pupils numeracy skills are excellent and are utilized across the curriculum and supported by the Head of Maths and the Maths department.**

- ✓ The confidence and competence pupils demonstrate within numeracy in class discussions and Q&A as observed in lesson observations and by the Headmaster on tours for prospective parents.
- ✓ The confidence and ability that pupils demonstrate using their numerical skills across the curriculum.

**The pupils use of ICT is highly developed and effectively and is demonstrated by:**

- ✓ The confidence and competence pupils demonstrate with their use of iPad technology.
- ✓ The confidence and ability that pupils demonstrate when using Microsoft Office Software to prepare, organise and analyse data.
- ✓ The effective use of a variety of hardware and software to record, manipulate and present information to a variety of audiences.

**Which areas of pupils' achievements are you seeking to improve or develop?**

- Continue to develop the tracking of all pupils and their involvement in extra- / co- curricular programmes throughout their school careers
- Develop the opportunities for pupils to engage with, question and challenge high quality external speakers.

**What evidence do you use to ascertain the quality of the pupils' attitudes to work and their learning skills, and what actions are you taking for further development? Any differences between pupil groups?**

Pupils' progress reflects their very good attitudes to learning. They apply themselves with commitment and enjoyment. They participate willingly and enthusiastically and relate well to their peers and teachers. Pupils are keen to contribute to lessons, and maintain high levels of concentration. They are ready to ask questions and to volunteer answers. They are good, often rapid, learners who have the confidence to articulate their ideas and difficulties clearly. Pupils work well together in pairs and organise themselves efficiently in groups.

**What evidence do you use to gauge how effectively pupils apply learning and thinking skills to other areas?**

The pupils learning, their thinking skills and personal development are evident within:

- the organization of charitable events eg. Old Peoples Party, Macmillian Coffee Morning and regular bakesales;
- independent learning skills evidenced within the preparation for Rotary Club competitions e.g. Youth Speaks.
- the commitment and performances demonstrated within sporting, musical and theatrical events;
- participation within the school's extra-curriculum programme;
- the active school council.

**List up to four activities that should be observed during the inspection, if the inspectors are able to do so during the two days of inspection:**

1. School Council meeting.
2. Extra-curricular activities.
- 3.3. Eco-club.
- 4.4. Assemblies.

## Contributory factors

### Self-evaluation

**What are the most significant aspects of the curriculum which promote pupils' achievements and learning skills?**

The excellent quality of the curricular provision is a strength of the school. It is well-planned and is broad and well balanced ensuring continuity through the Key Stages. Throughout the lower school, including EYFS, the curriculum is enhanced by specialist teaching in music, drama and physical education. French is introduced in Year 1 and is delivered by a specialist through the Lower School.

Language teaching is enhanced by the introduction of German and Latin in Year 7. The teaching of separate sciences from Year 6 leading to separate GCSEs is now well established. Given the school's size, pupils in the upper school are able to select their GCSE options from a very good range of subjects and the school does its best to accommodate the option choices of all pupils. This includes provision for personalising the curriculum at GCSE by reducing the number of GCSE subjects for some pupils enabling additional support in other subjects.

Small class sizes, with the focus on individuals, result in excellent adult-pupil ratios and outstanding teacher-pupil relationships which impacts positively on all aspects of pupils' development

The curriculum successfully covers all the required areas of learning and is appropriate for different abilities and ages and enables good progress for those pupils with SEND. These pupils' needs are identified and targeted intervention strategies are put in place by the special educational needs co-ordinator. Where appropriate pupils receive support from a team of learning support assistants and teachers within the classroom. Procedures to identify able, gifted and talented pupils are established and, in the classroom, teachers ensure appropriate challenge.

An broad programme of trips and visits is organised, including residential and overseas visits, which enrich the curriculum. Community links are good and pupils throughout the school benefit from many opportunities to contribute and to serve, eg. through the Duke of Edinburgh's Award, and positions of responsibility such as form captains, house captains and prefects. Sport and music are well represented in clubs and activities and pupils have regular opportunities to be involved in matches against other schools.

The school prepares older pupils very well for the next stage of their education and all Year 11 leavers move on confidently to further education.

**What are the most significant aspects of teaching that promote pupils' achievements and learning skills? In what ways might the quality of teaching be improved? What actions are being taken to support this improvement?**

Relationships between teachers and pupils are excellent and teachers know pupils very well enabling them to set appropriate expectations. Teachers have excellent subject knowledge and experience which inspires pupils to achieve highly. Teaching is characterised by a high degree of challenge which engages the pupils' interest through a variety of approaches and practical tasks and has a lively pace.

Medium- and short-term planning is thorough and considers the full range of ability thus consistently providing effectively for pupils of differing abilities. Pupils make very good progress as a result of well structured lessons and appropriately planned activities.

A range of standardised tests, are carried out regularly. These enable staff to identify those who are more able and those who may need extra help with their learning and are increasingly being used to inform

<p>planning and teaching ensuring pupils are appropriately challenged. The intervention programmes have been greatly strengthened. In the EYFS, individual assessments of the pupils are thorough and highly detailed including the use of an iPad app to record progress. Excellent use of Tapestry ensure clear and effective communication about pupils achievements and progress between home and school. IT facilities are good and support the teaching of computing and the use of IT across the curriculum.</p>	
<p>Areas for further development</p>	<p>Strategy for further improvement</p>
<ul style="list-style-type: none"> <li>Ensure teaching meets the needs and effectively challenges all pupils including those with AGT, EAL &amp; SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce whole school target on the school appraisal framework:  "Embed questioning strategies within your teaching which engage all learners, provide thinking time and allow pupils to lead with your learning"</li> <li>Provide CPD to further develop teaching strategies and approaches.</li> </ul>
<ul style="list-style-type: none"> <li>Promote a professional learning community which celebrates and promotes the sharing of best practice and professional risk taking.</li> </ul>	<ul style="list-style-type: none"> <li>Promote critical reflective practice in a supportive environment.</li> <li>Provide opportunities for peer planning, review and observation.</li> <li>Promote a culture of sharing and developing best practice.</li> </ul>
<p><b>How does the work of school leaders and managers promote pupils' achievements and learning skills?</b></p> <ul style="list-style-type: none"> <li>SLT quality assure teaching and learning via lesson observations, learning walks and appraisal.</li> <li>Focused Work Scrutiny to monitor outcomes and feedback.</li> <li>Promoting and modelling a Professional Learning Community which values distributed leadership and the sharing of ideas to enable the organisation to learn its way forward together.</li> <li>Strategies to share good practice e.g. internally led CPD.</li> <li>Appointment of a head of e-learning to support staff in using new technologies.</li> </ul>	
<p><b>If you wish, select a grade for pupils' achievements, using the EQI grade descriptors document to assist you.</b></p>	

<b>Excellent/high</b>	<b>Good</b>	<b>Sound</b>	<b>Unsatisfactory</b>
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## The Quality of the Pupils' Personal Development

### Self-evaluation [NB This section focuses on the outcomes for pupils]

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

#### What are the strongest features of pupils' personal development?

The quality of pupils' personal development is excellent, both in the EYFS and in the rest of the school, and is effectively supported by a nurturing school community in which all staff members show a good commitment to pastoral care. This is reflected in pupils' considerable confidence and sense of self-esteem.

They are confident and outgoing, courteous and considerate, and have a clear sense of right and wrong. The school, through its system of rewards and sanctions, encourages good behaviour and promotes strong moral values. House points are awarded for good behaviour and success. All pupils understand this system, and appreciate that good behaviour and achievement will bring recognition and reward. Equally, there is an understanding throughout the school that poor behaviour will be dealt with effectively and appropriately.

Pupils' social awareness is excellent. Older members of the school interact positively with younger ones during the excellent house activities which they organise. Pupils voice their opinions maturely through the school council.

Pupils also show independence and initiative when organising fundraising activities, including supporting the school's parent association, and undertake a range of events, including non-uniform days and bake sales.

Pupils have a excellent cultural awareness. They appreciate cultural diversity and understand different faiths, backgrounds and traditions. They have strong awareness and knowledge of fundamental British values. Their cultural experience is enhanced and developed in many subjects, among others, in modern foreign languages, history, English, art, music and drama, and through the opportunities offered by visits to theatres and museums and trips abroad.

Pupils have a clear sense of right from wrong, are very honest and are quick to acknowledge wrong doings and accept responsibility. The school supports pupils through this process and is keen to move pupils on after they have been reprimanded. The school has an inclusive approach to sanctions and excludes only when absolutely necessary and for the maintenance of the good order of the school.

Pupils show courtesy and consideration for each other and visitors to the school. They challenge wrong doings and are supportive of the good order of the school. PSHE lessons reveal that they are well aware of how to stay safe.

Pupil behaviour is excellent and is reinforced and modelled by staff. Pupils are loyal to the school and have an understanding and respect for the need for rules. Pupils have a very well developed respect for individual freedoms and democracy. They participate in mock elections and school council elections and show respect and tolerance for each other's views.

#### Outline the main ways in which pupils contribute positively to the lives of others, in school and in the community beyond.

- Support for charitable fund raising.
- Support for Friends events.
- World challenge community projects.
- Support for the school open days.

#### How do pupils demonstrate their spiritual understanding and appreciation of the non-material aspects of life?

Pupils are provided with the opportunities to appreciate the spiritual and non-material aspects of life through their work in Religious Studies. The schemes of work throughout KS3 include a number of philosophy for children topics including ultimate questions, the existence of evil and suffering and the

nature of belief in God.

The Assembly programme delivered at phase and whole school level provide a number of valuable opportunities for shared reflection. The school reflects on the great issues and lessons of humanity within assemblies focused on Armistice Day, Holocaust Remembrance Day and Martin Luther King Day. Pupils are given the opportunities to express their views and opinions and are encouraged to show appreciation for different views relating to social and cultural issues.

In addition an opportunity to reflect personally on the non-material aspect of existence is provided each week through a communal prayer/reflection in Headmaster's assembly.

**What are the indicators that pupils are able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour?**

When investigating incidents for the most part, pupils are very honest and admit their wrong doing immediately and accept sanctions with good grace. Pupils have a clear appreciation of fair play and expect rules and sanctions to be applied fairly.

The school in turn encourages pupils to be honest and accept responsibility for their own actions.

**How do pupils show that they respect and value diversity within society, and have respect for and appreciation of their own and other cultures?**

- The harmonious relationships which exist between pupils from different social, cultural and religious backgrounds in school.
- Assemblies – many assemblies incorporate an understanding of other cultures.
- International school trips and visits.
- World Challenge expedition
- Humanities and MFL schemes of work provide opportunities to learn about different cultures.

**Do pupils work well with others to solve problems, achieve common goals and fulfil responsibilities? Please provide examples.**

- Peer assessment and group work in lessons - The use of Google Docs in lessons to promote opportunities for collaboration.
- Pupils working together, largely self-directed to organize charitable projects.
- World Challenge & Duke of Edinburgh
- Prefects and House Captains take responsibility for organizing many aspects of House life including assemblies and inter-house sporting events.
- Residential opportunities in Year 5 and Year 7 offer opportunities for team building, problem solving and working towards common goals.

**What areas of pupils' personal development are you seeking to improve or develop? What actions are you taking?**

Areas for further development	Strategy for further improvement
<ul style="list-style-type: none"> <li>• Further raise pupils aspirations and encourage them to set the highest standards for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a consistently aspirational message from staff reinforcing high expectations across the school.</li> <li>• Promote and support resilience.</li> <li>• Focused messages in assemblies promoting aspiration and resilience.</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance the leadership role and function of the School Prefects.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise the profile and re-define the expectations of the prefects role.</li> <li>• Provide further opportunities for prefects</li> </ul>

	contribute to the school community eg. contributions in assembly.
<ul style="list-style-type: none"> <li>To further develop the role and profile of the school council.</li> </ul>	<ul style="list-style-type: none"> <li>Raise the profile of the school council and re-define the expectations of council members.</li> </ul>
<b>In what ways does the boarding experience enhance pupils' personal development?</b>	

## Contributory factors

<p><b>What are the significant aspects of the pastoral care systems that promote pupils' personal development?</b></p> <ul style="list-style-type: none"> <li>A small school where pupils are well known to staff who are committed to pupils' personal development and pastoral care.</li> <li>Relationships between staff and pupils are excellent, and staff are acutely aware of their responsibility to helping pupils overcome problems whether in their work or their relationships with others.</li> <li>A through school with highly effective transition strategies.</li> <li>The pastoral structures include ready lines of communication to SLT and overall provision is fully co-ordinated. Records are thoroughly kept and allow overall patterns to be identified concerning behaviour and pastoral care by the use of electronic referral systems which are well used.</li> <li>A thorough and effective system for investigating acts of unpleasantness between pupils including bullying and the use of restorative justice when appropriate to achieve a longer lasting resolution.</li> <li>The school has established a very positive ethos where pupils readily recognise that bullying is unacceptable and participates in Anti-bullying week each year.</li> </ul>
<p><b>How does the curriculum (e.g. for PSHE) promote pupils' personal development?</b></p> <ul style="list-style-type: none"> <li>A very strong PSHEE programme delivered throughout the school.</li> <li>Opportunities for reflection and discussion of key issues.</li> <li>Opportunities for collaborative work.</li> <li>Across the curriculum e.g. English, geography, history, key issues within SMSC are raised and pupils' understanding and appreciation enhanced.</li> <li>The assembly programme further develops pupils' personal development through targeted core messages.</li> <li>Our Extra-Curricular activities promote personal development and independent learning.</li> <li>The schools strong culture for charitable giving promote personal development.</li> <li>Thriving Duke of Edinburgh Award.</li> <li>World Challenge Events.</li> </ul>

**How does the work of school leaders and managers promote pupils' personal development**

- SLT very clearly prioritise pupils' personal development and model the child focused behaviours that we expect.
- Strong leadership by the DSL and SLT which places a real emphasis on safeguarding.
- Frequent reminders to staff concerning action to take in cases of suspected bullying.
- Headmaster's and Head of Schools assemblies which promote initiative and celebrate achievement.

**If you wish, select a grade for pupils' personal development, using the EQI grade descriptors document to assist you.**

*Excellent/high*

*Good*

*Sound*

*Unsatisfactory*