

# St Michael's School

Harts Lane, Burghclere, Newbury, Berkshire RG20 9JW

## Inspection dates

10–12 October 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Inadequate</b>
Outcomes for pupils	<b>Good</b>
Sixth form provision	<b>Inadequate</b>
Overall experiences and progress of children and young people in the boarding provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	<b>Satisfactory</b>

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and those responsible for governance have not ensured that safeguarding is effective, nor have they made sure that all of the independent school standards and the national minimum standards for boarding schools are met.
- The single central record of staff checks contains many errors and omissions.
- Not all staff have received suitable safeguarding training commensurate with the degree of responsibility they hold.
- Despite strong outcomes, the quality of the sixth form is inadequate because of concerns for the welfare, health and safety of students.
- Self-evaluation is overgenerous. As a result, school development planning does not focus sufficiently on the key areas that need to be improved.
- Senior leaders' monitoring of the quality of teaching, learning and the progress pupils make is sporadic. They are not well placed to drive improvement.

### The school has the following strengths

- Pupils make good progress in a range of subjects because the quality of teaching, learning and assessment is good.
- Pupils behave well and show excellent attitudes to learning. Their attendance is very good because they enjoy coming to school.
- Leadership of the curriculum is strong. Staff are knowledgeable and plan learning that engages and interests pupils.
- Despite inadequacies in the arrangements to keep them safe, pupils are positive about the care and guidance they receive from staff.

### Compliance with regulatory requirements and national minimum standards for boarding schools

The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014, the national minimum standards for boarding and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Improve arrangements to safeguard pupils and ensure the welfare, health and safety of all on the school site as a matter of urgency, by:
  - ensuring that the school's designated safeguarding leads complete appropriate training, so that they are fully informed of current best practice, as well as their responsibility to protect pupils
  - updating the single central record to reflect current national guidance, including making sure that recruitment checks are carried out in a timely and comprehensive manner
  - ensuring that a risk assessment policy is put in place, and that fire risk assessments are carried out on the school's premises and boarding accommodation by an appropriately qualified person
  - making sure that leaders and those in positions of governance are fully aware of the latest requirements to ensure the welfare, health and safety of pupils, staff and visitors to the school.
- Review the process and systems for self-evaluation and development planning, so that leaders and staff have a clearer understanding of the school's strengths and the key areas that need to improve.
- Introduce a robust system to monitor the quality of teaching, learning and assessment, so that senior leaders know what could be better in order for pupils' outcomes to improve to become outstanding.
- Introduce an element of impartial, external monitoring for arrangements to safeguard pupils, as well as for the quality of education provided, so that leaders and those in positions of governance have an independent view of the quality of the school's provision.
- Review the school's medication policy as a matter of urgency, so that the administration of medication within the boarding provision does not compromise the welfare of pupils.
- Improve induction systems and processes, so that comprehensive records and adequate permissions are fully in place prior to pupils entering the boarding provision.
- Ensure that there is greater oversight of the boarding provision by those in positions of governance, so that managers are fully held to account for the welfare and quality of care of boarders.

### The school must meet the following independent school standards

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively; and the written policy, plans and schemes of work:
  - take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan; and
  - 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 (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i) and 2(1)(b)(ii)).

- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and 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 (paragraph 8, 8(a) and 8(b)).
- The proprietor must promote good behaviour among pupils by ensuring that a written behaviour policy is implemented effectively (paragraph 9, 9(a) and 9(b)).
- The proprietor must ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- The proprietor must ensure that 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 appropriate actions are taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- The following checks must be made on the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff, that:
  - no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act 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; and
  - 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
  - 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
  - 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
  - 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
  - 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, 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
- 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

(paragraph 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f) and 18(3)).

- The proprietor must ensure that a register is kept which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question. The information referred to in this sub-paragraph is, in relation to each member of staff ('S') appointed on or after 1st May 2007, whether:
  - S's identity was checked
  - a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act
  - 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
  - checks were made to ensure, where appropriate, that S had the relevant qualifications
  - an enhanced criminal record certificate was obtained in respect of S
  - checks were made pursuant to paragraph 18(2)(d)
  - a check of S's right to work in the United Kingdom was made; and checks were made pursuant to paragraph 18(2)(e)
  - 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
  - in respect of each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, 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

(paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b) and 21(4)).

- The proprietor must ensure that the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate. The information specified in this sub-paragraph is:
  - particulars of the school's curriculum policy
  - particulars of the school's policy on and arrangements for misbehaviour and exclusions
  - particulars of arrangements for meeting the standards contained in paragraph 9, by providing a written behaviour policy

(paragraph 32(1), 32(1)(a), 32(3), 32(3)(a), 32(3)(c) and 32(3)(d)).

- The proprietor must ensure that persons with leadership and management responsibilities at the school:
  - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
  - fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - actively promote the well-being of pupils(paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

### **The school must meet the following national minimum standards for boarding schools**

- The proprietor must ensure that the school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional well-being of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies (NMS 3.1).
- The proprietor must ensure that all medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible to do so (NMS 3.4).
- The proprietor must ensure that suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged eight years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls (NMS 5.1).
- The proprietor must ensure that:
  - the school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy
  - the school premises, 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 are ensured
  - the school ensures that 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 appropriate action is taken to reduce risks that are identified(NMS 6.1, 6.2 and 6.3).
- The proprietor must ensure that:
  - the school complies with the Regulatory Reform (Fire Safety) Order 2005
  - fire drills are regularly (at least once per term) carried out in 'boarding time'(NMS 7.1 and 7.2).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State (NMS 11.1).

- The proprietor must have a behaviour policy which complies with relevant legislation, has regard to guidance, and is understood by staff and pupils (NMS 12.2).
- The school's governing body and/or proprietor must monitor the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. They must also ensure that:
  - there is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff
  - the school's leadership and management team demonstrate good skills and knowledge appropriate to their role
  - the school follows and maintains the policies and documents described in Appendix 1
  - the records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.
  - the issues specified in Appendix 3 are monitored, and action is taken to improve outcomes for children as appropriate(NMS 13.1, 13.2, 13.3, 13.7, 13.8 and 13.9).
- The proprietor must ensure that the school operates safe recruitment and adopts recruitment procedures in line with the regulatory requirements, having regard to relevant guidance issued by the Secretary of State (NMS 14.1).
- The proprietor must ensure that there is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence (NMS 14.3).
- The proprietor must ensure that any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding (NMS 15.1).
- The proprietor must alert the local authority to any arrangements made by the school that may constitute private fostering (NMS 20.3).

## Inspection judgements

<b>Effectiveness of leadership and management</b>	<b>Inadequate</b>
<b>The effectiveness of leaders and managers in the boarding provision</b>	<b>Inadequate</b>
<b>How well children and young people are helped and protected in the boarding provision</b>	<b>Inadequate</b>

- Leaders and those in positions of governance have not ensured that all of the independent school standards and the national minimum standards for boarding schools are met. In particular, the welfare, health and safety of pupils, staff and visitors to the school have been compromised by a lack of awareness of current guidance and requirements to keep the school community safe.
- Leadership of teaching and learning is inconsistent. No formal monitoring of the quality of teaching has taken place within the last year. This means that the professional development of staff is almost non-existent and outcomes for pupils are not as strong as they could be.
- A lack of a whole-school approach to monitoring pupils' progress means that senior leaders are largely unaware of the progress pupils are making. They do not have the information needed to identify and tackle any areas of weakness.
- Self-evaluation of the school's strengths and areas to develop is weak. It is not based on sound evidence. As a result, development planning does not focus on the key priorities for improvement.
- The quality of the boarding provision is not routinely monitored or evaluated. Therefore, development plans do not detail key issues that require improvement.
- Since arriving at the school in September 2017, the headteacher has become increasingly aware of the shortcomings in the school's provision. He is determined to make the necessary improvements, so that pupils are safe and continue to have access to a good or better standard of education.
- Leaders at all levels are beginning to realise the benefits of working together as a team across all phases of the school. As yet, it is too early to see any impact of their actions. However, under the direction of the new headteacher, better levels of communication are beginning to have a positive impact on morale and collaborative working.
- Leadership of the primary phase is strong. Staff work together as a dedicated team who have a clear vision for what high-quality early education should look like. They adapt the primary curriculum to meet the needs of pupils, for example by introducing more learning opportunities outside of the classroom.
- Subject leadership of the curriculum in the secondary and sixth-form phases is also strong. Leaders have strong subject knowledge which helps ensure a well-taught curriculum.
- Even though the school does not have a written policy, the school's curriculum is fit for purpose. Pupils study a wide range of subjects within the constraints of a small school. Pupils have access to a wide range of subjects and successfully study for GCSE and A-level qualifications.

- The wider curriculum is also strong. Trips to theatres, activity clubs, and residential visits support pupils' personal development well. Respect and tolerance for the cultures and faiths of others are taught successfully through the school's personal, social and health education curriculum. Many pupils enjoy belonging to the school's cadet corps, although some were less keen on this compulsory aspect of provision.

## **Governance**

- Governance of the school has not been strong in the recent past. The proprietor's representative has not been well informed about the overall quality of provision. Nor has he been fully aware of the extent of the shortcomings in safeguarding arrangements.
- Senior leaders and those in positions of governance are not fulfilling their duties to oversee the boarding provision. There is no system in place to monitor the quality of care provided.
- The proprietor's representative is becoming increasingly conscious of the real depth of problems facing the school. His admission that the school has been 'too chaotic in the past' goes some way to explaining the present state of affairs. His partnership with the new headteacher is positive, although it is too soon to evaluate how effective this relationship will be in improving the school.
- The proprietors and school leaders understand that the school's unique ethos and the goodwill of parents and staff are strengths to build on. Their stated aim of urgently introducing a degree of professional scrutiny in the form of regular external, independent monitoring of the quality of provision is well founded.

## **Safeguarding**

- The arrangements for safeguarding are not effective. Despite publishing an appropriate safeguarding policy on the school's website, leaders have not ensured that safeguarding arrangements are adequate.
- The single central record is poorly administered. Training for the school's designated safeguarding leads is in one case out of date and the other leader responsible has not yet received the necessary training.
- Pre-employment checks on staff are not rigorous enough, nor do they comply with current guidance. References from previous employers are not always sought. Some staff commence employment prior to Disclosure and Barring Service (DBS) checks and overseas checks being completed, without being properly supervised. Gaps in employment history are not explored. There are no contracts of employment, and health questionnaires are not requested.
- The school does not have a risk assessment policy. Furthermore, fire risk assessments are not carried out on all buildings, nor are they completed by appropriately qualified persons.
- Despite wide-ranging discrepancies in all aspects of welfare, health and safety at the school, pupils are positive about the care afforded to them by staff. Parents and staff who replied to Ofsted's questionnaires were also largely positive about this aspect of provision.



## Quality of teaching, learning and assessment

**Good**

- In spite of poor monitoring by senior leaders, teaching, learning and assessment are good at St. Michael's. This is almost entirely due to the quality and professionalism of staff, who are largely self-motivated and driven by an immense degree of tenacity and pride in their work.
- Classrooms are happy places because teachers plan learning which is relevant and engages pupils. Relationships are strong and built on mutual respect.
- Learning is purposeful. No time is wasted during lessons. Many lessons start with references to prior learning, drawn out by skilful questioning, with teachers constantly checking pupils' understanding. This is true across the school, including in the sixth form.
- Teachers understand the importance of linking learning to real life. They are not afraid to stop lessons and change direction entirely when opportunities present themselves. This was the case with younger pupils in the primary phase when a large hornet-like creature flew into the classroom, with pupils being calmly coaxed into considering what it might be and why it was there.
- Teachers know pupils well. Teachers track pupils' progress thoroughly and adjust their teaching to ensure pupils' needs are met.
- Expectation in most classrooms is high. This is especially the case when teachers feel that pupils' understanding or prior knowledge is not strong. As a consequence, most pupils are progressing well with their studies.
- Teachers' subject knowledge is a strength. This is particularly the case in the upper school and sixth form, where students are taught by experienced subject specialists.
- Occasionally, the level of challenge for some pupils is not as strong as it might be. For example, mathematics books in the primary phase showed some inconsistencies in expectation over time, despite work being set at an appropriate level during the inspection.

## Personal development, behaviour and welfare

**Inadequate**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Many aspects of promoting the health, safety and welfare of pupils are compromised by errors and omissions in policies and procedures. Unnecessary risks are not addressed adequately by leaders and the proprietor.
- Managers do not gather sufficient information regarding boarders' welfare and needs prior to admission. Required documentation and consents are not in place. Managers have not gained first aid or emergency medical consents from the parents of boarders.
- In spite of the concerns identified in this inspection, pupils are positive about their experiences at St Michael's School. They are confident and understand that school is a place to learn. Their physical and emotional well-being is developed well through the wider curriculum, as well as through the helpful pastoral support provided by staff in a caring community.

- Pupils are encouraged to take responsibility and contribute to the school community, undertaking a range of communal duties. These include looking after younger children, running the school's tuck shop, and helping to serve at meal times.
- Bullying is not tolerated in school. Pupils reported that they feel that rare problems with bullying behaviours are quickly addressed by staff. Pupils know that staff care for them well and are quick to address problems when they arise.
- Pupils who talked to inspectors throughout the inspection were positive about most aspects of the school. For example, one pupil told the lead inspector how he felt he had many friends, and that he loved how 'jolly' most pupils and staff were.

## Behaviour

- Despite the lack of a written behaviour policy, the behaviour of pupils is good.
- Expectations are high. Good manners are expected at all times. Pupils are polite to staff, visitors and their peers. Classrooms and other areas of the school are orderly. The school's distinct Christian ethos plays a major part in ensuring a respectful atmosphere.
- Pupils display positive attitudes to learning. In most classrooms visited by inspectors, pupils were very deeply engaged. Where this wasn't the case, this was mainly due to younger pupils not being challenged at an appropriate level.
- Attendance is excellent. Absence is rare because pupils enjoy coming to school.

## Outcomes for pupils

**Good**

- Most pupils make good or better progress from their different starting points. This is true in a range of subjects, and especially in the secondary phase of the school where outcomes at the end of key stage 4 and the sixth form are strong.
- Younger pupils get a good start to their education. Although there were no children in the early years at the time of the inspection, pupils in Year 1 are thriving and making excellent progress, especially with their early reading, writing and mathematics skills.
- Classroom visits and the scrutiny of pupils' work showed that progress is at least good in most subjects and across year groups. Although direct comparisons with other schools nationally would be unreliable due to low cohort numbers, leaders were able to demonstrate that GCSE outcomes at the end of Year 11 are strong, especially in mathematics and English.
- Staff are skilled at providing bespoke interventions when the need arises. Because teachers track the progress of pupils well, they are able to successfully intervene when individuals are in danger of falling behind. This means that pupils quickly catch up.

## Sixth form provision

**Inadequate**

- The sixth form is a microcosm of the wider school. While teaching and learning and outcomes are good, the overall quality of the sixth form is inadequate. This is because of the unacceptable risks associated with the school's provision for the welfare, health and safety of students.

- Leadership of the curriculum is a strength in the sixth form. Students access a wide range of A levels, taught mainly by subject specialists. This is all the more impressive when the size of the school is taken into consideration.
- Students in the sixth form display excellent attitudes to their studies. Most are studying for three or more A levels. Most achieve high grades and go on to study at university, either in the United Kingdom or abroad.
- Relationships between staff and students in the sixth form are strong. Students are expected to set a good example to the rest of the school. They behave well and display mature attitudes to all aspects of school life.
- Aspirations are high. Pupils in the secondary phase look up to their peers in the sixth form. Some told the lead inspector how much they are looking forward to studying in the sixth form in the future.
- Students in the sixth form benefit from appropriate careers advice and guidance. This helps them in choosing their next steps after leaving St. Michael's. Nonetheless, students expressed a wish for more timely guidance with their university applications. School leaders are aware of this and are acting to improve matters.

### **Overall experiences and progress of children and young people in the boarding provision**

#### **Inadequate**

- The boarding provision is inadequate because there are widespread and significant failings in the ways in which leaders ensure that pupils are helped and protected.
- The school's medication policy is not fit for purpose. This has a negative impact on the welfare of pupils in the boarding provision. Systems for the administration of medication are poor and staff do not maintain clear and accurate records of medication given. Pupils self-administer medications inappropriately. There are no systems in place to ensure that those self-administering medication are doing so satisfactorily.
- Leaders have not advised or guided parents to ensure that pupils from overseas have identified guardians in the United Kingdom. Pupils have access to a single telephone to maintain contact with their families. This is located in one of the boarding houses and is not sufficient or practical for pupils to maintain appropriate levels of contact.
- There is no clear guidance regarding the terms of use of on-site accommodation or staff responsibilities while they reside on site. There are no written agreements for those aged over 16 who are not employed by the school, but live on the site.
- The few risk assessments that are completed lack sufficient clarity and detail to enable staff to minimise risks to boarders. Risk assessments are not present for all required activities. This includes the cleaning chores which pupils complete using chemicals which should be handled with caution. Cleaning chemicals are not locked away as required.
- The boarding facilities are in need of redevelopment, especially the bathing facilities. Boarders are required to clean the facilities themselves and this is not sufficient to consistently achieve a good standard of cleanliness.
- There is no behaviour management policy. However, pupils and staff are aware of the process for managing poor behaviour, which is detailed in the boarders' handbook.
- Managers do not complete regular fire drills during boarding hours. Staff have completed

fire risk assessments, but they have not received the required training to do this and the assessments are not detailed. Furthermore, staff are unnecessarily storing combustible items in the boarding area.

- Staff do not receive regular reviews of their practice in the boarding provision. Their appraisals do not consider what is required to maintain their continuing professional development.
- The staff code of conduct does not detail guidance to staff about the use of private mobile phones while at work.
- Senior leaders do not have a good knowledge and understanding of the national minimum standards for boarding schools. Nor do they have a formal process for evaluating the school's performance against these standards. However, leaders demonstrate a desire to develop and improve their knowledge and understanding to improve the quality of care provided.
- Relationships between pupils and staff are good. Pupils told inspectors that they have a trusted member of staff that they can discuss concerns with.
- Pupils are fully involved and contribute to all aspects of decision making which affect them. An independent visitor is available to pupils and they know how to contact him.
- The diverse pupil community successfully supports boarders of differing nationalities to live alongside each other in harmony. Friendships between pupils blossom through mutual respect and understanding.

## School details

Unique reference number	116594
Social care unique reference number	SC012016
DfE registration number	850/6062
Inspection number	10006334

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	113
Of which, number on roll in sixth form	18
Number of part-time pupils	None
Number of boarders on roll	31
Proprietor	Society of Saint Pius X
Chair	Father Robert Brucciani
Headteacher	Father John Brucciani
Annual fees (day pupils)	£7,000
Annual fees (boarders)	£8,800
Telephone number	01635 278 137
Website	<a href="http://fsspx.uk/en/st-michaels-school-homepage">http://fsspx.uk/en/st-michaels-school-homepage</a>
Email address	<a href="mailto:headmaster@sanctusmichael.com">headmaster@sanctusmichael.com</a>

Date of previous inspection

18–19 October 2011

### Information about this school

- St Michael's School is located in Burghclere, near Newbury. It opened in 1991 in order to meet the needs and demands of the followers of the Society of Saint Pius X.
- The school is a registered charitable trust. Its goals reflect those of the Catholic society to which it belongs, which are 'the preservation and continuation of the Catholic faith and tradition'.
- The school is registered for up to 130 boys and girls aged from four to 18. Currently, there are 121 pupils on roll, 31 of whom are boarders. At the time of the inspection there were 18 students attending the sixth form, but no children in the early years.
- The current headteacher joined the school in September 2017, having moved from another of the society's schools in the United States of America.
- The last full, integrated inspection of the school and boarding provision took place in October 2011. The overall quality of education was judged to be satisfactory and the overall effectiveness of the boarding provision was judged to be inadequate. The school did not meet all of the independent school standards or all of the national minimum standards for boarding schools at that time.
- The school was subject to an unannounced emergency inspection of the education provision in June 2013, when the school was found not to have addressed the latest regulations regarding the promotion of partisan political views in schools. Unmet independent school standards were also found at this time.
- A further monitoring inspection of the educational provision was carried out in December 2013. It found that school leaders had successfully addressed the issues identified in the previous emergency inspection and that all of the previously identified unmet independent school standards were then met.
- The school has recently acquired and is using a neighbouring property. At the time of this inspection, the proprietor had not requested from the registration authority for independent schools a material change to expand the school site.
- The school does not use alternative providers.

## Information about this inspection

- Inspectors carried out a wide range of classroom visits during the inspection, some accompanied by senior leaders. During classroom visits, inspectors talked to pupils about the quality of their work and assessed the progress they were making.
- Visits to the school’s boarding provision allowed the social care inspector to speak to staff and pupils to gain their views about the quality of provision.
- Inspectors scrutinised a wide range of pupils’ work and observed behaviour in classrooms at the start and finish of the school day and as pupils moved around the school.
- Meetings were held with the headteacher, the head of the primary phase, the head of the boarding provision, and other staff in subject-leadership roles. The lead inspector and social care regulatory inspector held a meeting with a representative of the proprietor.
- Inspectors took into account the 18 replies to Ofsted’s online parent questionnaire and 12 accompanying free-text responses. Inspectors also considered the views of eight staff members who completed the staff questionnaire.
- Inspectors took into account the views of students through informal conversations in the school and the boarding provision throughout the inspection, as well as holding a formal meeting with two different representative groups of pupils. The lead inspector also attended an assembly in the primary phase.
- Inspectors scrutinised a wide range of documents and policies, including those regarding safeguarding and other aspects of the independent school standards and national minimum standards for boarding schools. They looked at information about pupils’ outcomes provided by the school, the school’s self-evaluation of its own performance and the school development plan.

## Inspection team

Clive Close, lead inspector

Her Majesty’s Inspector

Lee Selby

Her Majesty’s Inspector

Amanda Maxwell

Social Care Regulatory Inspector

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