

# School inspection report

11 to 13 February 2025

## **St Mary's College**

Everest Road

Crosby

Liverpool

L23 5TW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
RECOMMENDED NEXT STEPS .....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>THE QUALITY OF THE EARLY YEARS FOUNDATION STAGE IN THE REGISTERED EARLY YEARS PROVISION .....</b>	<b>14</b>
OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION .....	14
QUALITY OF EDUCATION .....	14
BEHAVIOUR AND ATTITUDES.....	15
PERSONAL DEVELOPMENT.....	15
LEADERSHIP AND MANAGEMENT .....	16
SAFEGUARDING .....	16
RECOMMENDED NEXT STEPS .....	16
THE EXTENT TO WHICH THE SCHOOL MEETS THE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE .....	16
<b>SCHOOL DETAILS .....</b>	<b>17</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>18</b>
<b>INSPECTION DETAILS .....</b>	<b>19</b>

## Summary of inspection findings

1. Leaders have created an environment in which pupils demonstrate a love of learning and flourish academically. They develop as mature individuals with strong moral values. In line with the school's ethos, pupils are well prepared for life as successful and caring citizens who provide service to others in the school and the wider community.
2. Governors know the school well. They exercise appropriate oversight of school policies and procedures. Governors ensure that leaders fulfil their responsibilities effectively, including those relating to safeguarding. The requirements of the Standards are met consistently. Governors and leaders have a clear understanding of the strengths and weaknesses of the school based on rigorous self-evaluation. They work together closely to ensure that the school's development plan accords with the aims and ethos of the school and is implemented effectively.
3. Pupils are provided with an engaging curriculum that ensures the acquisition of core knowledge and skills, whilst offering scope for pupils to pursue individual interests. Teachers have good subject knowledge. They plan well and use a wide variety of techniques to enable pupils to make good progress. Pupils who have special educational needs and/or disabilities (SEND) are identified early. They are well supported by specialist staff and by subject teachers. They access the curriculum effectively. There is an extensive co-curricular programme that enables pupils to develop their interests and aptitudes in sport, music and drama, and in a wide range of other activities.
4. Bright Sparks nursery for children aged 0 to 4 is a separately registered early years setting where children get off to a good start in their education and development. This continues in the school's Reception class where teaching is carefully matched to the interests of children. Knowledgeable and well-trained staff provide a wide range of opportunities for children to develop their core skills in communication, literacy and numeracy.
5. Pupils behave well. They understand the school's expectations of good behaviour and, as a result, serious misbehaviour and bullying are rare. The senior school programme of personal, social, health and economic (PSHE) education fulfils the requirements of the statutory guidance. However, the delivery of the programme by some form tutors is not effective and does not engage or interest pupils sufficiently.
6. Pupils are keen to serve others, raising money for charity and volunteering in the local community and beyond. Through their involvement with local and international charities, pupils develop a greater understanding of the wider community and world. Pupils of all ages mix well together and appreciate the need to respect others, especially people with different backgrounds to their own.
7. Arrangements to safeguard and promote the wellbeing of pupils are effective. Leaders have the necessary knowledge to fulfil their safeguarding roles effectively. Staff are well trained to identify and report any concerns. Leaders liaise appropriately with external agencies, when required. An accurate single central record of pre-employment checks is maintained. Pupils feel safe in school and are confident to speak to an adult about any concerns.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

## Recommended next steps

Leaders should:

- ensure that tutors' delivery of the PSHE programme in the senior school is consistently effective so that pupils are sufficiently engaged, interested and value the learning.

## Section 1: Leadership and management, and governance

8. Governors know the school well. They exercise appropriate oversight of policies and procedures through regular visits, audits of documentation and interviews with staff and pupils. For example, governors with appropriate experience exercise informed oversight of the school's safeguarding arrangements. They ensure that leaders have the necessary knowledge and training to ensure the wellbeing of pupils. Governors check that leaders liaise with external agencies effectively and refer concerns in a timely manner. This scrutiny assures governors that leaders have the required knowledge and skills to ensure that the requirements of the Standards are met consistently.
9. Governors and leaders use a range of information to identify where improvement is needed. They proactively undertake a range of checks on the quality of provision for pupils. They engage regularly with pupils, staff and parents to seek their views. Based on this information, leaders and governors devise coherent and realistic development plans for the school that prioritise the wellbeing of pupils. Leaders take prompt action when needs are identified. For example, working to provide increased opportunities for pupils to participate in co-curricular activities, enhancing the provision of careers education for pupils in Years 7 to 9 and changes to school uniform and school menus. Leaders monitor the implementation of the plan closely, and report regularly to governors on its progress.
10. Leaders in the early years are skilled, knowledgeable and have a thorough understanding of the needs of children. They ensure that staff are well trained and skilled in delivering the curriculum and supporting children's early development. Safeguarding, health and safety, first aid and risk assessment policies are implemented rigorously to ensure the wellbeing of children in the early years.
11. Governors and leaders adopt a strategic approach to identifying and managing risk. They have a thorough risk assessment policy and range of risk assessments for the school site, the curriculum, off site activities, travel and those related to individual pupil wellbeing. They have a full range of risk assessments related to all health and safety matters. Leaders are well trained and manage new risks appropriately, for example, essential work to renew the senior school's heating system during term time has been carefully managed.
12. Leaders make appropriate adjustments for those who have disabilities through a suitable accessibility plan. The school fulfils the requirements of the Equality Act (2010). Pupils who have SEND receive appropriate support to enable them to access the curriculum effectively. Leaders inform the local authority of relevant information, including that related to funding, for all pupils with an education, health and care plan (EHC plan).
13. All the required information is made available to parents and prospective parents through the school's website. Parents receive detailed and regular reports on their child's progress. Leaders value the views of parents. A log of complaints, including those resolved at the informal stage, enables governors and leaders to identify any patterns or recurring issues. Detailed records of correspondence are kept. The school addresses complaints effectively in accordance with the requirements of the school's complaints policy.

## The extent to which the school meets Standards relating to leadership and management, and governance

**14. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

15. Leaders provide a broad curriculum. Younger pupils develop a strong base of core skills and knowledge, including in numeracy and literacy. Themed lessons, for example on space travel, engage pupils' interest, and enable them to consolidate their core knowledge and skills. As they get older, pupils study a breadth of subjects, including a range of languages. The oldest pupils access a wide range of qualifications at the end of Year 11 and Year 13. This includes access to the Extended Project Qualification (EPQ) for students in the sixth form. Leaders regularly review the curriculum to see where they could offer more to pupils, such as new options recently available in the sixth form to study A-level psychology and business studies.
16. Teachers are knowledgeable and enthusiastic about their subjects. Teaching is well planned. Using a variety of techniques, teachers ensure that lessons meet the needs of pupils. Through skilful questioning, teachers often promote thoughtful discussion in lessons. As a result, pupils' communication skills are highly developed. They express their ideas clearly and fluently, listening well to their teachers and to one another. Teachers carefully link pupils' prior knowledge to current work, enabling pupils to deepen their understanding. Pupils are confident to take risks in their learning and explore new topics.
17. Teachers use assessment information effectively to plan lessons and set appropriate targets for pupils to achieve. Teachers provide pupils with prompt and clear verbal and written feedback. Pupils are aware of their strengths and how they can improve their work and understanding. Teachers have high expectations of their pupils, and pupils respond accordingly. They are keen to learn, to improve, and to do well. Leaders have established an effective framework to monitor the progress of individual pupils, from their starting points. Pupils across the age ranges learn effectively, make good progress from their given starting points and achieve high standards in their GCSE and A level qualifications at the end of Year 11 and Year 13.
18. Teachers are well trained and knowledgeable about how young children learn and develop. The curriculum provides a range of planned activities and opportunities for play that are stimulating, fun and relevant to the youngest children. Teachers are adept at developing children's language and communication, including their early mark making and letter writing. Similarly, children gain a secure knowledge of mathematical skills such as addition, shape and space. Staff monitor children closely and provide additional help to make sure that they keep up with their learning. Children are prepared well for the transition into Year 1.
19. Throughout the school, leaders ensure that staff are knowledgeable and trained in how to support pupils who have SEND. The specific learning and developmental needs of pupils are identified in a timely way. Specialist staff ensure that class and subject teachers know how to meet the needs of pupils who have SEND. As a result, pupils who have SEND grow in confidence, learn effectively and make good progress in their learning.
20. Pupils who speak English as an additional language (EAL) are well supported in their development of English, where required. Teachers provide pupils with effective and focused support to help develop their communication skills and successfully facilitate their participation in lessons.
21. Leaders provide an extensive and varied programme of co-curricular activities. Younger pupils enjoy a broad range of sporting and musical activities during the week and participate in a wide range of

recreational clubs. As pupils get older, some gain further qualifications through the Combined Cadet Force (CCF) or the Duke of Edinburgh's Award Scheme (DofE). A range of academic societies, such as the science club and design technology club, enables pupils to consolidate their learning, and explore their subjects beyond the curriculum.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

**22. All the relevant Standards are met.**



## Section 3: Pupils' physical and mental health and emotional wellbeing

23. Leaders promote a strong awareness of mutual trust and respect among pupils. Pupils value each other's spiritual beliefs. Pupils with a personal faith speak openly about their beliefs in lessons and assemblies. Morning prayers in tutor periods, assemblies, school mass, and retreats offer pupils opportunities for personal and private reflection. Through their lessons in PSHE and religious education, pupils are taught about a wide range of belief systems.
24. Leaders set high expectations of pupils' behaviour. Leaders actively encourage the school's ethos of showing kindness and service to one another. Pupils typically behave well. In lessons they are respectful and attentive. At breaks and lunchtimes, pupils of all ages mix easily, enjoying one another's company. School sanctions for misbehaviour and bullying are clear and understood by pupils. The school deals with unacceptable behaviour or bullying incidents effectively and sensitively. Consequently, the few incidents of poor behaviour are dealt with in a timely and appropriate way.
25. The youngest children understand how to behave well. They respond positively to the colour monster spoons, used as a gentle reminder to keep them focused and calm. Children develop a greater sense of self through involvement in the programmes that teaches them how to express their feelings honestly and openly. Leaders emphasise the value of kindness and children typically behave well, showing courtesy and consideration in their dealings with adults and their peers.
26. Leaders encourage a sense of trust between adults and pupils. Pupils are confident to seek help and support when they need it. Well-developed pastoral systems throughout the school, facilitate effective communication between pupils and staff to ensure pupils' wellbeing is prioritised. Pupils' mental health and wellbeing are supported by trained staff, the counsellor and chaplain, and through the school's medical centre.
27. Pupils' physical health is promoted through regular physical education (PE) and games lessons. This curriculum starts with the youngest children who develop their physical skills through carefully designed indoor and outdoor activities. Leaders encourage pupils of all abilities to participate in school teams and provide an extensive programme of fixtures. Participation rates are high. Pupils with a particular aptitude for sport receive specialist coaching. Others enjoy keeping fit through a variety of physical activities such as dance or gym sessions. Pupils understand the importance of maintaining their physical fitness alongside their studies.
28. Leaders provide a comprehensive PSHE curriculum, including relationships and sex education (RSE), which meets the requirements of current statutory guidance. The programme is supplemented by a range of visiting speakers on specific health and social topics. Pupils understand the importance of the PSHE curriculum and value the insights provided by visiting speakers. However, some tutors in the senior school do not deliver the weekly lessons as well as leaders intend. These pupils do not learn as much, or enjoy or value the curriculum as highly as their peers.
29. Leaders manage their statutory requirements for the health and safety effectively, including appropriate levels of staff supervision. This includes a range of checks related to fire safety, such as fire drills and risk assessments. Health and safety records are maintained well. Leaders commission and act promptly upon the findings of external specialists, for example through fire safety audits.

The school's medical centre provides suitable care for pupils who are ill or injured. It also serves as a place where pupils can find emotional support. An appropriate number of staff are trained in first aid, including paediatric first aid. As a result, the premises are well maintained for pupils and staff to access safely and confidently.

30. Leaders monitor pupils' attendance carefully and maintain appropriate attendance records. They use information to identify any ongoing concerns regarding pupils' attendance. They liaise appropriately with external agencies, when required, including for pupils with SEND. The school maintains an accurate admissions register. It reports to the local authority the name of any pupil who leaves or joins at a non-standard transition time.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 31. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

32. Leaders promote a culture where every pupil is valued. Pupils understand the importance of valuing the differences between people and the importance of equality and equity. They learn about the importance of mutual respect for those with different faiths, beliefs and lifestyles through the curriculum. Pupils are confident to identify and debate concepts such as racism, sexism and misogyny. As a result, pupils are confident to be themselves, respect one another's identity, and collaborate well together in school. In early years, children develop their social skills as they learn to take turns, to share and to listen to one another.
33. Leaders provide a wide range of opportunities for pupils to serve others in the local community and to promote pupils' understanding of the wider world through outreach events and fundraising. The prep school choir visits local care homes, while pupils in the eco club promote awareness of environmental issues. Pupils learn about and raise money for charities, such as the Catholic Agency for Overseas Development (CAFOD) and the Edmund Rice foundation. Older pupils collect clothing and raise money for people experiencing homelessness in the local area.
34. Leaders promote pupils' understanding of important values such as democracy and democratic processes. For example, leaders hold regular elections for pupils who wish to represent the school on the school councils. The pupil-led councils gather and express pupils' views about how they would like to improve their experience. This has led to the creation of a girls' football team and non-binary toilets in response to pupils' requests.
35. Pupils are encouraged to take on roles and responsibilities to develop their leadership skills. Older pupils in the prep school act as 'playground pals', or as house or sports captains. Older pupils support Year 6 pupils on the school's familiarisation days, helping Year 6 pupils to be confident and well prepared to make the step to Year 7. Older pupils act as role models when speaking in assemblies, leading in the Combined Cadet Force (CCF), or helping as mentors in clubs and societies.
36. Pupils appreciate the importance of values such as the rule of law and know the difference between right and wrong. They learn about important public service roles, such as the role of the police. These values are promoted through the curriculum, assemblies and noticeboards displaying the school's values, leaders help pupils to understand the importance of rules and responsibilities. In PSHE lessons, pupils learn about issues such as consent and respect for others. In other lessons, such as psychology, history, science or geography, pupils often deepen their understanding of ethical issues, such as human rights or environmental change.
37. Staff help the youngest children to use routines to develop their independence. Staff role model social skills such as listening and taking turns. Children learn the importance of helping each other. Leaders offer frequent praise, which encourages children in promoting good manners, listening skills and turn taking.
38. Leaders provide a curriculum that ensures that pupils develop a good understanding of financial and economic education. For example, the youngest children are taught to plan how they might spend money on a shopping trip. Prep school pupils learn about budgeting and saving. As they get older, pupils learn how to balance income and expenditure when raising money for charities, how to open and manage a bank account, and how to calculate interest rates on loans and investments.

39. A well-planned and expanding careers programme enables pupils to consider a wide range of possibilities for their futures. The curriculum is enhanced by visiting speakers who help pupils understand the world of work and consider a range of possible career options. Individual advice from specialist staff supports older pupils as they make subject choices at GCSE and A level. Knowledgeable staff support sixth formers as they make decisions about gap years, university courses, or apprenticeships. Students in the sixth form receive advice on personal safety, medical care and student loans so that they are better prepared for their next steps as young adults.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**40. All the relevant Standards are met.**

## Safeguarding

41. Suitable safeguarding procedures are in place and are implemented effectively. The safeguarding policy reflects current statutory guidance and is available via the school's website. Leaders have the required knowledge and training to ensure they fulfil their responsibilities effectively.
42. Governors have effective oversight of safeguarding arrangements. The governor with responsibility for safeguarding checks the effectiveness of the safeguarding arrangements by visiting the school regularly to undertake a range of activities, such as sampling records and talking to staff and pupils. Governors receive regular updates on the effectiveness of the safeguarding arrangements, formal reports and the outcomes of the annual audit of safeguarding arrangements commissioned from the local authority.
43. Leaders ensure that staff receive regular and relevant safeguarding training, which keeps them up to date with statutory guidance. New staff receive detailed training on safeguarding as part of their induction. Staff recognise and report safeguarding concerns, using the electronic reporting systems. This includes their responsibilities to the 'Prevent' duty where staff are well trained and are alert to any potential risks.
44. Concerns are monitored by leaders, who act promptly to assess the risks to pupils so that the wellbeing of pupils is prioritised. Leaders work closely with external agencies. They refer cases in a timely manner, and act on advice given. Detailed and secure safeguarding records are maintained, including the reasons for any decisions taken. This includes for any concerns or allegations related to staff.
45. Pupils feel safe. They learn how to keep themselves safe and are confident to report concerns to the range of staff available to them. This includes pupils of all ages, including the youngest children in the early years. Pupils say that adults listen to their concerns and offer appropriate support. They also feel well supervised and safe on the school site.
46. Pupils are taught how to stay safe, including when online, through their lessons in PSHE. The school has suitable arrangements in place to filter and monitor online activity. Leaders check the effectiveness of the arrangements regularly. Leaders receive immediate alerts of any online concerns. They act swiftly to follow up any potential risk to pupils.
47. All appropriate pre-employment checks on staff, volunteers and governors are completed before they encounter pupils. An accurate central record of checks is maintained. The record is reviewed by leaders and governors each term. Staff files, containing details of employment checks, are detailed and well maintained.

### The extent to which the school meets Standards relating to safeguarding

**48. All the relevant Standards are met.**

## The quality of the early years foundation stage in the registered early years provision

### Overall effectiveness: the quality and standards of the early years provision

49. The overall effectiveness of the early years provision is good.
50. Managers and staff plan an ambitious curriculum with a clear vision of what they want babies and children to learn. On the whole, the focus on the prime areas of learning helps children gain the skills they need for the next stage of their education, including the move to school. Staff identify any emerging gaps in children's development. They swiftly refer to other professionals to get children the extra help they need to succeed and make continued progress.
51. Staff use effective teaching strategies to help children acquire new skills. For example, when babies place toy blocks into holes, staff use encouraging language. These positive interactions help children to keep trying and develop resilience. Children are polite and well mannered. Staff are good role models and show high levels of respect for children and adults. This helps children to successfully develop their social skills and manners.
52. Staff have positive relationships with children and effectively support their emotional wellbeing. For instance, they ask children's permission before carrying out personal care. Children are learning about healthy lifestyles. They benefit from regular fresh air and exercise when they play outdoors. This helps to successfully develop their physical skills.
53. Leaders and managers are ambitious and committed to ensuring they provide high quality care and education. They gather feedback from staff, parents and children to help identify areas for improvement. For example, staff are currently developing the outdoor environment to support children to receive quality learning across all areas. Furthermore, leaders and managers ensure staff know, understand and embed effective safeguarding policies and procedures at the setting. This promotes a positive safeguarding culture and helps to keep children safe.

### Quality of education

54. The quality of education is good.
55. Staff provide lots of experiences to support children's early literacy skills. For instance, children of all ages freely access books and mark-making resources. Children enjoy listening to stories read by staff and their friends. Older children develop their early writing skills. This is demonstrated when they spend long periods making marks and drawing. This helps children to strengthen their hand muscles and use tools with increasing control.
56. Staff plan a range of interesting activities for children to freely access. For example, when learning about Valentine's Day, staff teach children about the colour red as they explore coloured slime together. However, sometimes, activities are not planned precisely enough to support children to achieve their individual next steps. This leads to some children being less focused and not fully benefiting from the experiences on offer.

57. Children develop their communication skills well. Staff support children, including those who speak English as an additional language, to enhance their speech and language. For instance, staff in the baby room use sign language and picture cards effectively to help babies communicate.
58. Staff present information clearly to children. Children are keen to join in with activities and listen intently to adults. This is seen when younger children listen to clues and enthusiastically guess what items are hiding in a treasure chest. Staff ask children questions to check what they know and identify misconceptions. For example, when children mistake a button for a wheel, staff explain that it has similar features but a different purpose.

## Behaviour and attitudes

59. Behaviour and attitudes are good.
60. Children play well together. They have good social skills, which they demonstrate, such as when they share toys and play collaboratively. Older children particularly enjoyed working together, taking orders and serving their friends in the outdoor role play cafe.
61. Children understand the expectations set by staff, who remind them of rules, such as using kind hands, feet and words. Staff support children, including those who find self-regulation difficult, to learn about feeling and emotions. Furthermore, they talk to children about the impact their behaviour has on others.
62. Children demonstrate a positive attitude to their learning. They focus well and concentrate on activities for prolonged periods. For example, older children watch with fascination as they roll objects down drainpipes and eagerly wait for them to come out the end. Staff interact well with children and provide them with lots of praise and encouragement. Children respond quickly to instructions from staff. For instance, they happily tidy the books and resources when asked.

## Personal development

63. The personal development of children is good.
64. The well-established key person system helps children form secure attachments with the adults caring for them. Staff engage well with children and provide lots of comfort and support when needed. For example, when children wake after sleeping, staff provide them with lots of reassurance. Children confidently explore their surroundings and return to their key person for cuddles when needed.
65. Staff support children to take appropriate risks as they play, which is demonstrated when older children confidently climb low trees and balance on wooden beams. This helps them build confidence, develop their resilience and problem-solving skills.
66. Staff are aware of the importance of teaching children to value and respect others. They use children's interests to talk to them about the similarities and differences between themselves and others. Children play well with their peers and show good levels of respect and tolerance for others.

## Leadership and management

67. Leadership and management are good.
68. Staff develop positive partnerships with parents. For instance, they communicate well with them about children's learning and development. This includes daily face-to-face discussions and electronic communications.
69. The manager prioritises the welfare of her staff, who she supports well. Leaders and managers are committed to ensuring that staff wellbeing is well maintained. They provide opportunities throughout the year for regular meetings to discuss workload and wellbeing. This helps to maintain a strong team ethos and a happy working environment.
70. The manager supports staff to reflect on their practice and identify areas where they can improve. The staff professional development programme is tailored and adapted by leaders to meet the needs of the children on roll. This helps to ensure that staff knowledge is up to date and children receive good quality teaching and care. For example, staff have completed a range of training that has had a positive impact on children's communication and language skills.

## Safeguarding

71. Safeguarding is effective.
72. Leaders and managers ensure that staff complete regular training to keep their safeguarding knowledge and skills up to date. Staff have a good understanding of their roles and responsibilities. They know the signs that a child may be at risk of harm or neglect and know who to contact if they have concerns about children or adults. Robust recruitment processes help to ensure staff are suitable to work with children.
73. Staff have systems in place to ensure the environment is safe for children to learn and play. For example, they complete regular checks of the indoor and outdoor environments to identify and minimise any potential risks.

## Recommended next steps

Leaders should:

- strengthen training to develop staff understanding of how to structure activities and the environment based on the knowledge and skills children need to learn next.

## The extent to which the school meets the requirements of the early years foundation stage

74. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.



## School details

<b>School</b>	St Mary's College
<b>Department for Education number</b>	343/6128
<b>Registered early years number</b>	EY485502
<b>Registered charity number</b>	1110311
<b>Address</b>	St Mary's College Everest Road Crosby Liverpool L23 5TW
<b>Phone number</b>	0151 924 3926
<b>Email address</b>	office@stmarys.lpool.sch.uk
<b>Website</b>	www.stmarys.ac
<b>Proprietor</b>	St Mary's College Crosby Trust Ltd
<b>Chair</b>	Mrs Sheila Ward
<b>Headteacher</b>	Mr Michael Kennedy
<b>Age range</b>	0 to 18
<b>Number of pupils</b>	824
<b>Number of children in the early years registered setting</b>	163
<b>Date of previous inspection</b>	4 May 2023

## Information about the school

75. St Mary's College is an independent co-educational Roman Catholic day school situated in Crosby, Merseyside. The school is a charitable trust whose trustees act as governors of the school. There is a Preparatory School for pupils aged 4 to 11 located in Blundellsands Road West. St Mary's College for senior school pupils aged 11 to 18 is located at Everest Road. Bright Sparks Nursery for children aged 0 to 3 is located at Claremont House, Liverpool Road.
76. There are 15 children in the early years comprising one Reception class located on the same site as the preparatory school. There is also a separately registered early years setting, named Bright Sparks, which is registered with Ofsted and which provides for children from ages 0 to 4.
77. The school has identified 102 pupils as having special educational needs and/or disabilities (SEND). Sixteen pupils in the school have an education, health and care (EHC) plan.
78. The school has identified English as an additional language for 28 pupils.
79. The school states its aims are to enable pupils to achieve excellence in all they do, and to develop as rounded individuals with strong moral and Christian values. It seeks to prepare pupils for life beyond school by developing their leadership skills and providing opportunities for service to others in the school and the wider community.

## Inspection details

### Inspection dates

11 to 13 February 2025

80. A team of 10 inspectors visited the school for two and a half days. The onsite inspection of the registered setting was quality assured.

81. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

82. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)