



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

KIRKSTONE HOUSE SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Kirkstone House School			
DfE number	925/6017			
Address	Kirkstone House School 1-6 Main Street Baston Peterborough Lincolnshire PE6 9PA			
Telephone number	01778 560350			
Email address	info@kirkstonehouseschool.co.uk			
Headmistress	Mrs Corinne Jones			
Proprietor	Mrs Beryl Wyman			
Age range	3 to 18			
Number of pupils on roll	126			
	Boys	82	Girls	44
	Kindergarten	3	Lower school	33
	Seniors	88	Sixth Form	2
Inspection dates	8 to 9 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Kirkstone House School is a non-selective, independent co-educational day school for pupils aged between 3 and 18. The school is situated in a semi-rural location set in its own grounds. The school is proprietorial owned with proprietors acting as governors. The proprietors have responsibility for the administrative and financial business of the school as well as its maintenance. Educational responsibility for the whole school is deferred to the headmistress.
- 1.2 Since the previous inspection, the school has developed its curriculum provision in order to meet the wide academic and social needs of its pupils. Sensory education has been introduced in lower school whilst more able pupils have access to a wider range of courses. Pupils now have an opportunity to be taught within an ability group which is not necessarily commensurate with their age. BTEC courses are now offered in addition to GCSEs.

What the school seeks to do

- 1.3 The school ethos is that the individual counts and the school aims to provide pupils with an education within a caring family environment which promotes kindness, tolerance and support from staff who know them well. Emphasis is placed on building high self-esteem and emotional resilience in order that pupils achieve to the best of their ability and are prepared for the next stage of their life.

About the pupils

- 1.4 Pupils come from a range of professional, business and farming backgrounds. They are mostly from white British families living in nearby towns and villages. The school's own assessment indicates that the ability of the pupils is broadly average. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND), which include literacy and communication support, and 36 of these have an educational health care plan or statement of special educational need, which include dyslexia and autistic spectrum disorder. No pupil has English as an additional language.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), Early Years Foundation Stage Statutory Framework.

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been in line with the national average for maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable and provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Arrangements are made in many areas to safeguard and promote the welfare of pupils by means that pay due regard to the current statutory guidance issued by the Secretary of State, but those in relation to staff appointments are not met. Requirements with regard to health and safety in statutory guidance, including fire safety are not met.
- 2.10 **The standards relating to welfare, health and safety [paragraphs, 8–10 and 13-16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met. Standards relating to safeguarding [paragraphs 6 and 7] and parts of the standards relating to health and safety [paragraph 11] and fire safety [paragraph 12] are not met.**

Action point 1

- **the school must ensure that arrangements to safeguard and promote the welfare of pupils pay full regard to guidance issued by the Secretary of State, in particular, with regard to safeguarding, and ensuring appropriate recruitment procedures are in place, in particular checks against the lists of those prohibited from teaching and/or management and against the barred list [paragraph 7 (a) and (b)].**

Action point 2

- the school must ensure that the written health and safety policy is effectively implemented in relation to school security, slips and trips, maintenance of equipment and hygiene [paragraph 11].

Action point 3

- the school must ensure that it is compliant with the requirements of the Regulatory Reform (Fire Safety) Order 2005 in relation to the detection and raising of alarms [paragraph 12].

PART 4 – Suitability of staff, supply staff, and proprietors

2.11 The school makes appropriate checks to confirm the suitability of proprietors.

2.12 The school has not carried out all required checks to ensure the suitability of staff before they begin work or take up their positions within the school; in particular, criminal record checks. They have not recorded checks on the single central register (SCR) as required in relation to checks against the list of those prohibited from teaching. **The standard relating to the suitability of proprietors [paragraph 20] is met. Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17, 18 (2) and 21] are met, but paragraph 18 (3) is not met.**

2.13 Action point 4

- the school must ensure that required checks are carried out on all staff, in particular criminal record checks before appointment; and that all checks are recorded accurately in the SCR [paragraph 18 (3); 21 (3) (b)]

PART 5 – Premises of and accommodation at schools

2.14 Suitable accommodation for pupil medical and therapy needs are provided. The premises are maintained to a standard commensurate with appropriate acoustics. Suitable outdoor space is provided for physical education and outdoor play.

2.15 Toilet, changing and showering facilities for pupils are not suitably maintained and the provision of hot and cold water is inadequate, including the provision of drinking water. The premises are not maintained to a standard commensurate with health and safety and lighting is inadequate.

2.16 **The standards relating to the premises and accommodation in paragraphs 24, 26 and 29 are met but those in paragraphs 23 [toilets and changing accommodation], 25 [maintenance], 27 [lighting], and 28 [water supply] are not met.**

Action point 5

- the school must ensure that 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 [paragraph 23(1)(c)]

Action point 6

- the school must ensure that the school premises, accommodation and facilities provided therein are maintained to a standard, and that access to school buildings is suitably controlled and monitored such that, so far as reasonably practicable, the health, safety and welfare needs of pupils is ensured [paragraph 25]

Action point 7

- the school must ensure that internal, external and emergency lighting is working in all areas for the adequate safety of pupils, staff and visitors [paragraph 27(a) and (b)].

Action point 8

- the school must ensure that suitable drinking water facilities are provided in a separate area from the toilet facilities, and that washing facilities have an adequate supply of hot and cold water [paragraph 28 (1) (a), (b), (d) and (2)].

PART 6 – Provision of information

2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.18 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.20 The standard relating to the handling of complaints [paragraph 33] are met.

PART 8 – Quality of leadership in and management of schools

2.21 The proprietors ensure that the leadership and management actively promote the well-being of the pupils by demonstrating good skills and knowledge, and ensuring those standards allocated to them are consistently met.

2.22 The proprietors have not ensured that their responsibilities for all the other standards; in particular, arrangements for safeguarding, systems to check the suitability of staff, recording of recruitment checks and matters relating to premises and accommodation maintenance and health and safety, are sufficiently rigorous to ensure that relevant standards are met consistently.

2.23 The standard relating to actively promoting the well-being of pupils [paragraph 34(c)] is met but those relating to demonstrating sufficient skills and knowledge and ensuring that the other standards are consistently met [paragraph 34(a) and (b)] are not met.

Action point 9

- proprietors must ensure that those with leadership and management responsibility, particularly those designated as principals of the school, are able to fulfil their responsibilities effectively so that all the independent school standards are met consistently [paragraph 34(a) and (b)].

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Desmond Dunne

Reporting inspector

Helen Duffy

Compliance team inspector (HR Director, ISA school)