



**ISI** Independent  
Schools  
Inspectorate

**Report for an  
Additional Inspection and Progress Monitoring Visit**

**Kirkstone House School**

**October 2019**



## School's details

<b>School</b>	Kirkstone House School			
<b>DfE number</b>	925/6017			
<b>Address</b>	Kirkstone House school 1-6 Main Street Baston Peterborough Lincolnshire PE6 9PA			
<b>Telephone number</b>	01778 560 350			
<b>Email address</b>	info@kirkstonehouseschool.co.uk			
<b>Headmistress</b>	Mrs Corinne Jones			
<b>Proprietor</b>	Mr Edward George Wyman			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	121			
	<b>Lower School</b>	17		
	<b>Upper School</b>	101	<b>Sixth Form</b>	3
<b>Date of visit</b>	31 October 2019			

## 1. Introduction

### Characteristics of the school

- 1.1 Kirkstone House School is a co-educational day school situated just outside Peterborough, registered for pupils between the age of three and eighteen. Since September 2019, the school has closed its Kindergarten and so the youngest pupils are now five years old. The school was founded by the mother of the current proprietor and she still takes a close interest in the governance of the school. The school specialises in educating pupils with special educational needs and/or disabilities (SEND). It has identified 78 pupils as having such needs, of whom 54 have an education, health and care (EHC) plan. No pupil speaks English as an additional language. The school's previous inspections were a regulatory compliance inspection in November 2017 and subsequent progress monitoring visits in June 2018, March 2019 and September 2019.

### Purpose of the visit

- 1.2 This was both an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework listed below. It was also a progress monitoring visit to check that the school has fully implemented the action plan submitted following the previous inspections.

Regulations which are the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding); EYFS 3.4, 3.5, 3.6, 3.20, 3.62 and 3.73	Remain unmet
Part 3, paragraph 9 (behaviour); EYFS 3.52 and 3.53	Met
Part 3, paragraph 10 (bullying); EYFS 3.52	Met
Part 3, paragraph 11 (health and safety); EYFS 3.54, 3.58 and 3.64	Met
Part 3, paragraph 14 (supervision); EYFS 3.28-3.30 and 3.62	Met
Part 3, paragraph 16 (risk assessment); EYFS 3.64 and 3.65	Met
Part 5, paragraph 23 (toilets and changing accommodation); EYFS 3.60	Met
Part 5, paragraph 25 (maintenance); EYFS 3.62	Met
Part 5, paragraph 27 (lighting); EYFS 3.54	Met
Part 5, paragraph 28 (1)(d) (water supply); EYFS 3.54	Met
Part 6, paragraph 32 (1)(c) (provision of information)	Met
Part 7, paragraph 33 (manner in which complaints are handled); EYFS 3.74 and 3.75	Met

Part 8, paragraph 34 (quality of leadership and management in schools)	Remains unmet
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## 2. Inspection findings

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.5, 3.6, 3.20, 3.62 and 3.73]**

#### **Safeguarding policy**

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.3 The school does not meet the standard and requirements.
- 2.4 The school's written procedures for safeguarding promote the welfare of pupils and show regard for the most recent statutory guidance *Keeping Children Safe in Education 2019 (KCSIE)* and *Working Together to Safeguard Children (2018)*. The policy includes details of Prevent Duty guidance and is further supported by suitable policies covering the staff code of conduct, safe recruitment, whistleblowing, children missing in education and e-safety. The safeguarding policy is reviewed annually by the proprietor. External agencies who fund places at the school for SEND pupils review the safeguarding arrangements annually, but their observations are primarily informed by the school's own self review. The school confirmed that there have been no concerns regarding suitability of staff that have required referrals to the required authorities since the previous ISI inspection in September 2019.
- 2.5 The designated safeguarding lead (DSL) is the headmistress, assisted by a deputy. The school's clinical lead has been trained to the same level of the DSL with the intention of her taking over the deputy DSL's responsibilities. There has been some further whole-staff safeguarding training since the September inspection, and the DSL and deputy DSLs have undergone appropriate and up-to-date training with the local authority, including the Prevent strategy. Staff training conducted either by the DSL or the local authority is up to date and appropriate induction training has been provided for newly appointed staff. Records of training are carefully maintained and recorded.
- 2.6 Safeguarding records and documentation do not always record subsequent discussions, both internally in the school and with external agencies; the decisions made; and the reasons for them. Although some action has been taken in a timely manner, those involved have shown a reticence to follow the clear procedures and statutory advice set down in *KCSIE* and reflected in the school's own safeguarding policy. Staff interviewed were reluctant to follow the school's own whistleblowing procedures or to make a referral directly to external agencies.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9; EYFS 3.52 and 3.53]**

- 2.7 The school meets the standard and requirements.
- 2.8 A suitable behaviour policy is in place and it is implemented effectively. It includes a clear code of conduct for pupils. Records of misbehaviour are detailed, allowing trends to be identified and the effectiveness of sanctions to be evaluated. Appropriate adjustments are made for pupils with behavioural needs, particularly those with high levels of anxiety or sensory overload that might result in aggressive behaviour. The policy on rewards and sanctions is well balanced and clear that personal circumstances might require more of a restorative process rather than a punitive one.

**Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10; EYFS 3.52]**

- 2.9 The school meets the standard and requirements.
- 2.10 The school has an appropriate anti-bullying policy which is implemented effectively. Pupils report that they rarely come across bullying. Records of any that does occur are congruent with other behaviour and safeguarding records, and there is a clear understanding that peer-on-peer abuse must be considered as a potential safeguarding issue.

**Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11; EYFS 3.54, 3.58 and 3.64]**

- 2.11 The school meets the standard and requirements.
- 2.12 The school has a suitable health and safety policy and procedures are implemented and monitored. Records are kept and a list of physical areas that need attention is provided to the proprietor, who now ensures that action is taken in a timely manner. The areas that pupils can access are clearly defined, and the provision of a safe environment for pupils is given appropriate focus by the school's leadership.

**Welfare, health and safety of pupils – supervision [ISSR Part 3, paragraph 14]; EYFS 3.28-3.30 and 3.62]**

- 2.13 The school meets the standard and requirements.
- 2.14 Arrangements for supervision are well documented and planned to ensure that pupils should be safeguarded. Areas and times of supervision are adjusted in the light of any incidents that occur. Only teaching and learning assistant staff undertake supervision duties so that issues can be approached in a way that is appropriate to the various needs of individual pupils.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16; EYFS 3.64 and 3.65]**

- 2.15 The school meets the standard and requirements.
- 2.16 A risk assessment policy clearly describes the lines of responsibility and the approaches taken. There are appropriate assessments of risk for in-school activities and school visits, and for the needs of individual pupils. Risk assessments are reviewed after any unforeseen incidents.

**Premises and accommodation - toilets and changing accommodation [ISSR Part 5, paragraph 23; EYFS 3.60]**

- 2.17 The school meets the standard and requirements.
- 2.18 The number and quality of the toilets and changing accommodation is adequate in numbers for the numbers of boys and girls after physical education lessons and provide privacy for both boys and girls. Pupils interviewed considered the provision to be meeting their needs.

**Premises and accommodation-maintenance [ISSR Part 5, paragraph 25; EYFS 3.62]**

- 2.19 The school meets the standard and requirements.
- 2.20 The proprietor has taken further action since the previous visit in line with programme of proprietorial review, maintenance and improvement of the school's premises and accommodation. Many of the

buildings are well maintained, and efforts have been made to ensure areas planned for refurbishment are now safe from trip hazards.

### **Premises and accommodation-lighting [ISSR Part 5, paragraph 27; EYFS 3.54]**

- 2.21 The school meets the standard.
- 2.22 The school has made further improvements to lighting in the teaching areas since the previous monitoring visit, and all lighting is now working properly.

### **Premises and accommodation – water supply [ISSR Part 5, paragraph 28 (1)(d); EYFS 3.54]**

- 2.23 The school meets the standard.
- 2.24 The proprietor regularly monitors hot water temperature in all areas of the school. The temperature of the water in sinks and showers was tested and now does not pose a scalding risk to users.

### **Provision of information [ISSR Part 6, paragraph 32 (1)(c)]**

- 2.25 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33; EYFS 3.74 and 3.75]**

- 2.26 The school meets the standard.
- 2.27 The school has an appropriate complaints policy which allows for complaints at the informal and two formal stages. Since the previous regulatory compliance inspection there have been no concerns voiced to the school beyond the informal stage.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.28 The school does not meet the standard.
- 2.29 The school's leadership and management have successfully addressed some of the outstanding points from the previous monitoring visit. However, the proprietor still does not have a suitable action plan in place to ensure that all the independent school standards are met consistently. The proprietor does not demonstrate sufficient skills, knowledge and understanding to ensure that standards are met, particularly in the area of safeguarding. He is booked to attend a safeguarding course in December. However, there is no evidence of urgency in furthering the acknowledged need for the appointment of an advisory board. Proprietorial responsibilities for health and safety and the provision of suitably maintained premises and accommodation have been met, but not those for safeguarding. There is little oversight of the effectiveness of the school's arrangements in this area. The proprietor does not demonstrate good skills and knowledge nor fulfil his responsibilities effectively so that the independent school standards are met consistently, and hence the well-being of pupils is not promoted.

### 3. Regulatory action points

- 3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and Early Years Foundation Stage 2017, and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 3, Welfare, health and safety, paragraph 7**

- Ensure that statutory guidance and the school's own arrangements for the safeguarding of pupils are effectively implemented [paragraph 7(a) and (b); EYFS 3.4 and 3.7]

#### **ISSR Part 8, Quality of leadership and management, paragraph 34**

- Ensure that the proprietor gains the skills and knowledge necessary for him to fulfil his responsibilities effectively so that the independent school standards are met consistently, thus promoting the well-being of pupils [paragraph 34 (1)(a), (b) and (c)]

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the headmistress and other members of staff and met with the proprietor and the school's founder. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.