



**ISI** Independent  
Schools  
Inspectorate

## **Report for a Progress Monitoring Visit**

**Kirkstone House School**

**November 2020**



## 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>	5 to 18			
<b>Number of pupils on roll</b>	122			
	<b>Lower School</b>	20	<b>Upper School</b>	99
	<b>Sixth Form</b>	3		
<b>Date of visit</b>	25 November 2020			

## 1. Introduction

### Characteristics of the school

- 1.1 Kirkstone House School is a co-educational day school situated just outside Peterborough. The school was founded by the mother of the current proprietor. The founder still takes a close interest in the governance of the school. An advisory board has recently been appointed to provide governance support and guidance. The school specialises in educating pupils with special educational needs and/or disabilities. It has identified 85 pupils as having such needs, of whom 61 have an education, health and care plan. No pupil speaks English as an additional language. The school's previous inspection was an ISI progress monitoring visit in October 2019.

### Purpose of the visit

- 1.2 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the progress monitoring visit on 31 October 2019.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 6, paragraph 32 (1) (c) (publication of safeguarding policy)	<b>Met</b>
Part 8, paragraph 34 (leadership in and management of schools)	<b>Met</b>

## 2. Inspection findings

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### 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 meets the standard.
- 2.4 The school's arrangements for safeguarding pupils' welfare are implemented effectively and implementation shows full regard for current statutory guidance. Since the previous visit, the designated safeguarding lead (DSL) role has been re-allocated and revised. The DSL is a member of the senior management team and is supported by a deputy DSL. Both have appropriate levels of training for their roles. Inspection evidence, such as discussions with the DSL and scrutiny of documentation, shows that the DSL acts with appropriate levels of autonomy and does not need to consult with school leadership before contact with external agencies should the need to do so arise. These revised arrangements have had a significant impact on safeguarding practice within the school. Scrutiny of records demonstrates clear timelines of events; effective records of subsequent discussions, both internally and with external agencies; and the decisions made and the reasons for them. The evidence also shows that a review is conducted following any incident. Risk assessments are instigated as appropriate to ensure, as far as reasonably practicable, pupils' well-being. All action taken has been done so in a timely manner and reflects adherence to both statutory guidance and that within the school's own safeguarding policy.
- 2.5 During discussions, staff confirmed that they have been required to undertake a wide range of training to ensure that they fully understand their safeguarding responsibilities. They show a clear understanding about how to report a concern about a child or any allegation against an adult involved with children. Training includes procedures to follow in the event of peer-on-peer abuse, including sexual violence and sexual harassment. In particular, in light of the increased use of virtual learning platforms as a result of COVID-19 pandemic, there is a clear focus on possible abuse related to online activity. They comment that proformas for reporting concerns have been revised and they are encouraged to raise even the smallest concern about a pupil to ensure a consistent approach to protecting pupils' welfare and well-being. Staff are confident that prompt and appropriate action is taken by the DSL team; that any subsequent action is kept confidential, not shared in the wider school community and only disseminated on a need-to-know basis. This is confirmed by records of child protection. Inspection evidence concludes that staff now have no reservations about instigating the whistleblowing procedures should the need arise; they know that they can make direct referrals to the local authority designated officer (LADO). All staff are clear about the expectations set out in the school code of conduct.
- 2.6 In discussions, pupils commented that they feel safe and very well looked after within the school. They are clear that there is always an adult to talk to should they have a concern and are confident that appropriate action is taken. Pupils said that any shared worries are respected by staff and kept confidential as appropriate. They understand that their peers have differing needs which may require specific support that differs from that given to them. They feel this is a fair approach and describe the culture within the school as caring and warm, where everyone gets on well together.

- 2.7 Since the previous visit, the proprietor has undertaken safeguarding training which he considers to have added clarity in his understanding of his safeguarding responsibilities. Further to this a board of advisors has been appointed, which includes a member with safeguarding expertise. Inspection evidence concludes that this role provides significant support and guidance. There is close liaison between this advisor and the proprietor, who together ensure appropriate oversight of the safeguarding practice within the school. Examples of recent reviews include ensuring that appropriate measures are instigated in the school to related to COVID-19; that medical care procedures provide for pupils' health and well-being; that staff understand their training; and that safeguarding records contain appropriate detail. An annual review of safeguarding procedures has been undertaken as required.

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

- 2.8 The school meets the standard.
- 2.9 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.

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

- 2.10 The school meets the standard.
- 2.11 Significant progress has been made since the previous inspection and all regulatory action points from that visit have been successfully implemented. As a consequence, leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. Monitoring and review procedures now ensure that policies are effectively implemented in practice and actively promote the well-being of all pupils.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014, and no further action is required as a result of this visit.

## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and had telephone discussions with the proprietor and the safeguarding governor from the advisory board. They talked with groups of pupils. They scrutinised a range of documentation, records and policies.