



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

Castle House School

October 2019



School's details

School	Castle House School			
DfE number	894/6002			
Registered charity number	510515			
Address	Castle House School Chetwynd End Newport Shropshire TF10 7JE			
Telephone number	01952 567600			
Email address	admin@castlehouseschool.co.uk			
Headteacher	Mr Ian Sterling			
Chair of governors	Mrs Laura Calcroft			
Age range	2 to 11			
Number of pupils on roll	72			
	EYFS	23	Juniors	49
Date of visit	18 October 2019			

1. Introduction

Characteristics of the school

- 1.1 Castle House School is a co-educational day school for pupils between the ages of two and eleven years. The school is situated in Newport, Shropshire. The school is owned and run by Castle House School Trust Ltd, a charitable trust with a governing body, which oversees the work of the school. The school has eight pupils who require support for special educational needs and/or disabilities. No pupil has an education, health and care plan. There are four pupils who speak English as an additional language. The previous regulatory compliance inspection was in January 2018 and progress monitoring visits took place in December 2018 and June 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 points from the progress monitoring visit on 12 June 2019.

Regulations which were the focus of the visit	Team judgements
Part 3, paragraph 7; EYFS 3.4, 3.6 and 3.7 (safeguarding)	Remain unmet
Part 3, paragraph 9; EYFS 3.52 (behaviour)	Met
Part 3, paragraph 15 (admission and attendance registers); EYFS 3.72	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Remains unmet

2. Inspection findings

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.4, 3.6 and 3.7]

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 does not meet the standard or the requirements.
- 2.4 Staff prioritise the safety and welfare of pupils in their day-to-day practice and have a clear understanding on how to report any concerns about a child. During discussion, pupils articulated that they feel safe and well supported by the staff, who they cited as being very approachable and keen to help them should they have any concerns or worries. Effective links are maintained with the local authority safeguarding partnership and guidance from local agencies is followed; staff and the safeguarding governor all have a clear understanding that they can make direct contact should the need arise. During discussion, staff articulated a secure understanding of whistleblowing procedures and their professional expectations as set out in the school's code of conduct. Staff with designated safeguarding lead (DSL) responsibilities, including for the EYFS, are all suitably trained for their roles and meet regularly as a team to discuss any safeguarding needs.
- 2.5 Progress has been made since the previous inspection visit and most staff have now undertaken suitable training, including on peer-on-peer abuse and online safety. However, scrutiny of the recently instigated training log shows gaps in training for a small number of staff, who were unable to attend the September 2019 safeguarding update sessions. Catch-up training has not been implemented, meaning that not all staff are knowledgeable about the school's safeguarding procedures. Newly appointed staff have not undertaken all required aspects of safeguarding training, such as online safety. Additionally, not all governors have sufficient knowledge to ensure they understand the school's procedures. The safeguarding governor provides appropriate support and oversight through regular meetings with the DSL and head, which includes scrutiny of changes to safeguarding documentation. Safeguarding is on the agenda of every board meeting but recording of the board's review of safeguarding arrangements is inconsistent and lacks sufficient detail to indicate appropriate governance oversight and monitoring processes are in place. This includes records of the annual review, which was scheduled to take place in July 2019. A suitable recruitment policy is in place and scrutiny of recent staff appointments on the single central register (SCR) shows that all checks are undertaken in a timely manner prior to staff starting work at the school.

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

- 2.6 The school meets the standard and the requirements.
- 2.7 A suitable behaviour policy is correctly implemented in practice. The system for rewards and sanctions is clearly understood by both staff and pupils and consistently adhered to across the school. There have been no incidents of serious misbehaviour since the previous inspection. The behavioural record is carefully monitored by senior leaders on a regular basis to ensure that pupils receive the right intervention and support for their personal development. Scrutiny of documentation shows all entries to be of misbehaviour at a low level, such as poor attention in class or minor disputes in the outdoor areas. During discussion, pupils commented that the rewards are fairly awarded and any sanctions given are just and help them to improve their social interactions with one another.

Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15; EYFS 3.72]

- 2.8 The school meets the standard and the requirements.
- 2.9 Since the previous inspection visit, information recorded on the admissions register has been revised and now includes detail about a school that a pupil may have previously attended and, as appropriate, the name of the destination school when pupils leave. Attendance registers are appropriately maintained as required.

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

- 2.10 The school meets the requirement 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]

- 2.11 The school does not meet the standard.
- 2.12 The proprietors have not ensured that those with leadership and management responsibilities have the required good skills and knowledge to fulfil their responsibilities effectively, including governors' knowledge of safeguarding, and thus actively promote the well-being of pupils. In particular, training for staff, including those new to the school and the governors review of safeguarding arrangements do not meet requirements.

3. Regulatory action points

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

ISSR Part 3, Welfare, health and safety – safeguarding; paragraph 7; EYFS 3.4, 3.6 and 3.7

- Ensure that any omissions in safeguarding training for staff, including on induction, are promptly rectified, in line with current statutory guidance [paragraphs 7(a) and (b); EYFS 3.4, 3.6 and 3.7].

ISSR Part 3, Welfare, health and safety – safeguarding; paragraph 7; EYFS 3.4 and 3.7

- Ensure that governors have sufficient knowledge of safeguarding to fulfil their statutory duty to monitor safeguarding effectively, and that records of review of the school's safeguarding arrangements are sufficient to demonstrate appropriate depth and breadth of oversight [paragraphs 7(a) and (b); EYFS 3.4 and 3.7].

ISSR Part 8, Leadership and management; paragraph 34

- Ensure that leadership and management acquire the good skills and knowledge to fulfil their responsibilities effectively, so that the standards are met consistently, and pupils' well-being is actively promoted [paragraph 34 (1)(a), (b) and (c)].

4. Summary of evidence

- 4.1 The inspectors held discussions with the head and other members of staff and met with the chair of governors. They talked with groups of pupils. They scrutinised a range of documentation, records and policies.