



**ISI** Independent  
Schools  
Inspectorate

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

**St Christopher's the Hall School**

**March 2020**



## School's details

<b>School</b>	St Christopher's the Hall School			
<b>DfE number</b>	305/6010			
<b>Registered charity number</b>	307917			
<b>Address</b>	St Christopher's The Hall School 49 Bromley Road Beckenham Kent BR3 5PA			
<b>Telephone number</b>	0208 650 2200			
<b>Email address</b>	<a href="mailto:secretary@stchristophersthehall.org.uk">secretary@stchristophersthehall.org.uk</a>			
<b>Headteacher</b>	Mr Andrew Velasco			
<b>Chair of governors</b>	Ms Tracy Sell-Peters			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	281			
	<b>EYFS</b>	92	<b>Juniors</b>	189
<b>Date of visit</b>	6 March 2020			

## 1. Introduction

### Characteristics of the school

- 1.1 St Christopher's the Hall School is a co-educational independent preparatory day school for pupils aged between three and eleven years situated in a residential area of Beckenham, Kent. The school is a charitable trust with a board of directors, who act as the governing body and oversee the work of the school. Pupils come from a range of professional backgrounds and most live within a 15-mile radius of the school. The school has identified 27 pupils as having special educational needs and/or disabilities which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care plan or requires support for English as an additional language. The school's previous inspection was a regulatory compliance inspection 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 regulatory compliance inspection on 16 to 17 October 2019.

Regulations which were the focus of the visit	Team judgements
Part 2, paragraph 5(b)(v)(vi); EYFS 1.5	Met
Part 3, paragraph 7(a)(b) (safeguarding); EYFS 3.9	Met
Part 3, paragraph 11 (health and safety); EYFS 3.54	Met
Part 3 paragraph 13 (first aid); EYFS 3.25, 3.44, 3.46, and 3.50	Met
Part 3 paragraph 15 (admissions and attendance); EYFS 3.76	Met
Part 3 paragraph 16 (risk assessment); EYFS 3.64	Met
Part 4, paragraph 21(1)(3)(6) (single central register of appointments); EYFS 3.12	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints); EYFS 3.74 and 3.75	Met
Part 8, paragraph 34(1)(a)(b)(c) (leadership and management)	Met

## 2. Inspection findings

### Quality of education provided – spiritual, moral, social and cultural development, [ISSR Part 2, paragraph 5(b), (v), (vi) EYFS 1.5]

- 2.1 The school meets the standards and requirement.
- 2.2 Pupils have an appropriate understanding of the importance of diversity in the school community. Through assemblies and its personal social and health education (PSHE) programme, the school encourages respect for other people and an appreciation of difference. Pupils respect each other and are tolerant of different religions and cultures.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7; EYFS 3.9]

#### Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standard and requirement.
- 2.6 Safeguarding arrangements are implemented effectively with due regard to current statutory guidance and they support pupils' needs. The designated safeguarding lead (DSL) and deputy (DDSL) have sufficient status to undertake their roles and are appropriately trained in line with local procedures. All staff have received face-to-face and on-line training, as well as regular updates, about recent changes to regulatory guidance. Records of training are kept, and staff demonstrate an effective understanding of safeguarding policies and procedures. New staff are trained in line with statutory advice.
- 2.7 The DSL and DDSL have developed effective systems of listening to children and of documenting concerns with details and dates carefully recorded. They show appropriate and timely liaison with parents and external agencies. Pupils say that they feel safe and that there are a variety of staff who will listen to them. They speak very positively of the newly introduced well-being programme with its support sessions for pupils with any concerns or worries. Staff describe a strong culture of safeguarding in the school and have a clear understanding of their own responsibilities including the staff code of conduct, the use of mobile phones, and the procedures should they have any concerns about a pupil or a member of staff. They are now clear to whom they should refer in the case of an allegation about another member of staff or the head.
- 2.8 Governors are now more closely involved with safeguarding in the school than previously. A newly appointed safeguarding governor attends monthly meetings with the safeguarding team in school and is providing support. Governors are aware of their responsibilities to oversee safeguarding and are doing so more effectively than previously.
- 2.9 The school now ensures that it carries out prohibition from management checks before staff take up management responsibilities in the school.
- 2.10 The school has dealt appropriately with the action points from the previous inspection.

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

- 2.11 The school meets the standard and requirement.
- 2.12 The school has an appropriate health and safety policy and implements it effectively. It has recently refurbished the playground with a new surface and made adjustments to sports equipment to ensure pupils' safety.

**Welfare, health and safety of pupils – first aid [ISSR Part 3, paragraph 13; EYFS 3.25, 3.44, 3.46, and 3.50]**

- 2.13 The school meets the standard and requirements.
- 2.14 The school has an appropriate first aid policy and implements it effectively. Accident records are appropriately kept, and recent records show that reports to RIDDOR have been made when necessary. Pupils confirm that they are well looked after if they are ill or have an accident.

**Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15; EYFS 3.76]**

- 2.15 The school meets the standard and requirement.
- 2.16 The school records attendance effectively and keeps records of attendance for the last three years.

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

- 2.17 The school meets the standard and requirement.
- 2.18 The school has appropriate procedures to assess and reduce risk both on site and when taking visits off-site.

**Suitability of staff, supply staff and proprietors – single central register of appointments [ISSR Part 4, paragraphs 21(1) 21(3) (a) (iii) and (b), and 21(6); EYFS 3.12]**

- 2.19 The school meets the standards and requirement.
- 2.20 The school makes appropriate checks to ensure the suitability of staff and proprietors and maintains one single central register of appointments which records the dates on which pre-appointment checks are made. Staff files are appropriately kept, well organised and contain the requisite information with dates which match those on the register.
- 2.21 The school has dealt effectively with the action points from the previous regulatory compliance inspection in ensuring that dates of prohibition from teaching and management are recorded on the register.

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

- 2.22 The school meets the standard.
- 2.23 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]**

- 2.24 The school meets the standard and requirements.
- 2.25 The school now has a suitable complaints procedure which includes a three-stage process with appropriate time scales, and which allows for a panel hearing at the second part of the formal stage. The policy clearly states the composition of the panel will be in line with statutory requirements. The school now keeps a central record of all complaints; there have been no formal complaints since the previous inspection, but the school understands the necessity to record such complaints, their outcomes and any action taken as a result, whether or not they were upheld. Staff, senior leaders and governors now have a clear understanding of the necessity for all parties to adhere carefully to the procedure as described in the policy.
- 2.26 The school has dealt with the action points from the previous regulatory compliance inspection in ensuring that it implements an effective complaints procedure and keeps an appropriate record of complaints.

**Quality of leadership and management [ISSR Part 8, paragraph 34(1)(a), (b) and (c)]**

- 2.27 The school meets the standards.
- 2.28 The governors and senior leaders demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. A process of review and key appointments of staff in areas of recruitment and safeguarding has ensured that the school now meets the standards and actively promotes pupils' well-being. Governors understand their oversight responsibilities more effectively than previously and they and all staff are committed to the welfare of the children in their charge.

### **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, met with a group of governors and spoke to the chair of governors by telephone. They visited different areas of the school and talked with a group of pupils. They scrutinised a range of documentation, records and policies.