



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report  
For Schools with Residential Provision**

**Christ Church Cathedral School**

**February 2020**



## Contents

<b>Contents</b>	<b>2</b>
<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
<b>3. Inspection Evidence</b>	<b>9</b>

### School's Details

<b>School</b>	Christ Church Cathedral School		
<b>DfE number</b>	931/6060		
<b>Registered charity number</b>	1143423		
<b>Address</b>	Christ Church Cathedral School 3 Brewer Street Oxford Oxfordshire OX1 1QW		
<b>Telephone number</b>	01865 242561		
<b>Email address</b>	schooloffice@cccs.org.uk		
<b>Headmaster</b>	Mr Richard Murray		
<b>Chair of governors</b>	The Very Revd Professor Martyn Percy		
<b>Age range</b>	2 to 13		
<b>Number of pupils on roll</b>	154		
	<b>Day pupils</b>	131	<b>Boarders</b> 23
	<b>EYFS</b>	30	<b>Juniors</b> 85
	<b>Seniors</b>	39	
<b>Inspection dates</b>	12 to 13 February 2020		

## **1. Background Information**

### **About the school**

- 1.1 Christ Church Cathedral School provides an education for male pupils from two to thirteen years of age. The Nursery also admits female pupils. It was founded in 1546 by Henry VIII to educate the choristers of the newly founded Christ Church College. In the 19th century the school moved to its current premises and admitted non-choristers. The Dean and Canons of Christ Church College, responsible for the school's governance, have established a governing committee which comprises members of the cathedral chapter and advisory governors drawn from relevant professional fields. The school also provides choristers for Worcester College Chapel and, since the previous inspection, for Pembroke College Chapel.

### **What the school seeks to do**

- 1.2 The school aims to get the best from every child, by focusing on them as individuals and setting high standards. It strives to develop each pupil, so that they will relish the challenges of life and be ready to flourish at their chosen senior schools. For each boarder the school endeavours to create a caring extended family environment where they feel safe and valued.

### **About the pupils**

- 1.3 The school draws pupils from the surrounding area of Oxford and has some pupils from a variety of minority ethnic backgrounds. The school is an Anglican foundation but welcomes pupils of any faith or none. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, seven of whom receive additional specialist help. English is an additional language (EAL) for 42 pupils; five of these pupils receive specialist support and the rest have their needs met by their classroom teacher. The school identifies 20 pupils as being more able and provides a programme of challenging activities in mathematics, English, and languages at various stages within their curriculum.

## 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. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. 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, 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.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

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, including the boarding NMS, 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, including the boarding NMS.** 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](#), [National Minimum Standards for Boarding Schools](#), [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, the National Minimum Standards for Boarding Schools, 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 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Arrangements are in place to ensure good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; 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.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Satisfactory arrangements to safeguard and promote the welfare of pupils, including boarders, by means that pay due regard to current statutory guidance are not in place. The school does not always ensure more than one reference has been received before staff take up their appointment. Systems are not in place to ensure that newly appointed staff, where this requirement applies, are not checked under the Disqualification under the Childcare Act before employment and that existing staff, as appropriate, are re-checked from time to time.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6-10, 12, 15 and 16 are met but those in paragraphs 7 and 8; NMS 11 (child protection) are not met.**

**Action point 1**

- the school must have due regard to the guidance issued by The Secretary of State when obtaining references, before a member of staff takes up their post [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4, 3.7 and 3.9].

**Action point 2**

- the school must have due regard to the guidance issued by The Secretary of State to ensure that newly appointed staff, to which the requirement applies, are checked for disqualification from childcare and that current staff, as appropriate, are checked from time to time [paragraphs 7(a) and (b), 8(a) and (b); NMS 11; EYFS 3.4, 3.7, 3.9 and 3.14].

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The register of staff appointment does not always accurately record the date on which the enhanced criminal check on staff provided by the Disclosure Barring Service was seen by the school.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18-20 are met but that in paragraph 21(3)(a)(v) [single central register] and NMS 14 are not met.**

**Action point 3**

- the school must ensure that the single central register of appointments records the date on which the school checked the Disclosure and Barring Service certificate for each member of staff [paragraph 21(3)(a)(v); NMS 14.1; EYFS 3.12].

**PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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. A suitable statement of boarding principles and practice is published by the school.

**2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

2.18 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, and identifying those relating to the boarding provision.

**2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

2.20 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.21 However, the proprietor does not always ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils, as the required recruitment checks have not always been carried out in a timely manner.

**2.22 The standards relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

### **Action point 4**

- **the school must ensure that the leadership and management have good skills and knowledge in order to fulfil their responsibilities so that the independent school standards are met [paragraph 34(1)(a), (b) and (c); NMS 13.3 – 13.5].**

### 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 a group of governors, and attended form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

#### Inspectors

Mrs Vivien Sergeant	Reporting inspector
Mr Miles MacEacharn	Compliance team inspector (Bursar, HMC and IAPS school)
Mr Henry Marshall	Team inspector for boarding (Deputy pastoral head, IAPS school)