

Progress monitoring inspection report

28 January 2025

Christ Church Cathedral School

3 Brewer Street

Oxford

OX1 1QW

Inspection outcome

The school does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR Paragraphs 7(a) and 7(b), 8(a) and 8(b) and 15; NMS 8.1; EYFS 3.77

1. The school's safeguarding policy is not updated to reflect statutory guidance in a timely manner. The policy contains outdated references to guidance and incorrectly named staff and so is not practical for use by staff and parents. Implementation of safeguarding processes are effective. Information is shared between staff appropriately to ensure pupils receive the support they need. Pupils know how to report concerns and have regular access to external support if needed. Safeguarding staff take appropriate action when concerns are raised. The designated safeguarding lead (DSL) manages records well and ensures they are securely kept. Liaison with children's services is appropriate to ensure that pupils are supported. The school employs appropriate systems to manage filtering and monitoring of online activity. Suitable measures are taken to reduce the risks of radicalisation.
2. Leaders have not revised the school's attendance policy so that it reflects current statutory guidance. The attendance policy is not published on the school's website and is therefore not available to parents. Leaders do not manage attendance in line with current statutory guidance. There is no formal analysis of absence to allow supportive measures to be put in place. Staff also have no understanding of local and national thresholds for notifying the local authority of absence or illness.
3. Staff are well trained in safeguarding, including on induction and this training is updated at suitable intervals. They understand their responsibilities, the contextual risks to pupils and how to report concerns as well as the need to do this without delay. Suitable steps have been taken to help ensure that the site is secure.
4. The safeguarding governor is in regular contact with the DSL to provide support. There is no effective annual review of safeguarding practice by governors. Governors are not well informed regarding safeguarding practice in school and oversight is not effective. They are regularly trained by the DSL but are not sufficiently trained to provide suitable challenge. Governors review the safeguarding policy updates, but these are not timely and do not ensure statutory guidance is reflected in the school's policies and procedures.
5. Admissions processes are now robust and the school notifies the local authority when pupils arrive, as well as when they leave the school at non-standard times. Timescales for reporting are understood and observed by staff.
6. The school does not meet the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

7. The school's arrangements to safeguard pupils are published to parents on the school's website.
8. The school meets the Standard.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c); NMS 2.1, 2.2, 2.4 and 2.5.

9. Senior leaders and governors have reviewed and implemented new admission processes in line with statutory guidance. They have not effectively implemented all sections of the action plan following the previous inspection. Risks to pupils relating to non-attendance are not fully considered and oversight of the arrangements for safeguarding is not effective. The school's governing body does not effectively monitor the leadership, management and delivery of the boarding and welfare provision in the school to ensure that policies are in line with statutory guidance and suitably implemented.
10. Governors are visible and active within the school. However, leaders' oversight of statutory guidance is not rigorous or systematic in relation to the safeguarding policy and attendance requirements. Leaders do not consistently demonstrate good skills and knowledge, appropriate to their roles and they do not have effective oversight of regulatory change. Consequently they do not actively promote the wellbeing of pupils.
11. The school does not meet the Standards.

Schedule of unmet Standards

Paragraph number	Education (Independent School Standards) Regulations 2014 ('ISSR')
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that.
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school Standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Paragraph number	National Minimum Standards for boarding schools 2022 ('NMS')
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 8.1	The school should ensure that: <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the

	Secretary of State.
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Paragraph number	Early years foundation stage framework 2024 ('EYFS')
EYFS 3.5	Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing. Policies and procedures should be in line with the guidance and procedures of the relevant LSP.
EYFS 3.7	If providers have concerns about children's safety or welfare, they must immediately notify their local authority children's social care team, in line with local reporting procedures, and, in emergencies, the police. Providers must also take into account the government's statutory guidance 'Working Together to Safeguard Children' and 'Prevent duty guidance for England and Wales'. All schools are required to have regard to the government's statutory guidance 'Keeping Children Safe in Education', and other childcare providers may also find it helpful to read this guidance.
EYFS 3.77	Providers must maintain records, obtain and share relevant information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or their CMA, as appropriate). This is to ensure their setting is safe and efficiently managed, and the needs of all children are met. Providers must enable a regular two-way flow of information with parents and/or carers (and between other providers, if a child is attending more than one setting). If requested, providers should incorporate parents' and/or carers' comments into children's records.

School details

School	Christ Church Cathedral School
Department for Education number	931/6060
Address	Christ Church Cathedral School 3 Brewer Street Oxford OX1 1QW
Phone number	01865 242561
Email address	schooloffice@cccs.org.uk
Website	www.cccs.org.uk
Proprietor	The Dean and Canons of Christ Church
Chair	The Very Revd Professor Sarah Foot
Headteacher	Mr Richard Murray
Age range	2 to 13
Number of pupils	137
Number of boarding pupils	20
Date of previous inspection	4 to 6 June 2024

Information about the school

13. Christ Church Cathedral School is a day and boarding school. It is located in central Oxford. The school consists of a nursery and pre-prep school for male and female pupils, and a prep school for male pupils. The Dean and Canons of Christ Church are the proprietor body.
14. The boarding house, which is part of the main school building, accommodates male pupils from ages eight to thirteen.
15. There are 20 children in the early years comprising two Nursery classes and one Reception class.
16. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
17. English is an additional language for 34 pupils.
18. The school states its aims are to get the best from every child, by setting high standards, through dynamic teaching, by focusing on the child as an individual, and by ensuring that in all areas of school life there is a positive and encouraging atmosphere where pupils learn to think for themselves and to acquire the skills of independent learning.

Purpose of the progress monitoring inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced progress monitoring inspection which was carried out at the request of the DfE. The purpose of this inspection was to monitor the progress the school has made in meeting the Independent School Standards, National Minimum Standards for boarding schools and Early Years Foundation Stage requirements and any other requirements that the school was judged not to comply with at its previous inspection.

Inspection details

Inspection dates

28 January 2025

19. Two reporting inspectors visited the school for one day.
20. Inspection activities included:
 - scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
 - discussions with the safeguarding governor
 - discussions with the headteacher, school leaders, managers and other members of staff
 - discussions with pupils and staff
 - scrutiny of a range of policies, documentation and records provided by the school.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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