



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**London Christian School**

**December 2022**

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## School's Details

<b>School</b>	London Christian School			
<b>DfE number</b>	210/6397			
<b>Registered charity number</b>	1133692			
<b>Address</b>	London Christian School 40 Tabard Street London SE1 4JU			
<b>Telephone number</b>	020 3130 6430			
<b>Email address</b>	mail@londonchristianschool.com			
<b>Headteacher</b>	Miss Nicola Collett-White			
<b>Chair of governors</b>	Mr Chris Fishlock			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	116			
	<b>EYFS</b>	29	<b>Juniors</b>	87
<b>Inspection dates</b>	6 to 8 December 2022			

## 1. Background Information

### About the school

- 1.1 London Christian School is a co-educational independent day school. The school includes the Early Years Foundation Stage, for children in Early Reception and Reception, along with pupils from Year 1 to Year 6.
- 1.2 Established in 2007, the school moved into its current premises in 2009. The school is a registered charity overseen by a governing body.

### What the school seeks to do

- 1.3 The school's aim is to provide an academically ambitious and nurturing environment shaped by its Christian foundation in which pupils, of all faiths or none, can develop as individuals and achieve their potential. The objective is for each pupil to witness and live out an ethos of kindness and be encouraged to think for themselves and to serve others.

### About the pupils

- 1.4 Pupils come from a range of business and professional backgrounds, mostly within a short journey of the school. Assessment data provided by the school indicate the ability of the pupils is above average compared to those taking the same tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school has identified seven pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other needs, all of whom receive additional specialist help. There are 17 pupils who speak English as an additional language (EAL), of whom four pupils receive additional support for their English. The school modifies the curriculum for the most able pupils in its population.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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

- 2.12 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.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

2.14 A range of information is 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.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

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

2.16 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.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

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

2.18 The proprietor ensures 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.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Early Reception	Nursery

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils make good progress overall.
- Pupils show excellent communication skills.
- Pupils across the school demonstrate high levels of competence in the use of information and communications technology (ICT).
- Pupils have positive attitudes and show good study skills although their development as independent learners is limited by opportunities to lead their own learning.
- Pupils' skills and understanding are well developed in literacy and numeracy. Pupils' skills are less well developed in their artistic and physical education.

3.2 The quality of the pupils' personal development is excellent.

- Pupils display a mature level of moral understanding with a strong sense of right and wrong and they readily take responsibility for their own behaviour.
- Pupils demonstrate notably high levels of social awareness for their age and are highly effective collaborators.
- Pupils have a strong sense of service and make excellent contributions to the life of the school and to the wider community.
- Pupils appreciate diversity and show outstanding respect for others.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to take greater leadership in their own learning across the curriculum.
- Enable pupils to further develop their physical skills through more effective challenge.
- Enable pupils to further develop their artistic skills through experimentation and independent development of ideas.



## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils throughout the school make good progress. Standardised assessment data provided by the school and analysis of the school's own data indicate that pupils of all abilities make good progress, with some progressing rapidly. Pupils with individual needs, such as SEND and EAL, make good progress as they benefit from individual learning plans that are shared with staff and parents. Assessment data show that pupils mainly achieve in line with or above expectations in mathematics and reading whereas their achievement in spelling is not as strong. More able pupils make good and often rapid progress as they are given appropriate challenge by their teachers. Children in the EYFS make rapid progress, for example when programming a robotic device with directions. Most parents responding to the pre-inspection questionnaires agreed that teaching enables their child to make progress and inspection evidence supports this view. Pupils are successful in achieving entry to senior schools, including those that are highly selective, with a good proportion gaining scholarship awards.
- 3.6 Pupils of all ages are excellent communicators who express themselves articulately and confidently. For example, pupils in a Year 3 English lesson debated cogently whether all verbs could be imperative. Pupils read aloud fluently and they are attentive listeners, as seen when listening to poetry in school assembly. From an early age pupils develop strong reading and writing skills which they implement effectively for a range of purposes. Children in Reception planning a holiday to Jamaica used cards with letter sounds to help them spell words correctly for their packing list. Their suitcase included books, socks, watermelons, tomatoes, eggs and a dinosaur. Work in Year 4 English books demonstrated good examples of persuasive writing and Year 6 pupils have written imaginatively in different poetic forms such as sonnets, ballads and rhyming couplets. Pupils were observed performing their roles in the school's dramatic performance of *Straw and Order* with great assurance. They delivered their lines expressively and vibrantly, with excellent use of facial expression and gestures that very effectively enhanced their spoken word.
- 3.7 Pupils demonstrate strong levels of development in their numeracy skills which they apply effectively to other areas of their learning. Children in the EYFS use every opportunity to reinforce their knowledge of mathematical language such as counting how many people in the line when coming in from break. Year 3 pupils showed a reliable understanding of how to interpret a pie chart and other graphs. Pupils in Year 5 personal, social, health and economic education (PSHE) lesson showed a good understanding of the need for accounting in their discussion on money and made good use of percentages when showing what they would do with a small nest egg. Older pupils use their mathematical pattern thinking successfully when composing music and when de-bugging algorithms in computing. They used their numerical skills effectively when calculating expenditure and income for their extended project. Pupils achieve well in mathematics because they are given a secure grounding in number bonds and introduced to concepts and problem-solving from an early age. In discussion, pupils told inspectors they make good progress because they are taught a variety of methods to resolve problems which helps them to overcome previous challenges.
- 3.8 Pupils are highly competent users of ICT. Their skills, including coding, are well developed from an early age. For example, children in Reception wrote algorithms and directions to plot a course for their robot to move successfully around a large floor plan of a Caribbean Island. Pupils in a Year 4 computing lesson demonstrated advanced skills for their age in animating their characters, creating backgrounds and adding scores to their game. Pupils use ICT confidently and effectively across the curriculum. This is because school leaders have ensured good planning and initiatives such as the pupil digital leaders who help increase digital literacy throughout the school community. Pupils' learning benefits from this. For instance, in Year 3 and Year 4 history lessons pupils accessed their resource material adeptly and made good progress in researching famous explorers. Older pupils have created powerful presentations on women in WW1 and pupils' digital photography of fruit and vegetables in monochrome is highly effective. Leadership and management have ensured that the recommendation

from the previous inspection to develop the use of technology in learning across the curriculum, including in the EYFS, has been met successfully.

- 3.9 Pupils display positive attitudes to their learning which they engage with high levels of enthusiasm and interest. In this they are well motivated by staff with consistent praise and encouragement. Pupils respond well to challenge and show determination, concentration and perseverance in their learning. For example, Year 2 pupils at registration settled promptly to individual tasks of reviewing and improving previous work. Young children showed excellent levels of focus and collaboration for their age as they arranged a porridge breakfast. Pupils show good initiative and independence in their learning: for example, younger pupils bringing in their own musical compositions and older pupils bringing in a board game they had created about their class endangered animal. Pupils have independently researched topics as diverse as Chinese provinces and Kings of India due to their curiosity and interest being ignited during lessons. Opportunities for further developing this leadership in their learning are not as prevalent within the school day. When prompted, pupils collaborate well and lead their own learning effectively such as in an assembly staged by the digital leaders.
- 3.10 Pupils demonstrate that they are developing good study skills commensurate with their abilities. Young children in the EYFS demonstrated good reasoning skills and initiative as they found ways to pull Santa's sleigh up and down slopes. This is because they are encouraged to be curious and hypothesise in teacher led activities and through their opportunities for free play. Good thinking skills were evident in Year 2 pupils' predictions when carrying out comparative tests in science. Year 5 pupils' work showed they can hypothesise on what it may have been like for people caught up in WW2. When they have the opportunity, pupils show they can draw on a range of sources and use more advanced thinking skills such as with the two-minute scientist activities. Older pupils demonstrate good enterprise and entrepreneurial initiative within a structured framework when designing and creating merchandise for the Christmas market.
- 3.11 Across the school, pupils develop secure knowledge, understanding and skills in their studies. The youngest children display excellent fine motor skills when cutting out shapes for their winter pictures and using chalk to colour Christmas trees. Younger pupils display notably high levels of literacy. For example, pupils in a Year 1 English lesson identified time conjunctions successfully within their writing of the nativity story. Pupils show good knowledge as seen in a Year 1 geography lesson where pupils demonstrated a strong understanding of the water cycle. In a Year 2 English lesson pupils recalled using alliteration in a previous English lesson as they applied it effectively to their descriptions of the star of Bethlehem. Pupils' well-developed knowledge and understanding is promoted by teaching that has high expectations, open-ended questioning and provides positive encouragement consistently. Pupils use their knowledge and understanding skilfully. For example, pupils in a Year 4 mathematics lesson explained why a bar chart was a suitable way to illustrate their data using sophisticated vocabulary that referenced discrete and continuous values. Pupils' skills and understanding are well developed in English and mathematics because they receive effective challenge. Overall, pupils' skills are less well developed in physical education as learning objectives and expectations are not as challenging. Pupils' skills are less well developed in artistic education as there is not sufficient opportunity for experimentation and independent development of ideas.
- 3.12 Pupils' accomplishments beyond the academic curriculum are good. Many pupils play a musical instrument at school and have gained recent success in their external music examinations including some advanced grades on piano and strings. Many pupils have entered LAMDA verse speaking examinations and a high proportion of these regularly achieve distinctions. Recent leavers have been successful in gaining music scholarships and drama scholarships to their senior schools. Pupils have been successful in ballet and gymnastics competitions locally. In discussion with inspectors, pupils spoke of their pride in being selected to enter a mathematics competition and gain a place in the 'finals'. Most parents responding to the questionnaire agree that the school provides a suitable range of extra-curricular activities. Inspection evidence supports this view.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' level of self-understanding is well developed. Children in EYFS are self-confident and show high levels of self-esteem as they interact with visitors to their setting. This is because they are actively encouraged to challenge themselves, take risks and develop independence. Pupils in a Year 2 PE lesson showed a willing perseverance with their activity despite difficulty with progression. Older pupils reflect well and express their strengths and weaknesses in their learning confidently. Almost all parents responding to the questionnaire agreed that the school helps their child to be confident and independent. Pupils show a keen awareness of their personality traits such as a desire to take the lead and understanding how they react under pressure. Those at the upper end of the school express great confidence in their readiness for the next stage of their education.
- 3.15 Pupils' moral understanding and the level to which they take responsibility for their own behaviour is excellent. They are successful in supporting the schools stated value of 'moral courage'. Almost all parents responding to the questionnaire agree that the school actively promotes good behaviour and inspection evidence supports this view. Young children in the EYFS show courtesy as they wait for others and take turns without interrupting. This is because they are consistently encouraged by staff to show consideration for others. Older pupils display a well-developed sense of right and wrong and respect for rules. For example, pupils in an after-school sports activity for Years 3 and 4 showed a strong appreciation of the importance of the rules to play their invasion game. Pupils show that they understand the school values and British values well in what they say and do. They show a clear understanding that bullying cannot be tolerated and are keen to take appropriate action if it does. Pupils throughout the school know to listen respectfully and respond with kindness even if they disagree. The youngest children proudly add leaves to the 'kindness tree' as individual acts of kindness are recognised and celebrated.
- 3.16 Throughout the school pupils' show they can work highly effectively with others and they exhibit notably high levels of social awareness. For example, children in the EYFS collaborated spontaneously to make playdough biscuits to sell in their shop. Pupils in a Year 1 and Year 2 after-school eco club activity worked well with partners to produce decorative recyclable wrapping paper. Pupils cooperate extremely well when working on their projects. Year 3 and Year 4 pupils combined in groups effectively to create their comic books. Year 5 and Year 6 pupils demonstrated outstanding teamwork in preparing for their Christmas market. Almost all parents responding to the questionnaire agree that the school helps their child to develop strong teamwork and social skills. Inspection evidence supports this view. In this way the school very successfully meets its objective that each pupil will witness and live out an ethos of kindness whilst being encouraged to think for themselves and to serve others.
- 3.17 Pupils contribute significantly to the life of the school and to the wider community. Pupils from across the school seize the challenge of specific responsibilities enthusiastically and conscientiously. For example, Year 5 pupils ably assisting Year 1 and Year 2 pupils in their eco-club activity. Older pupils support younger pupils effectively with their belongings in the mornings, they listen to Year 1 pupils read and support younger pupils at play times. Pupils from Year 3 to Year 6 take on roles of digital leaders and provide effective support for others. Pupils on the school council and eco council also help to bring about positive change for the benefit of all. In gaining an external award from a charity this year, the eco council was commended for its environmental actions and fund-raising ideas. Pupils successfully initiate and organise events in support of others such as litter picking in the local park in partnership with the local council. Pupils have organised and participated in several charitable initiatives, including a fun run and wearing blue to raise funds for the provision of toilets for a school in Africa.
- 3.18 Pupils show notably high levels of respect for diversity and an appreciation of other cultures. This is reflected in the way they speak of and to others. They are inclusive, tolerant and sensitive. Pupils acknowledged the consistent modelling they receive from teachers on mutual respect. Consequently,

they are highly respectful of their peers, teachers and visitors. Pupils share information from their own religious backgrounds and are keen to celebrate each other's culture and traditions. Staff provide opportunities for this through arranging events such as international week and exploring other faiths through visiting speakers and visits to a variety of places of worship. The Christian ethos underpinning and running through the school is clearly understood and appreciated by pupils who value the caring community to which they belong. Pupils in interview showed that they are thoughtful and deeply respectful of other viewpoints and beliefs. They are effectively supported by school leaders and staff who promote an inclusive environment. Hence the school very successfully meets its aim to support pupils to live out the values of the Christian faith while respecting and valuing those of all faiths or none.

- 3.19 Pupils understand well how to stay safe. Children visit the park regularly and develop good awareness of road safety and other environmental risks. Older pupils develop their road awareness well through a bike ability and a TfL safety course. The extent to which pupils know and understand how to stay digitally safe is excellent. This is enhanced effectively by the work of digital monitors who help to promote digital safety in assemblies and elsewhere. Pupils show an understanding of the importance of good mental health. They are well supported by staff who promote initiatives such as wellbeing week, worry boxes in classrooms and guidance in PSHE about what to do if they are anxious. The importance of keeping physically active is well understood and although formal physical education is not well developed, pupils benefit from plenty of opportunities for exercise. Children in EYFS develop an understanding of healthy eating through frequent discussions regarding their snacks and lunches. A recent campaign initiative from the school council, 'Eat well to learn well' is raising a holistic awareness of healthy eating and wider life impacts.
- 3.20 From an early age pupils make good decisions about their learning and well-being. For instance, young children in the EYFS decided independently to put their coats on before joining some of their peers in an outdoor activity. Older pupils show good awareness that decisions to reflect and review their work with staff or their peers helps them to identify their goals and areas for improvement in their learning. For example, pupils in a Year 6 art lesson thoughtfully evaluated their work to consider which skill they wanted to develop in their next piece of art. Pupils in a Year 5 PSHE lesson showed a clear understanding that decisions made on material things such as money can impact their well-being in both positive and negative ways. Pupils' participation in their extra-curricular activities is enthusiastic because they make their own decisions on which activities to pursue.
- 3.21 Pupils' spiritual awareness is well developed and they show a strong appreciation of the non-material aspects of life. Pupils make good use of the diverse opportunities for personal reflection and contemplation that the formal and wider curriculum provides. For example, children in the EYFS studying the seasons or mini beasts expressed their awe at nature's wonders. Older pupils were amazed by what they saw when visiting the national wildlife photography exhibition. In discussion with inspectors, pupils spoke of the spiritual uplift from experiences such as climbing England's highest peak, witnessing great sporting moments and being overjoyed with the result of a coding exercise that resulted in artwork resembling that of Jackson Pollock. Pupils reflecting on their lives spoke of their faith providing them with reassurance that they will have help even in hard times.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Vaughan Jelley	Reporting inspector
Mrs Susan Bonell	Compliance team inspector (Former bursar, SofH school)
Mrs Naomi Fowke	Team inspector (Former head, ISA school)