

# Material change inspection report

8 November 2024

## **Lochinver House**

Heath Road

Little Heath

Potters Bar

Hertfordshire

EN6 1LW

## Inspection outcome

The school has requested a material change to admit female pupils from September 2025 and to become fully co-educational from September 2031.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

## Inspection findings

### Part 1. Quality of education provided

ISSR Paragraphs 2, 2A and 3(j)

1. A suitable written curriculum policy is in place and is supported by appropriate plans and schemes of work. Leaders ensure that the curriculum is implemented effectively. Plans take into account the ages, aptitudes and needs of pupils, including those pupils who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL). Leaders have recently introduced an international curriculum which prepares pupils well for the next stage of their education at a variety of local senior schools. Subject leaders have carefully considered how to make the curriculum equally relevant to boys and girls, for example in the choice of literature to be studied.
2. The curriculum develops linguistic, mathematical, human and social, physical, and aesthetic skills through the study of broad topic areas. The school effectively integrates teaching of science, technology and the creative curriculum so that pupils are able to make meaningful the links between subjects. Pupils acquire speaking and listening skills, become accomplished public speakers, and develop a rich vocabulary.
3. Leaders at all levels have systematically reviewed the curriculum to ensure that it will provide equal opportunities for both boys and girls. Leaders plan to have regular meetings and increase the number of lesson observations to monitor teaching methods for unconscious bias, especially in classes with a small minority of female pupils, as might be inevitable in the early years of the transition.
4. The physical education (PE) and games curriculum is appropriate for both male and female pupils. Leaders know that they will need to carefully consider and record the rationale for the decisions they make in relation to mixed and single-sex sporting opportunities as to ensure equal opportunities for boys and girls across the school.
5. Leaders provide an extra-curricular programme which is wide-ranging and appropriate for both boys and girls. They intend to continually review the programme to ensure that it gives equal access for both girls and boys to develop their interests and extend their skills.
6. Personal, social, health and economic (PSHE) education reflects the school's aim and ethos. Leaders have reviewed the PSHE programmes to take account of the planned change. The PSHE programme and other subjects in the curriculum promote mutual respect, paying particular regard to the protected characteristics set out in the 2010 Equality Act. All pupils have the opportunity to learn and make progress and are effectively prepared for the opportunities, responsibilities and experiences of life in British society.
7. Pupils are made aware of career opportunities through the PSHE programme from the start of Year 7. Visiting speakers and contributors to the careers programme are given clear guidance to present a

balanced view. The curriculum supports pupils well to develop their financial awareness in PSHE and through their participation in school events, for example the annual bazaar.

8. Junior-age pupils receive suitable relationships education. Pupils in Years 7 and 8 have relationships and sex education (RSE). In developing their RSE policy and curriculum the school has consulted with parents as they are required to do. A written policy is published on the school's website.
9. Leaders have reviewed and revised the content of the RSE programme to ensure that the curriculum meets the needs of male and female pupils.
10. The school is likely to continue to meet the Standards if the material change is implemented.

## **Part 2. Spiritual, moral, social and cultural development of pupils**

ISSR Paragraphs 5 (b) (vi)

11. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In particular, leaders monitor schemes of work, documentation and lessons to ensure that teachers do not discriminate against pupils contrary to Part 6 of the Equality Act 2010.
12. Leaders plan that boys and girls will be taught in the same classes. When leaders are reviewing whether boys and girls would benefit to be taught separately some aspects of RSE, leaders understand that any decision needs to satisfy the published criteria for segregated teaching.
13. The school is likely to continue to meet the Standards if the material change is implemented.

## **Part 3. Welfare, health and safety of pupils**

ISSR Paragraphs 7a, 7b, and 9

14. Implementation of the school's safeguarding procedures is effective in providing appropriate support for pupils' needs. Safeguarding procedures are implemented appropriately to safeguard children who may be at risk of harm. Staff receive relevant training to ensure that their knowledge is up to date. Staff understand their responsibilities in relation to safeguarding. This includes ensuring that appropriate action is taken to follow up concerns relating to pupils' attendance.
15. Suitable recruitment procedures for staff are clearly set out within the safeguarding policy.
16. Leaders have put in place effective software to monitor and filter the use of the internet. Records are regularly viewed by the safeguarding team and reviewed by the safeguarding governor.
17. Staff show appropriate awareness of the staff code of conduct and safeguarding procedures. They use the school's procedures appropriately to report any low-level concerns about staff. Staff are knowledgeable about changes in statutory guidance, including *Keeping Children Safe in Education* (KCSIE) 2024. They know who to go to if they have a concern. They also know that they can make a referral to children's services if necessary.
18. The safeguarding policy includes suitable definitions of abuse. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. A replacement policy is already in place to reflect the particular needs of and risks to female pupils.
19. Suitable risk assessment procedures are provided for determining where immediate action is required in such cases, including referral to local agencies. The school has an effective understanding

of the local guidance on reporting child-on-child abuse. Records are detailed and are kept confidential. Pupils receive early help to address risks and prevent issues escalating.

20. Staff with particular responsibilities monitor children in need effectively. Suitable communication is maintained with parents where appropriate. Staff are clear that they must always act in the best interests of the child.
21. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. They feel safe in school and are confident that the school would take action if they expressed concerns.
22. The oversight by governors of safeguarding is appropriate and includes an annual review. Governors are trained appropriately in safeguarding. There is regular contact between those with safeguarding responsibilities and a nominated governor to liaise regarding safeguarding arrangements at the school.
23. The training for the safeguarding team is up to date and in line with local requirements. Training is held in the school for teaching and non-teaching staff. Staff have a clear understanding of the school's safeguarding arrangements.
24. The school's behaviour policy is suitable for the context of the school. It sets out sanctions for use in the case of misbehaviour. The policy is regularly reviewed to ensure that reasonable adjustments are made for any pupils with additional behavioural needs. Such reviews will analyse the impact of the procedures on girls. Leaders already promote respect between boys and girls when opportunities arise in lessons or assemblies, and in mixed gender activities, such as the science club, that take place after school. Records of behaviour and sanctions are detailed, and frequently reviewed by senior leaders. Parents are kept informed of individual or recurring issues.
25. The school is likely to continue to meet the Standards if the material change is implemented.

## **Part 5. Premises of and accommodation at schools**

ISSR paragraph 23

26. Suitable toilet and changing facilities, and showering facilities are provided. Additional toilets have been created for the girls who will join the youngest years in September 2025. Detailed plans have been agreed to provide develop the school site so that there is suitable accommodation for girls in subsequent years.
27. The school is likely to continue to meet the standards if the material change is implemented.

## **Part 6. Provision of information**

ISSR paragraph 32(1)(c)

28. The school publishes its safeguarding arrangements on the website. The school is likely to continue to meet the standards if the material change is implemented.

## **Part 7. Manner in which complaints are handled**

ISSR paragraphs 33

29. The school's appropriate complaints policy is implemented effectively. Records are detailed. Leaders look at any concern in detail and explain clearly to parents their response.

30. When complaints reach the second formal stage, governors are rigorous in ensuring the independence of the panel, and the independent person has appropriate experience for the particular issue. They analyse the reasons for the complaint, whether or not it is upheld.
31. The school is likely to continue to meet the standards if the material change is implemented.

### **Part 8. Quality of leadership and management of schools**

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c)

32. Appropriate procedures are implemented which allow senior leaders and governors to manage safeguarding and welfare arrangements and how the school meets the Standards including those concerned with the quality of the curriculum, behaviour and handling parents' complaints. Governors and leaders regularly review policies and the effectiveness of their implementation.
33. Governors have considered in detail the potential consequences of co-education, including any potential impact on male pupils. They have taken advice from other schools which have become co-educational in order to identify any unforeseen consequences. Changes to the premises and curriculum have been planned to accommodate girls as they move through the year groups. Hence leaders are promoting the wellbeing of pupils.
34. The school is likely to continue to meet the Standards if the material change is implemented.

## School details

<b>School name</b>	Lochinver House School
<b>DfE number</b>	919/6201
<b>Registered charity number</b>	1091045
<b>Address</b>	Lochinver House School Heath Road Little Heath Potters Bar Hertfordshire EN6 1LW
<b>Telephone number</b>	01707 653064
<b>Email address</b>	schooloffice@lochinverhouse.com
<b>Website</b>	www.lochinverhouse.com
<b>Proprietor</b>	The Lochinver Board of Governors
<b>Chair</b>	Mr Nick Gilbert
<b>Headteacher</b>	Mr Jonathan Wadge
<b>Age range</b>	3 to 13
<b>Number of pupils</b>	324
<b>Number of children in the early years</b>	42
<b>Date of previous inspection</b>	2 November 2023

## Information about the school

36. Lochinver House is day school registered for male pupils located in a residential area of Potters Bar. The school includes an early years setting on the same site. The school is a charitable trust overseen by a board of governors.
37. The school has identified 73 pupils as having special educational needs and/or disabilities. A small number of pupils in the school have an education, health and care plan.
38. English is an additional language for 57 pupils.
39. The school states that its aims are to nurture, inspire, encourage, challenge its pupils so that they are empowered with the skills and knowledge to make a positive difference to the world.

## Purpose of the material change inspection

Inspectors carried out this inspection under section 162(4) of the Education Act 2002 following an application made by the school to the DfE to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards if the material change is implemented.

## Inspection details

### Inspection dates

8 November 2024

40. A reporting inspector visited the school for one day.
41. Inspection activities included
  - scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
  - tour of the school site to look at toilet and changing facilities
  - discussions with a member of the governing body
  - discussions with the headteacher, school leaders, managers and other members of staff
  - discussions with pupils and staff.

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- 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.
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### Independent Schools Inspectorate

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