

School inspection report

16 to 18 June 2026

St Christopher's School

6 Downs Road

Epsom

KT18 5HE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders are effective at taking actions to promote the school's values and the pupils' wellbeing and to sustain the school's nurturing ethos. The school's values are manifested in the way adults model positive relationships, encourage pupils to show empathy and kindness, and help them to approach learning and social situations with confidence and curiosity. Leaders ensure that these behaviours and attitudes are reinforced through assemblies, classroom routines, pastoral support and everyday interactions, so that pupils understand how the school's values apply to their conduct and care for others.
2. Governors and leaders work together effectively to ensure that the Standards are met consistently. Governors maintain suitable oversight of policies, safeguarding, risk, educational provision and pupils' wellbeing. Governors and leaders identify priorities and make thoughtful improvements to the school's practice through a collaborative and responsive approach that involves the views of pupils, parents and staff.
3. Teaching is successful at enabling pupils to make good progress. Teachers provide clear explanations, well-judged questioning and purposeful activities to help pupils build knowledge securely over time. Lessons are carefully structured so that pupils understand the subject matter at hand and how to improve their work further. Adults adapt the support that they provide to pupils where needed, through modelling, prompts and targeted feedback. Pupils respond positively to teachers' expectations, showing curiosity, confidence and a willingness to persevere when tasks become more challenging.
4. Leaders and teachers in the early years have a shared understanding of how children learn effectively. Teachers expertly structure learning through their 'I do, we do, you do' approach. This enables children to build their knowledge, skills and understanding through graduated support until they can achieve confidently on their own. As a result, children are supported to learn securely, build their self-esteem and become increasingly independent.
5. A significant strength of the school is the highly intentional and deeply embedded way in which leaders and staff develop pupils' self-knowledge, self-esteem and self-confidence. The school's nurturing ethos, together with consistent use of positive and encouraging language and carefully planned support by staff, helps pupils to see themselves as capable learners who can embrace challenge, express their views and recover from setbacks. Pupils are encouraged to understand and manage their emotions, recognise their strengths, and approach new experiences with a belief that they can succeed in them. As a result, they develop self-confidence and resilience, which support their wellbeing and enable them to participate wholeheartedly in school life. The collective commitment shown by leaders and staff has made the development of merited self-confidence a defining feature of its culture and a particular strength of pupils' personal development.
6. Leaders promote outdoor learning when appropriate as an opportunity for pupils to develop physically, work practically and support their emotional wellbeing. For example, leaders have introduced outdoor learning lessons and teachers typically make use of outdoor spaces for active play, exploration and, where appropriate, emotional regulation. Children in the early years benefit from access to outdoor areas which support movement, independence and confidence. However, the organisation and use of resources of some outdoor spaces mean that this provision is not yet

used as consistently or effectively as it could be to enhance pupils' physical and emotional development.

7. Pupils benefit from meaningful opportunities to contribute to school life and the wider community. They take on age-appropriate roles and positions of responsibility, which help them to understand the importance of service, initiative and care for others. Leaders listen to pupils' ideas and act on their suggestions where appropriate, enabling pupils to see that their views can make a positive difference. This helps pupils to develop confidence and a growing understanding of their responsibilities towards themselves and others.
8. Pupils develop respectful attitudes through leaders' consistent promotion of the school's values, 'golden rules' and learning charter. Adults model how to be respectful so that pupils learn to listen carefully, consider other people's views and understand the effect of their words and actions on those around them. Through personal, social, health and economic education (PSHE), assemblies and everyday routines, pupils learn to value kindness and fairness in their interactions with others. They gain an age-appropriate understanding of diversity through learning about different cultures, beliefs and experiences. As a result, pupils behave considerately and contribute to an inclusive school community where respect is understood and expected.
9. The 'future leaders' programme gives pupils age-appropriate opportunities to develop leadership, responsibility and democratic understanding. Through voting activities, classroom decision-making and discussion, pupils learn how to express views, listen to others and take part respectfully in collective choices. As a result, they begin to understand participation, fairness and respectful disagreement, preparing them well for active involvement in school life and wider society.
10. Safeguarding arrangements are effective. Leaders and governors maintain robust oversight of safeguarding practice, ensuring that policies are reviewed, understood and implemented consistently. Staff receive suitable safeguarding training and demonstrate a secure understanding of how to identify and report concerns. Safer recruitment processes are thorough. Online safety is promoted effectively through appropriate internet filtering and monitoring and responsive alerts to safeguarding leaders. Staff provide age-appropriate lessons about online and personal safety which help pupils understand how to keep themselves safe and seek help from trusted adults.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that the organisation and use of resources in any outdoor learning is as consistently effective as it could be to support pupils' progress in their physical and emotional development.

Section 1: Leadership and management, and governance

11. Leaders actively promote pupils' wellbeing through a deliberate and well-embedded approach that places personal development and positive relationships at the centre of school life. This work is underpinned by the school's values of 'excellence and empathy', which are communicated through an emphasis on what the school terms 'kindness, courage and curiosity' and help to create a culture in which pupils are respected, supported and encouraged to involve themselves in school life. Leaders and staff model the school's values consistently, promoting thoughtful relationships, confidence in trying new things and consideration for others, all of which contribute positively to pupils' sense of belonging and self-worth.
12. Governors and leaders work well together. Governors maintain a suitable oversight of the school's work to ensure that Standards are consistently met and that policies are implemented effectively. Governors provide leaders with appropriate support, such as through professional development and networking opportunities, and effective challenge that requires leaders to reflect deeply on their decision-making. This process ensures that leaders have appropriate knowledge, skills and understanding to fulfil their roles effectively.
13. Leaders demonstrate a responsive approach to strategy, adapting provision in light of regular self-evaluation and feedback from pupils, parents and staff. They review the effectiveness of teaching systematically through meetings about pupils' progress, surveys and external benchmarks. Leaders use this evidence to refine priorities in their development plan. This has led to well-considered developments such as enhancing communication with parents and refining approaches to behaviour and assessment. Leaders also respond effectively to wider strategic issues. This includes becoming part of the Reigate Grammar School Group to promote sustainability, while preserving the school's individual values and ethos. As a result, strategic decision-making is both proactive and reflective, with leaders showing the capacity to adjust provision thoughtfully in the best interest of their pupils.
14. Leaders in the early years promote an ambitious vision for provision, underpinned by secure knowledge of children's starting points and developmental needs. They use assessment information, staff discussion and observation of practice to identify priorities and refine the learning environment according to children's emerging needs. Leaders support staff through regular communication, guidance and professional dialogue, which helps to promote consistency across the setting. As a result, children benefit from well-organised provision, responsive teaching and a nurturing environment in which they are known well and feel safe.
15. Governors maintain a strategic oversight of risk. They consider and discuss different risks and ensure that suitable mitigating actions are implemented. Leaders ensure that risk assessment is thorough, proportionate and understood by staff. Written risk assessments are in place for the premises, educational visits, outdoor learning and specialist activities. These are reviewed regularly and adapted in response to changing circumstances. Staff apply agreed procedures consistently, including checking equipment, maintaining appropriate supervision and recording any concerns promptly.
16. Leaders provide and make available a variety of information for parents, including contact information and policies. They communicate effectively with parents about their child's progress, including through written reports that outline attainment and targets to promote further progress.

17. Leaders ensure that the school fulfils the requirements of the Equality Act 2010, including by making reasonable adjustments for pupils with disabilities. Leaders implement an accessibility plan that identifies their actions in relation to increasing the extent to which disabled pupils can access the curriculum, improving the physical environment for disabled access and ensuring that information is in an accessible format. Recent actions include enhancing the use of information and communication technology (ICT) to improve access to learning, and reviewing resources provided for pupils at playtimes.
18. Leaders work effectively with external agencies to support pupils' welfare, learning and development. They seek advice promptly from relevant professionals when additional expertise is needed and use this guidance to inform individual plans and what staff do. Leaders inform the local authority when pupils leave or join the school at non-standard transition times.
19. Leaders have a suitable complaints procedure that outlines how parents can make a complaint, either informally or formally. Leaders adhere to published timescales and stages for managing complaints. They keep appropriate records, including any relevant actions taken.

The extent to which the school meets Standards relating to leadership and management, and governance

- 20. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

21. The curriculum is broad, balanced and appropriate to pupils' ages, aptitudes and needs. It places suitable emphasis on the development of oracy, literacy and numeracy while providing pupils with a wide range of experiences across a suitable range of subjects, including through specialist teaching in French, art, music, physical education and outdoor learning. Leaders place emphasis on the development of creativity and aesthetic skills by planning high-quality experiences in art and music. Leaders reflect on and adapt the curriculum so that learning is relevant to their pupils and supports their next steps. When appropriate, teaching through the use of topics, trips, visits and external speakers help to enrich pupils' experiences and contribute to their preparation for future learning and life beyond the school.
22. Teaching is effective. Staff have high expectations for pupils and use a shared approach to teaching strategies which supports consistent learning across the school. Lessons are well planned and purposeful, using a range of well-chosen resources and effective teaching methods. Teachers use clear modelling, success criteria, verbal feedback and opportunities for pupils to reflect on their own learning, so that pupils understand how to make further progress. Teachers use assessment information carefully to identify pupils' needs and adapt support so that individuals, including those who require additional help, make good progress. Teaching engages pupils so that they are motivated to learn and behave well in lessons. It enables pupils to apply effort, act responsibly and develop confidence as capable, independent learners.
23. In the early years, teaching is carefully matched to children's developmental stages and interests. Adults use skilful questioning, modelling and well-timed interaction to extend children's thinking during both adult-led and child-initiated activities. The indoor learning environment is organised to encourage exploration, communication and independence, while routines help children understand expectations and sustain engagement. As a result, children are confident learners who participate actively, develop secure early skills and make good progress across the areas of learning.
24. Teachers ensure that oracy, literacy and numeracy are developed systematically across the curriculum from Nursery to Year 2. To develop their oracy, teachers ensure that pupils experience well-planned learning activities that develop spoken language and vocabulary, such as investigating what happens to ice when put in a variety of places around the school. In literacy, pupils are supported to build confidence in reading and writing through learning phonics, sharing texts and purposeful written tasks, such as when writing cards for Father's Day. In numeracy, pupils develop fluency and understanding through practical resources, carefully sequenced activities and opportunities to explain their reasoning, such as exploring the length of items in the playground. As a result, pupils acquire secure core skills and deepen their understanding by applying them in different contexts.
25. Leaders implement a cohesive assessment framework, incorporating data and observations of different aspects of pupils' development. Leaders analyse data relating to pupils' academic progress, pastoral wellbeing and learning characteristics. This enables leaders and teachers to consider and identify what pupils know, understand and can do within the context of their personal situation and overall development. Ongoing observations, questioning, work scrutiny and information from formal assessments are used together to build an accurate picture of pupils' progress over time. Assessment outcomes are discussed regularly so that gaps in knowledge are addressed promptly.

Additional support or challenge is put in place where needed. This means that pupils' learning needs are identified quickly and teaching is adapted to help them make good progress.

26. Staff have an in-depth knowledge of their pupils' needs and use this to provide consistent and sensitive support for pupils who have special educational needs and/or disabilities (SEND). Leaders of provision for pupils who have SEND share information and strategies so that staff can adapt explanations, resources, routines and expectations within lessons. Support is reviewed through observation, assessment information and discussion with parents and, where appropriate, external professionals. As a result, pupils who have SEND are able to access learning more confidently, participate alongside their peers and make good progress.
27. Staff support pupils who speak English as an additional language (EAL) through a thoughtful combination of techniques such as language modelling, visual prompts, repetition and opportunities for purposeful talk. Teachers take account of pupils' prior experiences and levels of English proficiency when planning activities, ensuring that instructions, vocabulary and routines are accessible. Adults encourage pupils to rehearse language, use key words in context and participate alongside their peers in a supportive environment. As a result, pupils who speak EAL develop confidence in communication, broaden their vocabulary and are increasingly able to engage fully in learning.
28. Leaders provide a range of clubs that enable pupils to develop their skills and explore new interests. Pupils can engage with sporting clubs, such as tennis and rounders, clubs that promote creativity, such as music and art, and clubs that promote curiosity, such as coding and engineering.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 29. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Teachers help pupils to understanding the importance of mutual respect and moral responsibility. Through regular discussion of the school's 'golden rules' and learning charter, pupils learn to listen carefully to others, consider different viewpoints and recognise the impact of their words and actions. This supports pupils' confidence to express their own views thoughtfully and to disagree in a respectful and considerate manner.
31. Pupils' spiritual development is nurtured effectively through opportunities for reflection, mindfulness activities and encouragement to appreciate the world around them. Within PSHE, pupils think about gratitude and learn to recognise the importance of pausing to notice and value everyday experiences.
32. Leaders are highly effective at enabling pupils to develop their self-knowledge, self-esteem and self-confidence. The school's nurturing ethos ensures that pupils are heard and valued, so that they develop a substantial sense of self-worth from an early age. In encouraging pupils' independence, teachers expertly use consistently encouraging and affirming language and strategies to ensure that pupils see themselves as capable and competent individuals who can solve their own problems and face challenges successfully. Through carefully planned provision, including a new mental health programme and work on emotional regulation, pupils learn to understand their emotions, recognise their individual strengths and learn from mistakes. Leaders and staff track pupils' personal development through termly assessments, considering how pupils are displaying attributes such as self-confidence and independence. This enables them to ensure that pupils are making progress and that leaders and staff can provide additional support if required. As a result, pupils show highly developed confidence in expressing themselves, recovering from setbacks and engaging positively with others across school life.
33. The school's provision for PSHE is effective in supporting pupils' emotional wellbeing. Pupils are taught to understand and talk about their emotions with increasing confidence. The curriculum is complemented by careful monitoring, including through wellbeing surveys and ongoing tracking of pupils' emotional development, which enables staff to identify needs promptly and provide appropriate support.
34. In the early years, leaders and teachers place emphasis on children's personal and emotional development from the earliest stages. Adults know the children well and use warm, consistent relationships to help them feel settled. Children are encouraged to make independent choices of activity, persevere with challenges and seek support when needed. As a result, children develop increasing independence and form trusting relationships with adults and peers.
35. Pupils' physical development is supported through a carefully planned programme of activity. Specialist physical education (PE) teaching enables pupils in Years 1 and 2, and children in the early years, to build core movement skills, including those that practise agility, balance and co-ordination, while also developing confidence through games, gymnastics and dance. The PE programme is complemented effectively through lessons in class, where pupils learn about healthy eating, hydration, sleep, exercise and the importance of an active lifestyle. Children in the early years take part in mark making, construction, cutting and manipulation of small resources to develop their fine motor skills.

36. Typically, teachers make effective use of outdoor areas when appropriate to support learning. For example, leaders have recently introduced outdoor learning lessons in the woodland area to promote pupils' physical development and emotional wellbeing, and to enable pupils to apply their learning in a practical environment. Teachers in the early years make use of outdoor learning spaces so that children can take part in active play and physical activities. In addition, when appropriate, teachers use outdoor areas to provide extra support for pupils who might require help to regulate their emotions. However, the organisation of the outdoor areas and inconsistently effective use of resources mean outdoor areas are not always used as well as possible to support the physical and emotional development of the pupils.
37. The school's relationships education programme is effective and tailored to the needs of pupils. The curriculum is planned carefully to develop pupils' understanding of different types of family, respectful relationships, emotional literacy and personal safety. Leaders consult with parents about the content of the curriculum, such as the changes required to meet the new statutory guidance.
38. Leaders promote positive behaviour through clear expectations about kindness and respect, articulated in the school's 'golden rules'. Pupils behave considerately towards others and learn that bullying is unacceptable. Staff respond promptly to the rare incidents of unkindness, conflict or bullying, helping pupils to understand the impact of their actions and how to repair relationships.
39. Leaders implement thorough systems to manage health and safety. They regularly check that school equipment is fit for purpose, with external audits to provide further expertise. They commission regular fire risk assessments and complete any recommendations in a timely manner. Leaders test fire safety equipment systematically and conduct termly fire drills. They provide suitable medical provision and qualified first aiders, including paediatric first aid for adults who work in the early years.
40. Leaders provide effective supervision of pupils throughout the school day. This includes maintaining required staff-to-child ratios in the early years and careful supervision by paediatric first aiders when children in the early years are eating and drinking.
41. Leaders keep suitable admission and attendance registers. They ensure that parents understand the expectations for school attendance. Leaders carefully monitor attendance and work effectively with parents and the attendance officer to improve any matters that arise.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

42. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

43. Pupils develop a secure understanding of British values through the curriculum and the daily life of the school. In PSHE lessons, pupils learn about the importance of rules in keeping communities safe and fair. This is supported by the school's learning charter, a set of principles agreed by the pupils, outlining their rights to learn and responsibilities not to disrupt the learning of others. This enables pupils to start to understand the concept of individual liberty. The 'future leaders' programme enhances this understanding by giving pupils age-appropriate opportunities to practise leadership, decision-making and democratic participation. Through voting activities, classroom discussions, representative roles and school council, pupils learn how to express their views, listen to others and take part respectfully in collective choices. This enables them to experience democracy in an age-appropriate manner and to appreciate that decisions are not always made in line with their own preferences. Discussions about elections, representatives and responsibility help pupils to make meaningful connections between school life and the wider institutions of British society.
44. Pupils' cultural development is promoted effectively through a range of meaningful opportunities to learn about and appreciate different faiths, cultural traditions and ways of life. In religious education (RE), pupils study world religions and develop an age-appropriate understanding of the beliefs and practices of others. They are encouraged to talk about their own backgrounds and experiences. This is enriched through assemblies and contributions from parents, which help to bring celebrations and customs to life. As a result, pupils learn the importance of showing respect for people representing cultures and beliefs different to their own.
45. Pupils develop their awareness of charity and community responsibility through a range of purposeful experiences. The school's chosen charities are selected carefully to be meaningful to pupils, helping them to understand why support for others matters and how their actions can make a difference. This understanding is enhanced through opportunities such as harvest collections for the local foodbank, fundraising through carol singing in the local shopping centre and remembrance activities, including selling poppies and visiting the poppy factory. Visits to a local care home further deepen pupils' empathy and sense of service, enabling them to make a positive contribution to the wider community.
46. Leaders provide a range of age-appropriate positions of responsibility, including librarians, school sports, music and art captains, and house captains. These roles give pupils opportunities to act as role models and to help younger pupils develop their sense of right and wrong. To develop their responsibility further, leaders encourage pupils to make suggestions as to how the school could be improved. This is exemplified by school council's proposal for a new character, 'Russell the Dragon', to remind pupils to keep their belongings tidy, and their suggestion for a 'kindness mission' which involves pupils in recognising acts of kindness displayed by others. As a result, pupils develop initiative and a growing sense of responsibility towards themselves, others and the wider school community.
47. Leaders work carefully to ensure that pupils are ready for key transitions in their lives at school. They utilise the expertise of a clinical psychologist and involve teachers and parents in understanding how to support pupils to cope confidently with change, such as when they start Nursery, move to the next year group and get ready to leave the school at the end of Year 2. Leaders ensure that pupils

are prepared well for application and entry arrangements for their next school and liaise proactively with other schools to help support pupils' smooth transition into them.

48. Leaders ensure that children in the early years and pupils in Years 1 and 2 develop effective social skills. From the earliest years, children and pupils are encouraged to work and play co-operatively, take turns and include others in shared activities. This is reinforced consistently through the school's values, 'golden rules', learning charter and carefully planned lessons in PSHE. These help pupils to build positive friendships, manage disagreements appropriately and show consideration for the needs of others. As a result, pupils interact with one another with kindness and growing social maturity.
49. Pupils begin to develop an age-appropriate understanding of economic matters and different careers through a range of practical and engaging experiences. In mathematics and role play, they learn about the value of money and how it is used to make purchases. Opportunities such as the summer and Christmas fairs allow them to apply this understanding in real contexts. Their awareness is broadened further through contributions from parents, who speak about a variety of professions, helping pupils to recognise that people undertake different roles and contribute to society in different ways. Activities such as enterprise-style competitions also encourage pupils to think creatively about products, work and the wider world beyond school.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 50. All the relevant Standards are met.**

Safeguarding

51. The school's robust culture of safeguarding is manifested in the vigilance and shared responsibility shown by leaders and staff. Adults understand that safeguarding extends beyond formal reporting procedures and includes maintaining daily awareness of pupils' welfare, behaviour, attendance, relationships and emotional wellbeing. Staff are encouraged to cultivate professional curiosity so that emerging risks are not overlooked. Through the 'do share, I'll listen' posters displayed prominently around the school, pupils are supported to recognise trusted adults and understand that their worries will be taken seriously. As a result, safeguarding is embedded in everyday practice and pupils experience a culture in which concerns are noticed, recorded and followed up effectively.
52. Governors carry out effective oversight of safeguarding. They participate in training and liaise with safeguarding leaders to ensure that training for all staff is up to date. Governors check that safeguarding policies and procedures are based on and reflect statutory guidance. They scrutinise the safeguarding team's reports and other documentation to provide appropriate support and challenge for safeguarding leaders.
53. Safeguarding training has a clear impact on the knowledge staff have and the consistency of their response. Regular updates, induction and scenario-based discussions enable staff to apply safeguarding knowledge to the day-to-day context of working with children, including recognising subtle changes in behaviour. Staff understand how to record concerns about pupils or adults working at school, escalate them appropriately and seek advice when they are unsure. This means that potential concerns are identified at an early stage, information is shared with safeguarding leaders, and pupils receive timely support when required.
54. Safeguarding leaders fulfil their roles effectively. They have suitable training to ensure that concerns are acted upon promptly and followed through appropriately. They review records carefully, identify patterns and emerging risks, and make timely decisions about next steps, including when to seek advice or make referrals. They liaise proactively with external agencies, including the local authority, so that they can help secure additional support for pupils and families when required.
55. Leaders have a thorough knowledge of safer recruitment processes to enable them to complete all required pre-employment checks before staff commence working at the school. These checks are accurately recorded on the single central record of appointments (SCR). Governors maintain effective oversight of the safer recruitment process through visiting the school and scrutinising the SCR and associated files.
56. Leaders ensure that the school uses appropriate internet filtering and monitoring systems to prevent pupils from accessing unsuitable material when online at school. Leaders promote online safety through age-appropriate teaching that helps pupils understand how to be safe and responsible when using online ICT. Teachers use storybooks, safety days, pupil agreements and regular classroom discussions to introduce key messages about online safety, including the importance of talking to a trusted adult if something online feels worrying. As a result, pupils gain a developing understanding of online risks and know that they should seek help from an adult if they are unsure or concerned.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

School details

School	St Christopher's School
Department for Education number	936/6028
Registered charity number	1081898
Address	St Christopher's School 6 Downs Road Epsom Surrey KT18 5HE
Phone number	01372 721807
Email address	office@st-christophers.surrey.sch.uk
Website	www.st-christophers.surrey.sch.uk
Proprietor	Reigate Grammar School
Chair	Mr Mark Elsey
Headteacher	Mrs Bronia Grehan
Age range	2 to 7
Number of pupils	138
Date of previous inspection	6 to 8 June 2023

Information about the school

57. St Christopher's School is an independent co-educational day school, located in Epsom, Surrey. The school comprises Nursery, for children aged 2 to 4 year and pre-prep, for pupils aged 4 to 7 years. The school became part of the Reigate Grammar School group in March 2025, and governance has been undertaken by the trustees of Reigate Grammar School since then.
58. There are 82 children in the early years comprising two Nursery and two Reception classes.
59. The school has identified 14 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
60. The school has identified English as an additional language for eight pupils.
61. The school states that its aims are for every child to leave St Christopher's as a confident, curious and independent learner, with a genuine love of learning and the character to thrive in an ever-changing world.

Inspection details

Inspection dates

16 to 18 June 2026

62. A team of three inspectors visited the school for two and a half days.

63. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

64. The inspection team considered the views of members of staff and parents who responded to ISI's pre-inspection surveys.

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**.

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For more information, please visit isi.net