



**ISI** Independent  
Schools  
Inspectorate

**Report for an Additional Inspection**

**Grange Park Preparatory School**

**June 2022**

## School's details

<b>School</b>	Grange Park Preparatory School			
<b>DfE number</b>	308/6052			
<b>Address</b>	Grange Park Preparatory School 13 The Chine London N21 2EA			
<b>Telephone number</b>	0208 360 1469			
<b>Email address</b>	office@gpps.org.uk			
<b>Headteacher</b>	Ms Flavia Rizzo			
<b>Proprietor</b>	Inspired Learning Group Ltd			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	133			
	<b>EYFS</b>	43	<b>Juniors</b>	90
<b>Date of visit</b>	27 June 2022			

## 1. Introduction

### Characteristics of the school

- 1.1 Grange Park Preparatory School is an independent day school. Founded in 1924, the school has been governed by the Inspired Learning Group Ltd since September 2018. The school became co-educational in 2018 and includes an Early Years Foundation Stage (EYFS) setting. The present head was appointed in 2017. The previous inspection was a material change inspection in February 2020.
- 1.2 The school has identified five pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for ten pupils, all of whom are supported by their classroom teachers and the learning support department.

### Purpose of the visit

- 1.3 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraphs 2 (curriculum) and 2A (relationships and sex education)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for pupil performance)	Met
Part 1, paragraph 5 (The spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 9 (behaviour)	Met
Part 3, paragraph 10 (bullying)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraph 18 to 21 (suitability of staff, supply staff and proprietors)	Met
Part 5, paragraph 23 to 29 (premises and accommodation)	Met
Part 6, paragraph 32 (provision of information)	Met
Part 7, paragraph 33 (procedure for handling complaints)	Met
Part 8, paragraph 34 (leadership and management)	Met

## 2. Inspection findings

### Quality of education provided – curriculum and relationships and sex education [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The school has an appropriate curriculum policy that covers all age groups in the school. It is supported by satisfactory plans and schemes of work, including in the EYFS. The curriculum is broad and balanced, meets the needs of the range of abilities and ensures that all pupils have opportunities to learn and make progress, including those with SEND. Teaching staff take into account the ages, aptitudes and needs of all pupils, including those with SEND. The needs of those with SEND are identified appropriately and information is shared with those who teach them in order to plan appropriately. The small number of pupils with an EHC plan are supported appropriately in accordance with their specific requirements which are reviewed annually with parents and the relevant local authority.
- 2.3 The school's personal, social, health and economics (PSHE) programme reflects the school's aims. It gives pupils the appropriate knowledge, skills and understanding to lead confident, healthy and independent lives and to become informed, active responsible citizens. The prescribed curriculum content for relationships and sex education (RSE) is contained within a suitable policy which is published on the school's website. Many of the topics in RSE are covered as part of PSHE and the school has effective plans to develop these further for the older pupils.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.4 The school meets the standard.
- 2.5 Teaching staff and assistants are all suitably qualified, demonstrate good subject knowledge and enable pupils to learn new knowledge and skills. This is reflected in the pupils' work and in lessons. Senior leaders and governors undertake regular visits to review teaching and take appropriate action if any teaching is deemed to be unsatisfactory. Teachers know the pupils well and use resources effectively. They ensure that good progress is made by pupils of all abilities, including those with SEND. Pupils are engaged and focused in lessons. In discussions pupils said they felt well prepared for the next stage of their education and inspection evidence supports this view.

### Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.6 The school meets the standard.
- 2.7 The school has a suitable framework to measure pupils' performance. Standardised tests are used to measure pupils' progress and pupil attainment is suitably tracked on the school's management system. This information is used effectively to inform future planning and target setting for all pupils, including those with SEND. Parents receive regular reports in relation to their children's attitudes to learning and their attainment.

### Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.8 The school meets the standard.
- 2.9 The PSHE programme ensures that all pupils receive suitable guidance to support their personal development. Active promotion of British values throughout the school encourages tolerance, respect and empathy towards the needs of others, including those with SEND, diverse ethnicities and other

protected characteristics. Older pupils take the initiative and help younger pupils at playtime and in the dining hall.

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

#### **Safeguarding policy**

- 2.10 The school meets the requirements.
- 2.11 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### **Safeguarding implementation**

- 2.12 The school meets the standard.
- 2.13 The school ensures the safeguarding of pupils through effective implementation of its safeguarding policy, supported by other policies such as the staff code of conduct, whistleblowing policy and arrangements for the safe use of digital technology, with which staff are familiar. Pupils are confident that they have trusted adults to whom they can speak in school and records show that their concerns are listened to and are acted on swiftly and appropriately by school staff and leaders. Pupils' concerns are dealt with in confidence. Pupils are taught about how to stay safe online both in and outside school.
- 2.14 The designated safeguarding lead (DSL) and other members of the safeguarding team and all staff have received appropriate training. Staff interviewed demonstrated a secure understanding of their responsibilities, including awareness of child-on-child abuse and the particular vulnerability of pupils with SEND to such abuse. They understand how to make a referral if concerned about a child in need or at risk. They understand the expectations outlined in the staff code of conduct. Regular briefings ensure all staff including governors are kept up to date with new legislation and changes in requirements. Staff new to school, including teaching assistants receive appropriate induction training. Records show that the school consults appropriately and swiftly with the proprietorial company's safeguarding lead and with the local Multi Agency Safeguarding Hub (MASH). Concerns are recorded appropriately and confidentially. These show timely and appropriate liaison with both parents and local agencies.
- 2.15 Staff records and files contain accurate information to evidence that the required recruitment checks are undertaken. The proprietor ensures oversight of the safeguarding arrangements with an annual review of procedures and incidents as confirmed in suitable minutes. A review of procedures is also held after any serious incidents and parental complaints and appropriate action is taken.

### **Welfare, health and safety of pupils – behaviour [ISSR Part 3, paragraph 9]**

- 2.16 The school meets the standards.
- 2.17 The school has a suitable behaviour policy which is on its website and is implemented effectively. It summarises the aims of the school and how it seeks to promote good behaviour as well as outlining the sanctions to be adopted in the event of pupil misbehaviour. Pupils have a chance to reflect on their behaviour and are helped to recognise the impact of their behaviour on others. The school rules are discussed and accepted each September by new classes. Details of incidents are recorded appropriately on dedicated software and monitored regularly to identify patterns and trends. These are evaluated regularly. In discussions, pupils said they feel the system is mostly fair and staff are well trained to deal with any incidents of poor behaviour. Sanctions are implemented fairly and effectively, including for pupils with SEND. There were no indications of inappropriate sanctions, for example related to food.

**Welfare, health and safety of pupils – bullying [ISSR Part 3, paragraph 10]**

2.18 The school meets the standard.

2.19 The school has a suitable policy which sets out clearly the measures the school takes to deal with any bullying should it occur. This is implemented effectively. Any incidents are dealt with promptly and recorded alongside reports in the behaviour and safeguarding logs. Parents are informed at an early stage and resolutions to incidents involve discussions with all parties. The logs are reviewed by the DSL and members of the governing body to identify any trends. Pupils in discussion commented that they rarely encounter bullying in the school, and they know when and how to seek help and how to report any unkindness they observe. Staff indicated that they would refer all incidents to the DSL and showed suitable awareness that they may become safeguarding issues which may necessitate involvement of external agencies.

**Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

2.20 The school meets the standard.

2.21 The school has adequate arrangements for the supervision of pupils within lessons, as they move around the school, at breaks, lunchtimes and before and after school. Staff undertake supervision duties in a manner appropriate to the needs of different age groups, including in the EYFS.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

2.22 The school meets the standard.

2.23 An efficient and effective risk assessment system is in place and all staff have had training in assessing risks for their respective areas, rooms and school outings, including in the EYFS. All risk assessments are scrutinised by the proprietor as part of annual health and safety checks. Staff complete appropriately detailed welfare risk assessments for strategies to support pupils' mental health such as a therapy dog.

**Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

2.24 The school meets the standards.

2.25 The school carries out the required recruitment checks which are recorded on the single central register (SCR) of appointments. The information on the SCR matches that in the staff files.

**Premises and accommodation - [ISSR Part 5, paragraph 23–29]**

2.26 The school meets the standards.

2.27 The premises are maintained to a standard which supports the health and safety of pupils and are regularly monitored by the proprietor's facilities manager. Suitable toilet facilities and accommodation for pupils medical needs are provided. The premises, including toilet facilities, are maintained to a satisfactory standard; acoustics and lighting are appropriate and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**Provision of information [ISSR Part 6, paragraph 32]**

2.28 The school meets the standards.

- 2.29 The school provides parents with all required information. This includes details about the proprietor, the ethos of the school, the curriculum and the school's arrangements for admission, behaviour, bullying, health and safety, first aid and details of the complaints procedures. The parents are kept informed about their child's progress with reports and regular meetings with the class teachers.
- 2.30 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Manner in which complaints are handled [ISSR Part 7, paragraph 33]**

- 2.31 The school meets the standard.
- 2.32 The school has an appropriate complaints policy which is made available to parents on the school website. It provides suitable detail and timescales for responding to complaints at the informal and formal stages. The school holds a suitable written log which records the stage at which complaints are resolved and any action taken as a result. Documentation regarding any incident is detailed and appropriate. The log indicates that all complaints are taken seriously and without prejudice to the complainant or their child and are appropriately investigated. Since the previous inspection there have been no formal complaints. All the complaints recorded show the school has followed procedures and acted in a reasonable and fair manner. The proprietor and advisory board undertake regular scrutiny of the complaints log and hold reviews if needed.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.33 The school meets the standard.
- 2.34 The proprietor ensures that the leadership and management of the school demonstrate good skills and knowledge so they can fulfil their responsibilities effectively; consistently meet the standards; and actively promote the well-being of the pupils. Leadership and management ensure that the required policies and records are maintained and effectively monitored to enable the pupils to be in a secure and supportive environment.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.



## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the deputy head, senior leaders and other members of staff and met with the proprietor, chair of advisory board and the head of operations. They visited different areas of the school, observed lessons and talked with groups of pupils and staff. They scrutinised a range of documentation, records and policies.