



**ISI** Independent  
Schools  
Inspectorate

**GRANGE PARK PREPARATORY SCHOOL**  
**REGULATORY COMPLIANCE INSPECTION**

**24 TO 25 MAY 2016**



# School's Details

<b>Full Name of School</b>	<b>Grange Park Preparatory School</b>
<b>DfE Number</b>	<b>308/6052</b>
<b>Registered Charity Number</b>	<b>268328</b>
<b>Address</b>	<b>Grange Park Preparatory School 13 The Chine Grange Park Winchmore Hill London N21 2EA</b>
<b>Telephone Number</b>	<b>020 8360 1469</b>
<b>Email Address</b>	<b>office@gpps.org.uk</b>
<b>Head</b>	<b>Bernadette McLaughlin</b>
<b>Chair of Governors</b>	<b>Nigel Barnes</b>
<b>Age Range</b>	<b>3 to 11</b>
<b>Total Number of Pupils</b>	<b>88</b>
<b>Gender of Pupils</b>	<b>Girls (Mixed in Nursery)</b>
<b>Early Years Foundation Stage</b>	<b>12</b>
<b>Pupils' Ability</b>	Standardised data provided by the school indicate that the ability of the pupils is similar to the national average.
<b>Pupils' Needs</b>	No pupils require support for special educational needs and/or disabilities (SEND). None have a statement of special educational needs or an education, health and care (EHC) plan. Eleven pupils have English as an additional language (EAL), three of whom receive support.
<b>History of the School</b>	The school was founded in 1924 as Grange Park High by the sisters Mary and Louise Billings. In 1979 it was renamed Grange Park Preparatory School. The school educates girls from the age of 4 to 11, and has a Nursery for boys and girls was introduced in 2015.
<b>Ownership and Governing Structure</b>	The school is a charitable trust, administered by a board of governors.
<b>School Structure</b>	The school is one-form entry and accepts children with a broad range of academic ability.

# School's Details

---

**Inspection Dates**

24 to 25 May 2016

---

**Other Useful Information:**

Pupils reflect the variety of ethnicities found in the local area. The largest minority ethnic group is of Greek Cypriot heritage.

---

# About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. For schools which have early years provision, the inspection of settings which do not require registration also records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any concerns about quality identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and, as such, 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.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

## SUMMARY EVALUATION

**The school does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

The school uses its own framework to determine attainment.

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 pupil performance is in place.

**The standards relating to the quality of education [paragraphs 1 - 4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; requirements relating to fire safety are met; provision is made for first aid. Pupils are properly supervised and admission and attendance registers are maintained, as required. A disability access plan is in place.

**The standards relating to welfare, health and safety in paragraphs 9, 10, 12 - 15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those relating to safeguarding, health and safety and risk assessment [paragraphs 7, 11 and 16] are not met.**

All staff and governors have undertaken suitable safeguarding training at a level appropriate to their roles. The school pays careful attention to most aspects of safeguarding, but its procedures do not pay sufficient regard to all the required safeguarding checks that must be carried out before staff are appointed. It has a suitable health and safety policy but its implementation is inconsistent. The health and safety officer has not received training to support the exercise of this responsibility. Records of some safety checks lack sufficient rigour to ensure that they meet requirements. Insufficient oversight of all aspects of health and safety has led to a lack of effective implementation of policy with regard to review of any incidents or accidents, and of proper monitoring by governors. The implementation of the risk assessment policy is not

effective; the staff who complete risk assessments for trips outside school have received little training for the role, and no evidence was found to demonstrate that these risk assessments are monitored and approved by a senior leader as required. Consequently, some risk assessments are too generic and insufficiently adapted to the individual needs of pupils taking part.

#### Action point 1

- the school must ensure the completion of all safeguarding checks on prospective employees as required by Keeping Children Safe in Education [paragraph 7(a) and (b)].

#### Action point 2

- the school must ensure that the health and safety policy is rigorously implemented so that: procedures identify and address concerns promptly; the health and safety officer has training in health and safety requirements; careful records are maintained in relation to all areas of maintenance; rigorous and proactive oversight pervades all health and safety matters; and so that the governing board monitors the effectiveness of health and safety procedures [paragraph 11].

#### Action points 3

- the school must ensure that staff completing risk assessments for trips have sufficient knowledge and understanding to assess risks rigorously, and that all risk assessments are checked and approved by a senior leader [paragraph 16].

## PART 4

### Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of supply staff and proprietors and a register is kept as required.

**The standards relating to the suitability of supply staff and proprietors who are in contact with pupils at the school in paragraphs 19 and 20, and the central recording of checks in paragraph 21 are met, but that which relates to the suitability of staff who are in contract with pupils at the school in paragraph 18 is not met.**

The school has undertaken a criminal records check on all staff. It has suitably checked their identity, right to work and qualifications, but other required recruitment checks have not been undertaken with sufficient thoroughness prior to appointment. These checks include ensuring that a separate check of the barred list is obtained should a short period of work be allowed prior to receipt of the criminal records check, that all other relevant checks have been completed satisfactorily and that a risk assessment is undertaken to identify whether supervision is appropriate and can be provided. The school has not ensured that all staff engaging in teaching work, including visiting music staff and activity instructors employed since April 2012, have been subject to prohibition orders nor has it made sure that medical checks have been received for all staff.

#### Action point 4

- **the school must ensure that: a separate barred list check is obtained for any staff whose criminal records check is delayed; a prohibition check is undertaken on all staff engaged in teaching work; all the required checks, including that of medical fitness, are completed before the start of employment [paragraph 18].**

### PART 5

#### Premises of and accommodation at schools

Suitable toilet and changing facilities for pupils and appropriate accommodation for their 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.

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

### PART 6

#### Provision of information

A range of information is variously 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 those with Education, Health and Care plans or English as an Additional Language. This 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.

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

### PART 7

#### Manner in which complaints are handled

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.

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

## PART 8

### Quality of leadership in and management of schools

**The standard relating to leadership and management of the school in paragraph 34 are not met.**

The governors have not ensured that the regulatory standards are consistently met and therefore that pupils' well-being is promoted. They have not made sure that senior leaders and managers have had sufficient training to demonstrate good skills and knowledge so that all the Independent School Standards Regulations are met consistently, particularly in relation to safeguarding, health and safety, and the recruitment of staff. Monitoring of the efficiency with which the school is implementing procedures is insufficiently rigorous.

#### Action point 5

- **the school must ensure that governors, leadership and management fulfil their responsibilities effectively so that they demonstrate good skills and knowledge, ensuring the well-being of pupils and that the Independent School Standards Regulations are met consistently [paragraph 34 (1)(a), (b) and (c)].**



# About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the vice chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## Inspectors

Mrs Jan Preece                      Reporting Inspector

Mrs Jill Aisher                      Compliance Team Inspector (Headteacher, IAPS school)

## **GRANGE PARK PREPARATORY SCHOOL**

**13<sup>TH</sup> JANUARY 2017**

### **CHARACTERISTICS OF THE SCHOOL**

Grange Park High School was founded in 1924 by two sisters, Mary and Louise Billings. In 1979 it was renamed Grange Park Preparatory School. The school is a day school, which educates girls from ages 4 to 11. A nursery for boys and girls aged from 3 was introduced in 2015. The school is a charitable trust, administered by a board of governors. A new head was appointed in January 2017.

At the time of the visit there were 88 pupils on roll. Of these, 12 were in the Early Years Foundation Stage (EYFS). No pupils require support for special educational needs and/or disabilities (SEND). None have a statement of special educational needs or an education, health and care (EHC) plan. Eleven pupils have English as an additional language (EAL), three of whom receive support.

### **PURPOSE OF THE VISIT**

This was an announced visit carried out at the request of the DfE to check that the school has fully implemented the action plan submitted following the ISI regulatory compliance inspection of May 2016. The focus of the visit was on safeguarding; health and safety; risk assessment; the suitability of staff and proprietors; the recording of checks on the single central register of appointments (SCR); the provision of information and the quality of leadership and management.

### **INSPECTION FINDINGS**

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

The school meets the Regulation.

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

The school's safeguarding arrangements reflect the guidance in *Keeping Children Safe in Education (KCSIE)* September 2016 and offer appropriate support for pupils' needs. There is a suitable recruitment policy. The staff code of conduct and whistleblowing procedures are appropriate and understood by all staff. Safeguarding is correctly managed. The designated safeguarding lead (DSL) and, where appropriate, the deputy DSL, gather information from staff, liaise appropriately with parents and local agencies, and take prompt action as required if concerns are expressed about a child. The school's governors review the school's safeguarding policy and procedures annually and ensure they reflect the requirements of KCSIE.

All staff, including the DSL, are appropriately trained and records are correctly maintained. All staff receive regular update training, including for on-line danger and preventing radicalisation. Staff understand how to respond to a disclosure and the importance of reporting concerns promptly. They know who they should report to and are aware that anyone can make a referral. Definitions of safeguarding in the policy are understood by staff.

The school has suitable procedures for reporting a disclosure of abuse or allegation against an adult working in the school. The school is aware of the requirement to report to the Disclosure and Barring Service (DBS) or the National College for Teaching and Leadership (NCTL) when appropriate.

The school has ensured the completion of all safeguarding checks on prospective employees as required by KCSIE.

**Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

The school does not meet the Regulation.

The published health and safety policy requires updating to reflect recent change in leadership. It has not been rigorously implemented to ensure procedures identify and address concerns promptly. Senior staff with designated health and safety responsibility have undertaken suitable training in health and safety requirements. All staff have received training and know how to report issues. Health and safety matters are discussed weekly at staff meetings and staff understand their responsibilities. Records are carefully maintained in relation to many areas of maintenance.

The monitoring of health and safety procedures by governors is not effective. Health and safety matters are addressed in governors' meetings but the action taken as a result of issues identified is insufficiently proactive. Not all of the issues identified in the fire risk assessment dated May 2015 have been addressed. Matters identified in the previous inspection regarding electrical installations have not yet been resolved. Records do not clearly identify who is responsible for action being taken or indicate a time by which the matter must be resolved and how implementation is to be monitored.

**Welfare, health and safety of pupils – Risk Assessment [ISSR Part 3, paragraphs 16]**

The school meets the Regulation.

The school has ensured that staff have received training in completing risk assessments for trips and have sufficient knowledge and understanding to assess risks rigorously. Risk assessments are all checked and approved by senior leadership.

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

The school meets the Regulations.

The member of staff responsible for staff recruitment was unavailable during the visit. However, the single central register (SCR) of staff appointments was sampled and staff files seen. A separate barred list check is obtained for any staff whose criminal record check is delayed and a prohibition check is undertaken on all staff engaged in teaching work. All the required checks, including that of medical fitness, are completed before the start of employment. Governors monitor the SCR regularly and check staff files to verify that recruitment checks are been correctly conducted.

**Provision of information to parents [ISSR Part 6, paragraph 32 (1) (c)]**

The school meets the Regulation.

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.

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

The school does not meet the Regulation.

The governors and leaders have developed clear procedures for the monitoring of safeguarding, recruitment processes and risk assessment for trips and visits. However, they have not been sufficiently pro-active in ensuring that they fulfil their responsibilities with regards to health and safety.

## **REGULATORY ACTION POINTS**

### **Welfare, health and safety [ISSR Part 3, paragraph 11]**

- Ensure that prompt action is taken to eliminate identified health and safety issues.
- Ensure that key responsibilities are clearly identified, timescales are established and that records are monitored.

### **Quality of leadership and management [ISSR Part 8, paragraph 34 (a), (b) and (c)]**

- The governors must ensure that the leaders and managers have the necessary skills and knowledge to fulfil their responsibilities so that the independent school standards are consistently met and that the well-being of pupils is actively promoted.