



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

THE FALCONS SCHOOL FOR GIRLS

MAY 2017



SCHOOL'S DETAILS

School	The Falcons School for Girls			
DfE Number	212/6051			
Address	The Falcons School for Girls 11 Woodborough Road Putney London SW15 6PY			
Telephone number	020 8992 5189			
Email address	admin@falconsgirls.co.uk			
Headmistress	Mrs Sophia Ashworth-Jones			
Chair of governors	Sir John Ritblat			
Age range	3 to 11			
Number of pupils on roll	112			
	Girls	112	Boys	0
	EYFS	21	Juniors	91
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 18. They require support with mild dyslexia and dyspraxia, and specific learning difficulties such as those associated with speech and language. None of these pupils have a statement of special educational needs or an education, health and care (EHC) plan. There are 22 pupils who have English as an additional language (EAL), four of whom receive additional support.			
History of the school	The school relocated from Ealing to its current premises in September 2014. A new headteacher joined the school in September 2016.			
Ownership and governing structure	The school is owned by the Alpha Plus Group, who undertake the role of governance.			
School structure	Pupils are admitted into the Pre-Reception class at the age of three. There is currently one class of			

	pupils in Reception, Years 1, 2, 3 and 6 and two classes in Years 4 and 5.
Other useful information	The school does not cater for boys or boarders. It occupies four separate Edwardian buildings on the same street.
Inspection dates	10 to 11 May 2017

PREFACE

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. The inspection of schools that have early years settings not requiring registration similarly 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. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection. *Ofsted monitors the work of independent inspectorates on behalf of the DfE, including a sample of inspections, and you can find the latest report on the work of ISI on the Ofsted website.*

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 unmet standards and any qualitative concerns 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, relevant requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, 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, instead of the national framework.

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.

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; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised and there is a strategic approach to risk assessment. A disability access plan is in place. Attendance registers are maintained as required.

The school pays careful attention to most aspects of safeguarding. However, its recruitment procedures do not pay sufficient regard to the official guidance in *Keeping Children Safe in Education* when carrying out checks to be completed before staff take up an appointment, including those for the barred list, prohibition from teaching and management, references, employment history and medical suitability.

The school does not inform its local authority, as required, of pupils who join or leave the school outside of the standard transition points.

The standards relating to welfare, health and safety in paragraphs 9, 10, 11, 12, 13, 14, and 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, but those in paragraphs 7 (a) and (b) (safeguarding) and paragraph 15 (admissions and attendance) are not met.

Action point 1

- the school must ensure the completion of all required recruitment checks before a person's appointment, having regard to the most recent guidance contained in *Keeping Children Safe in Education* (September 2016) [paragraphs 7(a) and (b)].

Action point 2

- the school must ensure that it notifies its local authority of pupil transitions at non-standard points [paragraphs 7 (a) and (b) and paragraph 15].

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

The school does not make all the appropriate checks to ensure the suitability of staff, and has not maintained a single central register of appointment with the required details. Checks for identity, qualifications, the right to work and overseas criminal records are not carried out in a timely manner.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2)(c and e) and 21 (3)(a) (i, iv, vii and viii) are not met.

Action point 3

- the school must ensure that it obtains all of the required checks prior to appointment for all staff, including employees of contractors, and it records the information appropriately [paragraphs 18(2)(c and e) and (3); paragraphs 21 (3)(a)(i, iv, vii and viii)].

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

Suitable toilet, changing and showering 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. These include 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. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 well-being of the pupils is actively promoted in most respects. However, monitoring by the proprietors of efficiency with which the school is implementing the required procedures to appoint staff and report pupil transitions is insufficiently rigorous. As a result, the Independent School Standards Regulations are not met consistently.

The standard relating to leadership and management of the school in sub-paragraph 34 (c) is met, but sub-paragraphs 34 (a) and (b) are not met because those with leadership and management responsibilities do not demonstrate good skills and knowledge appropriate to their role so that they fulfil their responsibilities effectively.

Action point 4

- **the school must ensure that all persons with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role, and fulfil their responsibilities effectively, so that the Independent School Standards Regulations are met consistently [Part 8, paragraphs 34 (a) and (b)].**

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 representatives from the governing body. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Louise Harwood

Reporting inspector

Miss Joanna Coventry

Compliance team inspector (Deputy head, IAPS school)