

## **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 2016 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.