



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

PARK SCHOOL FOR GIRLS

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Park School for Girls			
DfE number	317/6061			
Registered charity number	269936			
Address	20-22 Park Avenue Ilford Essex IG1 4RS			
Telephone number	020 8554 2466			
Email address	admin@parkschool.org.uk			
Headteacher	Mrs Androulla Nicholas			
Chair of governors	Mr Henry Smith			
Age range	4 to 16			
Number of pupils on roll	165			
	Girls	165	Boys	0
	EYFS	4	Juniors	50
	Seniors	111		
Inspection dates	15 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Park School for Girls is an independent day school for girls aged between 4 and 16 years and comprises 2 parts: a preparatory department which includes an Early Years Foundation Stage setting, and a senior school.
- 1.2 The school was founded on its present site in east London in 1974. Its current headteacher has been in post for just over a year. The school is a registered non-profit-making company limited by guarantee, and is governed by a board of 6 governors.

What the school seeks to do

- 1.3 The school's aim is to nurture a love of learning through an active, creative and enjoyable curriculum which promotes tolerance, integrity, respect, courtesy and honesty both inside and outside the classroom. It strives to create an environment that allows children to develop the skills and habits of mind to become well-rounded, emotionally resilient, inquisitive life-long learners who are well prepared for the opportunities, responsibilities and experiences of future life, in which they recognise the value of diversity and alternative views, and learn to be socially responsible 21st century citizens.

About the pupils

- 1.4 Pupils come from a wide range of social and cultural backgrounds, with the majority from Asian British families, and live within a 14-mile radius of the school. The school's own assessment indicates that the ability of pupils is average. It has identified 12 pupils as having special educational needs and/or disabilities which include dyslexia, dyspraxia and other learning needs. No pupils have an education, health and care plan. English is an additional language for 132 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 53 pupils as the most able in the school's population; their needs are met within the school curriculum and through a varied support programme.

2. REGULATORY COMPLIANCE INSPECTION

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.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection 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 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 identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

- 2.1 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 associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2015, performance has been in line with the national average for maintained schools.
- 2.4 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.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils in most areas; 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; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The school does not pay due regard to current statutory guidance, specifically Keeping Children Safe in Education 2016, in particular, it has not made barred list checks or checks for prohibition from teaching or management consistently prior to appointment, and kept appropriate documentation where required to verify checks.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-16, 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) are not met.**

Action point 1

- **The school must ensure that all required checks are made on all staff prior to appointment, including barred list checks and prohibition from teaching and management checks, and that appropriate documentation is copied and retained where required to show that checks including of qualifications and identity have been undertaken [paragraph 7(a) and (b)].**

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

- 2.11 The school does not make all appropriate checks prior to appointment to ensure the suitability of staff, supply staff, and proprietors, including Disclosure and Barring Service (DBS) checks, medical checks, qualification checks and right to work in the UK checks. The single central register does not include all required information relating to staff, supply staff and proprietors.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 to 21 are not all met.

Action point 2

- The school must ensure that all required checks for all members of staff, supply staff, governors and volunteers are carried out, in particular, DBS checks, medical checks, qualification checks and right to work in the UK checks [paragraphs 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(3), 19(2)(a to d), 19(3), 20(6)(b)(i) and 20(6)(b)(ii)].

Action point 3

- The school must ensure that all required checks for all members of staff, supply staff, governors and volunteers are recorded appropriately in the SCR, and where written notification has been received from the employment business that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school. This includes identity checks, barred list checks, prohibition from teaching and/or from management checks, qualification checks and right to work in the UK checks [paragraphs 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(vii), 21(3)(b), 21(4), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(c), 21(6) and 21(7)].

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.15 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 The school actively promotes the well-being of the pupils.

2.20 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met. The proprietor has not ensured that the single central register has been appropriately completed and that the appropriate recruitment safeguarding checks have been undertaken.

2.21 The standards relating to leadership and management of the school in paragraph 34(c) is met, but those in paragraph 34(a) and (b) are not met.

Action point 4

- **The proprietor must ensure that the leadership and management of the school develop the skills and knowledge they need to enable them to fulfil their responsibilities to meet Independent School Standards consistently [paragraph 34(a) and (b)].**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Ian Carter

Reporting inspector

Mr Christopher Bellamy

Compliance team inspector (Bursar, ISA school)