

REGULATORY COMPLIANCE INSPECTION

GRiffin HOUSE SCHOOL

MARCH 2017



School's details

School	Griffin House School			
DfE Number	825/6023			
Address	Griffin House School Little Kimble Aylesbury Buckinghamshire HP17 0XP			
Telephone number	01844 346154			
Email address	secretary@griphouse-school.co.uk			
Headteacher	Mr Tim Walford			
Proprietor	Mr Ali Khan			
Age range	3 to 11			
Number of pupils on roll	149			
	Boys	71	Girls	78
	EYFS	30	Juniors	119
Pupils' ability	Nationally standardised test data provided by the school indicate that the ability of the pupils is well above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 15. Two have an education, health and care (EHC) plan. They require support with moderate learning difficulties. Two pupils have English as an additional language (EAL).			
History of the school	Griffin House occupies a large extended Victorian property set in five acres of grounds in the village of Little Kimble, near Aylesbury. The school has been on this site since 1939.			
Ownership and governing structure	The school is governed by a proprietorial group of three directors.			
School structure	The school has two main sections: Early Years Foundation Stage and Juniors for Years 1 to 6.			
Other useful information	The school does not have boarders.			
Inspection dates	15 to 16 March 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.

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 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 measures attainment using National Curriculum tests. In the years 2013 to 2015, the results were well above the national average for maintained schools.

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; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

The school's safeguarding policy is up to date and includes required content. Staff have undergone suitable training and concerns about pupils are appropriately handled. However, the required checks on new staff prior to appointment as contained in *Keeping Children Safe in Education* have not always been completed sufficiently rigorously.

The standards relating to welfare, health and safety in paragraphs 6-16, 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) relevant to keeping children safe in education are not met.

Action point 1

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

PART 4

Suitability of staff, supply staff, and proprietors

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

Prior to appointment, the school has undertaken enhanced criminal checks on all staff and an appropriate record is kept. However, the school has not consistently checked whether staff are barred from working with children, or that proper checks of a person's identity have been made. The school remedied these deficiencies during the inspection and the register was amended.

The standards relating to the suitability of those in contact with pupils at the school in paragraph 20 and 21.(3)(a)(iv-viii) are met but those in paragraph 18.(2)(a)(b) and (c); 18.3; 19.2(c) and 19.4 relating to pre-appointment checks and 21.(3)(a)(i-iii) and (b) relating to the single central register of appointments are not met.

Action point 2

- the school must ensure that all appropriate checks are consistently undertaken on staff before they begin work at the school and a proper record of appointments maintained [paragraphs 18.(2)(a)(b) and (c), 18.3, 19.2(c), 19.4 and paragraph 21.(3)(a)(i-iii) and (b)].

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. 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 proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [paragraph 34] is met.

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 proprietor. 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

Mr Desmond Dunne

Reporting inspector

Mr Noel Erskine

Compliance team inspector (Former Bursar, GSA school)