



**ISI** Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION REPORT**

**THE FALCONS PREPARATORY SCHOOL FOR BOYS**

**OCTOBER 2017**



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## SCHOOL'S DETAILS

|                                 |  |     |                |    |
|---------------------------------|--|-----|----------------|----|
| <b>School College</b>           | The Falcons Preparatory School for Boys  |     |                |    |
| <b>DfE number</b>               | 318/6551   |     |                |    |
| <b>Address</b>                  | The Falcons Preparatory School for Boys<br>41 Kew Foot Road<br>London<br>TW9 2SS |     |                |    |
| <b>Telephone number</b>         | 020 8948 9490  |     |                |    |
| <b>Email address</b>            | information@falconsprep.co.uk  |     |                |    |
| <b>Head</b>                     | Mrs Franciska Bayliss  |     |                |    |
| <b>Chair of governors</b>       | Sir John Ritblat   |     |                |    |
| <b>Age range</b>                | 7 to 13  |     |                |    |
| <b>Number of pupils on roll</b> | 168  |     |                |    |
|                                 | <b>Boys</b>  | 168 | <b>Girls</b>   | 0  |
|                                 | <b>Juniors</b>   | 137 | <b>Seniors</b> | 31 |
| <b>Inspection dates</b>         | 4 to 5 October 2017  |     |                |    |

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 The Falcons Preparatory School for Boys is an independent school for pupils aged between 7 and 13. Formerly Falkner House Boys, the school was founded in 1956 and originally located in Notting Hill. In September 1989, the school moved to Chiswick and changed its name to The Falcons. The preparatory school opened on its Richmond site in 2008 and became a standalone school in September 2017. The school consists of two departments: Juniors for boys in Years 3 to 6 and Seniors for boys in Years 7 and 8.
- 1.2 The school is a member of the Alpha Plus Group, which provides governance and proprietorial responsibility through a management board and a senior management team.
- 1.3 This is the school's first inspection by the Independent Schools Inspectorate (ISI).

### **What the school seeks to do**

- 1.4 The school aims to encourage, motivate and nurture its pupils. It seeks to foster individuality, innovation, inquiry and inclusivity through values that are built on mutual trust and respect.

### **About the pupils**

- 1.5 Pupils come from a range of professional backgrounds and cultures, mostly living within a 5-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 40 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 29 pupils, whose needs are supported by their classroom teachers and an EAL specialist. Data used by the school have identified 8 pupils as the most able in the school's population, and the curriculum is modified for them and for 18 other pupils due to their special talents in sport, music and art.

## 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. 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](#).

## Key Findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### **PART 1 – Quality of education provided**

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.7 Almost all arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.8 Arrangements are in place to safeguard and promote the welfare of pupils, but the timing of recruitment checks on staff, particularly barred list checks and prohibition from teaching orders, does not always pay due regard to current statutory guidance.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 6 and 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) [safeguarding] are not met.**

### **Action point 1**

- **the school must ensure that all recruitment checks required by current statutory guidance, namely barred list checks and prohibition from teaching orders, are completed before staff commence employment at the school [paragraphs 7(a) and (b)]**

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

- 2.10 The school makes some appropriate checks to ensure the suitability of staff, supply staff and proprietors.
- 2.11 The required recruitment checks on staff and proprietors have not been undertaken in a sufficiently comprehensive manner prior to the start of employment. These include identity checks, and required checks on those who have lived or worked overseas. Enhanced criminal records checks have not always been made before or as soon as practicable after an appointment. In addition, suitable references and medical fitness checks have not always been received prior to the start of employment.
- 2.12 The single central register of appointments is inaccurately completed and not kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 19 and 20] are met, but those in paragraphs 18(2)(c)(i), 18(2)(d), 18(2)(e), 18(3), and 21 are not met.**

### **Action point 2**

- **the school must carry out all recruitment checks, including identity checks and required checks on those who have lived or worked overseas, and ensure that the receipt of references and medical fitness checks are completed before staff and proprietors commence employment at the school [paragraphs 18(2)(c)(i), 18(2)(e) and 18(3)]**

### **Action point 3**

- **the school must ensure that an enhanced criminal record check is made with the Disclosure and Barring Service (DBS) before or as soon as practicable after an appointment [paragraph 18(2)(d)]**

### **Action point 4**

- **the school must ensure that all required checks are correctly entered on the single central register of appointments which is kept as required [paragraph 21]**

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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

2.18 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.

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

## **PART 8 – Quality of leadership in and management of schools**

2.20 The proprietor ensures that the leadership and management actively promote the well-being of pupils.

2.21 The proprietor does not ensure that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met.

**2.22 The standard relating to leadership and management of the school in sub-paragraph 34(c) [active promotion of the welfare of the pupils] is met, but the standards relating to leadership and management in sub-paragraphs 34(a) and (b) [knowledge and skills and fulfilment of responsibilities] are not met.**

### **Action point 5**

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are consistently met. [sub-paragraphs 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 registration periods. Inspectors visited the learning support area. 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**

Mrs Serena Alexander

Reporting inspector

Miss Michelle Cole

Compliance team inspector (Deputy head, IAPS school)