



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

THE FROEBELIAN SCHOOL

MAY 2017



SCHOOL'S DETAILS

School	The Froebelian School			
DfE Number	383/6057			
Registered charity number	529111			
Address	Clarence Road Horsforth Leeds West Yorkshire LS18 4LB			
Telephone number	01132 583047			
Email address	office@froebelian.co.uk			
Headteacher	Mrs Catherine Dodds			
Chair of governors	Mrs Katrina Paget			
Age range	3 to 11			
Number of pupils on roll	181			
	Boys	91	Girls	90
	Pre-prep including EYFS	98	Juniors	83
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 seven. They require support with dyslexia and dyspraxia. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. Seven pupils have English as an additional language (EAL).			
History of the school	The school was founded in 1913. In 1973, it became a charitable educational trust. A new head was appointed in September 2015.			
Ownership and governing structure	The school is administered by a board of governors, known as the school council.			
School structure	The school is divided into two departments: the pre-prep for Nursery through to Year 2 and juniors for			

	Years 3 to 6.
Other useful information	The school does not cater for boarders. The school is on one site centred around two buildings.
Inspection dates	23 to 24 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.

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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

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 2012 to 2015, the results were far 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

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; 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.

Staff are suitably trained in health and safety, including writing risk assessments for both on-site and off-site visits. There are suitable procedures in place for recording and reporting accidents and for dealing with health and safety emergencies. Suitable arrangements are in place for the control of hazardous substances and for the management of asbestos. However, arrangements to ensure all remedial electrical work identified by external contractors is carried out promptly are unsatisfactory.

There is a suitable fire risk assessment which is reviewed regularly and a suitable fire prevention policy. Staff are suitably trained in fire procedures and regular fire evacuation drills are carried out. The school has a fire alarm system but this is not checked with sufficient regularity, with checks recorded to indicate when the next check is due.

The standards relating to welfare, health and safety in paragraphs 7, 9, 10, 13, 14, 15, 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 11 and 12 [health and safety and fire] are not met.

Action point 1

- ensure that all remedial electrical work identified by external assessment is carried out promptly [Part 3, paragraph 11].

Action point 2

- ensure fire alarms are tested regularly, with records kept to confirm this [Part 3, paragraph 12].

PART 4

Suitability of staff, supply staff, and proprietors

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

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

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. Suitable outdoor space is provided for physical education and outdoor play.

Drinking water is available throughout the school and is clearly labelled. There are no water tanks in the school. However, there is no regular checking of hot water temperatures in hand basins used by pupils to ensure that it does not pose a scalding risk to users.

The standards relating to the premises and accommodation in paragraphs 23, 24, 25, 26, 27 and 29 are met but the standard in paragraph 28 [water supply] is not met.

Action point 3

- **the school must ensure that the temperature of hot water is regularly checked to ensure that it does not pose a scalding risk to users [Part 5, paragraph 28 (d)].**

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 and they actively promote the well-being of the pupils.

The leadership and management demonstrate good skills and knowledge to undertake their roles and they actively promote the well-being of pupils. However, they are not rigorous enough in monitoring all matters of health and safety to ensure that the regulatory requirements are met consistently.

The standards relating to leadership and management of the school in sub-paragraphs 34 (1) (a) and (c) are met but those in sub-paragraph 34 (1) (b) [fulfilment of responsibilities] is not met.

Action point 4

- **the school must ensure that leadership and management maintain sufficient oversight to ensure regulatory requirements are met consistently, particular with regard to health and safety checks [Part 8, paragraph 34 (1)(b)].**

ABOUT THE INSPECTION

The inspectors conducted formal interviews with pupils. They held discussions with teachers, senior members of staff and with governors. 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 Graham Gorton

Reporting inspector

Mr Christian Pritchard

Compliance team inspector (Head, IAPS school)