



**ISI**

Independent  
Schools  
Inspectorate

**REGULATORY COMPLIANCE INSPECTION**

**PORTLAND PLACE SCHOOL**

**MAY 2017**



## SCHOOL'S DETAILS

<b>School</b>	Portland Place School			
<b>DfE Number</b>	213/6386			
<b>Address</b>	Portland Place School 56-58 Portland Place London W1B 1NJ			
<b>Telephone number</b>	020 7307 8700			
<b>Email address</b>	admin@portland-place.co.uk			
<b>Headmaster</b>	Mr David Bradbury			
<b>Chair of governors</b>	Sir John Ritblat			
<b>Age range</b>	9 to 18			
<b>Number of pupils on roll</b>	361			
	<b>Boys</b>	240	<b>Girls</b>	121
	<b>EYFS</b>	0	<b>Juniors</b>	28
	<b>Seniors</b>	251	<b>Sixth Form</b>	82
<b>Pupils' ability</b>	Nationally standardised tests indicate the ability profile of the senior school is above average and that the ability profile of the sixth form is below average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 142. They have a variety of needs, including dyslexia. One pupil has an education, health and care (EHC) plan. One hundred and forty pupils have English as an additional language (EAL), 21 of whom receive additional support.			
<b>History of the school</b>	This is a co-educational day school, founded in 1996 on its present site in central London. It has gradually expanded the age range of the pupils which it enrolls.			
<b>Ownership and governing structure</b>	The school is overseen by its proprietors, the Alpha Plus Group, which has delegated responsibility for day-to-day governance to a board of governors. The headmaster was appointed in April 2017.			

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<b>School structure</b>	The school consists of lower, senior and sixth form sections.
<b>Other useful information</b>	The school occupies three buildings: one in Portland Place, where the Lower School (Years 5 to 9) is situated, and two in Great Portland Street, where the Upper School (Years 10 to 13) is located, along with the science, art and drama departments.
<b>Inspection dates</b>	17 to 18 May 2017

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## 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.

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](#).

## SUMMARY EVALUATION

**The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### PART 1

#### Quality of education provided

In the Lower School, results for Key Stage 2 National Curriculum tests in writing in the years 2013 to 2015 were in line with the national average for maintained schools. At GCSE in the same years, performance has been above the national average for maintained schools. In the sixth form, A-level results in the years 2013 to 2015 have been in line with the national average for sixth formers in 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; most health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. A disability access plan is in place.

The school's system for checking fire safety is satisfactory but the school has not responded in a timely manner to a recommendation made following a fire risk assessment. In addition, although there is a suitable risk assessment policy, its implementation has not covered all classrooms and associated activities within them.

**The standards relating to welfare, health and safety in paragraphs 6 to 11 and 13 to 15, 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 paragraph 12, relating to fire safety, and paragraph 16, concerning a strategic approach to risk assessment, are not met.**

**Action point 1**

- the school must ensure that recommendations of fire risk assessments are followed up in a timely manner [Part 3, paragraph 12].

**Action point 2**

- the school must ensure that the school's strategic approach to risk assessment includes all aspects of the school's buildings, environment and associated activities [Part 3, paragraphs 16 (a) and (b)].

**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; 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 representatives of the proprietary company. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. 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**

Dr Stephen Grounds

Reporting inspector

Mr James Kazi

Compliance team inspector (Second master, HMC school)