



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

Francis Holland School, Sloane Square

December 2021

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School's Details

School	Francis Holland School, Sloane Square			
DfE number	213/6046			
Registered charity number	312745			
Address	Francis Holland School, Sloane Square 39 Graham Terrace London SW1W 8JF			
Telephone number	02077 302971			
Email address	office@fhs-sw1.org.uk			
Headmistress	Mrs Lucy Elphinstone			
Chair of governors	Mr Patrick Sherrington			
Age range	4 to 18			
Number of pupils on roll	715			
	EYFS	30	Juniors	139
	Seniors	420	Sixth Form	126
Inspection dates	1 to 3 December 2021			

1. Background Information

About the school

- 1.1 Francis Holland School, Sloane Square is one of two independent day schools for female pupils that are jointly administered and governed by a charitable trust. The school was founded in 1881 by the Reverend Canon Francis Holland and moved to its present site in 1884. Pupils aged 4 to 11 years attend the junior school, including the Early Years Foundation Stage (EYFS), and those aged between 11 and 18 years attend the senior school; both of which are located on the same site.
- 1.2 Since the previous inspection, a new head of the Junior School has been appointed and a new sixth-form centre has opened.
- 1.3 During the period March to August 2020, the junior school and the EYFS setting remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The school aims to prepare its pupils for life-long success by providing a challenging and stimulating education in a supportive and compassionate community, in keeping with its Christian foundation. It seeks to foster in pupils a love of learning; curiosity to discover and uncover; the ability to innovate and collaborate; an understanding of diversity and difference; and the courage to persevere and to succeed.

About the pupils

- 1.10 Pupils come primarily from families with professional and business backgrounds, and most live within the London area. Nationally standardised test data provided by the school indicate that the ability of pupils on entry is above the national average in reception, the senior school and sixth form. The school has identified 121 pupils as having special educational needs and/or disabilities (SEND), which include a specific learning difficulty or dyslexia, of whom 39 receive additional specialist help. No pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 207 pupils, whose needs are supported by their classroom teachers. The school provides a range of additional activities to extend the learning of all pupils, and the curriculum is modified for the pupils who compete in sport internationally.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report 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, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The school does not always contact the LADO promptly when it receives allegations concerning staff. The school's safeguarding policy was updated satisfactorily during the inspection. However, staff have not yet received training in identifying and reporting low-level concerns, and school procedures for dealing with peer-on-peer abuse. The new practices outlined in the revised policy have yet to be embedded in practice. The proprietor's review of the safeguarding policy and procedures has not been sufficiently rigorous.
- 2.12 The standards relating to welfare, health and safety in paragraphs 9–15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding] is not met.**

Action point 1

The school must ensure prompt referrals are made to appropriate agencies when there are safeguarding concerns [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

Action point 2

The school must ensure that all those working in the school receive training on the updates to the safeguarding policy, to include the latest statutory guidance, and that staff demonstrate a secure understanding of the policy [paragraph 7(a) and (b); EYFS 3.4, 3.6 and 3.7].

Action point 3

The proprietor must ensure there is an effective review of safeguarding policy and practice, which takes into account the latest statutory guidance [paragraph 7(a) and (b); EYFS 3.4 and 3.7].

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.14 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

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.17 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.
- 2.18 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.19 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.

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

PART 8 – Quality of leadership in and management of schools

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, and they actively promote the well-being of the pupils. Proprietors and senior leaders have not kept abreast of changes in statutory guidance with regard to safeguarding or ensured that the safeguarding policy is updated.

2.22 The standard relating to leadership and management of the school [paragraph 34] is not met.

Action point 4

The school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c)].

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Fiona McGill

Reporting inspector

Mrs Naomi Fowke

Compliance team inspector (Former head, ISA school)