

School inspection report

03 October 2023 to 05 October 2023

Wandsworth Preparatory School

The Old Library
2 Allfarthing Lane
London
SW18 2PQ

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Summary of inspection findings

1. The proprietor through school leaders ensures that the education provided is based around the core values and ethos of the school. Leaders and managers fulfil their responsibilities to lead the school effectively. Oversight provided by the proprietor evaluates the work of school leaders to ensure that the Standards are met consistently. The proprietor is actively involved in the support of leadership and management, ensuring that they fulfil their responsibilities effectively. The headteacher, with support of the proprietor, promotes a holistic approach to education, based on the seven school values, respect for all and a sense of community. This vision places the wellbeing of children at the centre of everything they do.
2. Leaders have ensured that arrangements are made to safeguard and promote the welfare of pupils in line with current statutory guidance. Staff are suitably trained and receive regular updates. Safeguarding leads have received advanced training for their role. Staff know how to report concerns and leaders ensure that child protection records are kept as required. Leaders follow rigorous procedures when recruiting staff to ensure the suitability of those appointed. Leaders keep an appropriate register of all staff appointments.
3. Leaders, including subject leaders, have designed a highly effective curriculum that is appropriate for the age of pupils. They have chosen a project-based approach that is underpinned by the national Early Years Foundation Stage framework and the key stages 1 and 2 programme of study for pupils aged 6 to 11 years. This curriculum considers pupils' prior learning, level of understanding and areas for development. Pupils develop their social and cultural knowledge through an age-appropriate scheme of work. Pupils actively celebrate and respect all members of the community.
4. Leaders have a suitable written policy for the promotion of good behaviour. The policy is understood by staff and pupils and is implemented fairly within the classroom. The pupils are effectively supervised throughout the day. However, adults do not apply the behaviour management strategies as consistently as they could during less structured times of the school day.
5. Pupils achieve well. Leaders regularly check how well pupils are learning and the progress they are making. Leaders and staff use the information well to identify and support pupils who may need more help or further challenge. Staff have the skills and expertise that they need to be able to effectively teach pupils and children in early years. However, not all the staff in the early years have regular opportunity to contribute to planning learning activities for the children they know well, so that all those who support children can contribute to their progress.
6. Pupils are happy, motivated and enjoy school. They are attentive and focused in lessons, challenge themselves to try more difficult follow-up work and show resilience and perseverance to succeed.

The extent to which the school meets the Standards:

- Standards relating to leadership and management, and governance are met
- Standards relating to the quality of education, training and recreation are met
- Standards relating to pupils' physical and mental health and emotional wellbeing are met
- Standards relating to pupils' social and economic education and contribution to society are met
- Standards relating to safeguarding are met

Recommended next steps

- Leaders and managers should ensure consistent implementation of behaviour management strategies by all staff throughout the school day.
- Leaders and managers should ensure that all staff in the early years are able to contribute towards the evaluation and planning of next steps for children in the reception class to enable even better progress.

Section 1: Leadership and management, and governance

7. The proprietor ensures that those with leadership and management responsibilities within the school have skills and knowledge to fulfil their roles effectively. The proprietor has a clear understanding of the school's strengths and what needs to continue to improve. The proprietor ensures that the school's aims and ethos are effectively delivered, and that pupil wellbeing is at the heart of everyone's work.
8. Leaders ensure that all school policies are effectively implemented so that the Standards are met. The proprietor is actively involved in risk management, liaising with school leaders to promote pupil wellbeing and mitigate risk of harm.
9. School leaders have designed a project-based curriculum that is proving effective. Pupils develop into confident individuals who are happy to take risks and try new pursuits as they develop their skills and talents. Pupils comment that they enjoy this project-based approach as it is more interesting.
10. Appropriate plans, schemes of work and activities are in place for pupils to learn well. Subject leaders have the skills and knowledge to lead and check the quality of teaching in their areas of responsibility. This ensures that the school's aims are being delivered and that all pupils, including those who have special educational needs and/or disabilities (SEND) and the children in the early years, make good progress.
11. Leaders actively promote the wellbeing of children in the early years. They ensure that staff fulfil their responsibilities effectively. All school policies, such as behaviour, safeguarding, risk assessment and complaints are consistently applied in the early years. Suitable planning for children's needs, interests and aptitudes is in place. However, opportunity is not taken to enable all staff to contribute to the evaluation of children's progress and the identification of what children need to learn next.
12. Leaders have a comprehensive understanding of the education and wellbeing needs of all pupils in their care. Pupils are happy and display a high level of self-confidence, self-esteem and self-awareness. Leaders have established effective links with external agencies to promote the wellbeing of pupils, as required. Staff take part in local authority training. All staff are fully aware of procedures to be followed in order to protect the pupils in their care, including identifying and managing potential risks.
13. Leaders manage behaviour well and encourage pupils to act responsibly in lessons. Pupils are well behaved, kind and courteous most of the time. However, staff do not apply the behaviour policy consistently during less structured times. This leads to occasional low-level behavioural incidents.
14. Relevant and appropriate information is available to parents. Parents receive information about their child's progress through meetings and written reports.
15. Parents who responded to ISI's pre-inspection survey, agree that they feel the school is governed, led and managed effectively. Leaders have a clear procedure for dealing with any concerns and complaints. They ensure that the policy is effectively implemented.

16. Leaders have an appropriate accessibility plan in place. They fulfil their responsibility under the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met

Section 2: Quality of education, training and recreation

17. Subject leaders plan the curriculum effectively. The quality of teaching enables pupils to learn well and make good progress. Teachers have secure subject knowledge and choose successful teaching methods and activities to deliver the planned curriculum in an interesting way, taking into account pupils' ages, aptitudes and needs. Pupils, including those with SEND, are interested and self-motivated. They enjoy working hard in lessons and make good progress. Pupils work with confidence and think critically about how to improve and develop greater understanding.
18. Pupils develop effective skills in research when working together on different projects. They enjoy working in pairs or groups, where they learn new facts such as the invasion of the Anglo-Saxons, leading to an even greater understanding of the topic. Pupils reflect on their learning at the beginning and end of each project, so that they gain a better understanding of the progress they have made. There is a thorough approach to focus on each pupil's progress. Teachers provide high-quality feedback, which helps pupils understand what they have achieved as well as the areas where pupils need to further improve.
19. Pupils study a broad range of subjects. In mathematics, effective teaching of the linguistic and literacy programmes ensure that pupils are able to communicate effectively and listen to the ideas and opinions of others from a young age. Adults ensure that pupils develop their skills by providing activities where pupils explain their knowledge of numbers while also becoming more confident in solving mathematical problems.
20. Pupils enjoy learning in creative subjects such as music and drama. This is because of the wide range of well-taught activities and the wealth of relevant extra-curricular activities. As a result, pupils are extremely interested and want to achieve well. They have the confidence to perform to an audience in a variety of different genres to a notable standard. Parents attend performances and the half termly project showcase where there is a celebration of their child's learning.
21. Leaders have successfully implemented a robust assessment framework so that teachers can regularly check on pupils' achievement. All pupils, including those who have SEND, make good progress. Teachers use assessment information effectively to identify and provide new opportunities for pupils to continue to achieve well.
22. In the early years, there are age-appropriate plans, schemes of work and a programme of interesting activities in place. Children of all abilities make progress, across all areas of learning. Children are enthusiastic learners where activities such as role-play and storytelling are used effectively. Teachers encourage children to speak confidently in a range of situations using a rich array of vocabulary.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met

Section 3: Pupils' physical and mental health and emotional wellbeing

23. Leaders ensure that the school values are well established and central to the whole school culture. Pupils are encouraged to show respect for each other and are very kind. Pupils act responsibly, following the school values well. They are polite, confident speakers who can distinguish right from wrong, which helps with their own behaviour choices. Lessons run smoothly and pupils show positive attitudes and a willingness to put effort into their work.
24. The school has a rigorous programme of physical education (PE) and sport. All pupils are encouraged to take part in a variety of sports and activities through the 'bold beginnings' priority. Older pupils take part in school fixtures regardless of individual ability. Pupils value the variety of opportunities they have, and they develop perseverance. Pupils appreciate being active. They enjoy spending time outside which has a positive impact on both their physical and emotional wellbeing.
25. Leaders provide an age-appropriate programme of personal and health education, which includes provision for relationships education and the introduction to sex education at the end of Year 6. The plans and schemes of work reflect the school's aims and ethos and encourage mutual trust and respect for other people. Pupils understand the importance of self-care and caring for others. Pupils say they treat others as they would like to be treated, regardless of difference.
26. Pupils are respectful of others. They are mindful that their thoughts and actions should not be disrespectful or hurtful and they understand the need to avoid unconscious bias when considering the needs of their peers and the wider community. Pupils speak confidently, affirming the importance of being respectful of everyone's thoughts and feelings. They talk maturely about the negative impact of making someone upset or saying something which is hurtful. This reflects the school values of inclusivity and kindness. Pupils and adults have a healthy respect for each other, understanding that their teachers can help them to overcome challenge and can offer alternative strategies to support their learning and wellbeing.
27. Pupils' spiritual and moral understanding is highly developed. Pupils take part in whole school community gatherings and assemblies where pupils are encouraged to reflect and think about moral issues. Pupils are knowledgeable about world religions and are tolerant and respectful of each other's faiths.
28. Leaders promote good behaviour. There is a suitable written policy in place which is understood by staff and pupils alike. Staff implement the policy fairly within the classroom where pupils are consistently well behaved. Teachers are diligent in resolving any incidents in line with the school's restorative approach. Pupils report that adults help them manage any incidents of bullying or falling out, well. Pupils say that everyone is kind and courteous. Pupils are effectively supervised throughout the day. However, in less structured times, the management of pupils' behaviour can be less consistent. There are a few occasions where pupils do not make the same positive behaviour choices as they do in lessons. Pupils agree this is the case.
29. The attendance and admission registers are properly kept and stored. Administrators are diligent in ensuring that they inform the local authority of pupils who start or leave during the academic year.

30. In the early years, children develop strong relationships with staff who understand each child's strengths and weaknesses. Children support and encourage each other and celebrate everyone's successes. They understand the importance of being fair and taking turns. This results in a harmonious environment where children learn well. There is a wealth of opportunities for children to explore and play outdoors, such as playing in the mud kitchen, climbing the obstacle course or riding the bikes. They develop their physical skills well. Children develop their creative skills in their weekly visit to a woodland area where they further develop their fine motor and creative skills using natural materials.
31. The school premises are well maintained. Health and safety practices are implemented effectively. Appropriate precautions are taken to reduce the risk from fire. Pupils take part in termly fire drills and staff have the required training.
32. Suitable arrangements are in place to care for pupils who become unwell. Staff receive regular training in first aid and there are sufficient numbers of staff who are trained in paediatric first aid.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

All the relevant Standards are met

Section 4: Pupils' social and economic education and contribution to society

33. Following an extensive review of the PSHE and relationships and sex education (RSE) programme, subject leaders identified this as an area for further development. A carefully planned scheme of work has been planned and developed, along with consideration of resourcing and timetabling. Leaders have provided thorough staff training to ensure that pupils learn through a variety of activities. For example, in the termly topic-linked enterprise challenge, pupils have the opportunity to raise funds to donate to charities. Pupils also can vote for their choice of charity. Parents are encouraged to talk to pupils about their occupational expertise to help pupils understand about a variety of career opportunities. As a result, pupils are well prepared for the opportunities, responsibilities and experiences of life in British society.
34. Pupils assume roles of responsibility in key areas of school life such as sports leader and equality, diversity and inclusion (EDI) leaders. Pupils learn how to distinguish right from wrong and to show respect for others. Pupils know how to make a difference to the lives of others around them and in society more widely.
35. Leaders ensure that pupils have an understanding of and respect for democracy and the democratic process through initiatives such as the pupil parliament elections. Pupils appreciate that this forum provides a useful platform for pupil voice to be heard and they are proud of the actions that have resulted from their decision-making. For example, they have been successful at lobbying for the school to introduce swimming for older pupils and acquiring more equipment for play times. Pupils feel that they are important members of the community, and that their voices really count, which helps to develop their self-esteem. Leaders ensure that children in the early years develop effective social skills. Children learn to make friends and learn together.
36. Pupils are aware of their social responsibilities, both in school and in the community. In school, all Year 6 pupils take on a leadership responsibility and they enjoy the chance to be involved in helping the younger pupils. Pupils are also involved in local community events and visits where pupils make a positive contribution to society through performance opportunities. For example, pupils sing at the local care home, perform at the switching on of the Christmas lights and raise funds for local charities as part of the enterprise challenge.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met

Safeguarding

37. Leaders ensure that there is an effective safeguarding policy in place which reflects current statutory guidance. The proprietor and senior leaders rigorously ensure that systems and procedures are in place to safeguard and promote the welfare of pupils. Leaders continue to develop effective links with relevant agencies when needed. Appropriate training is in place and staff receive regular updates. This ensures that everyone has a secure understanding of identifying and reporting any concerns they may have about a pupil's welfare.
38. Leaders put pupil wellbeing at the heart of their practice and encourage pupils to share their worries, for example, through class worry jars. Pupils appreciate that staff listen to and help resolve any concerns or anxieties. A robust system is in place to identify and manage risks to pupils, including those who have SEND, and to rectify any incidents that do occur. Pupils say that they feel safe and would tell an adult if they were worried. Any reported safeguarding concerns are acted upon promptly.
39. Suitable induction processes for staff and ongoing training for existing staff include regular contextual safeguarding training. Those with designated safeguarding lead (DSL) responsibilities receive appropriate training and update this in a timely manner. Staff understand the relevant statutory guidance as well as school procedures in child protection. This includes online safety training and the risks posed by radicalisation and extremism. A suitable filtering and monitoring system, overseen by the designated safeguarding lead (DSL) is implemented to reduce risk of harm when pupils are online. Staff understand how to approach and report a safeguarding concern to the DSL or direct to local children's services. They are confident in how to use whistleblowing procedures.
40. Safer recruitment checks are completed for all staff, volunteers and governors and a suitable single central record of appointments is kept.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met

School details

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| School | Wandsworth Preparatory School |
| Department for Education number | 212/6000 |
| Address | 2 Allfarthing Lane, London, SW18 2PQ |
| Website | www.wandsworthprep.com |
| Proprietor | Bellevue Education International Ltd |
| Chair | Mr David Williams |
| Headteacher | Mrs Laura Nike |
| Age range | 4 to 11 |
| Number of pupils | 84 |
| Date of previous inspection | 24 to 26 September 2019 |

Information about the school

41. Wandsworth Preparatory School opened in 2012. It is an independent co-educational day school located in the south west of London. The school is governed through various specialist committees overseen by the proprietorial body. The head took up her post in September 2022.
42. Currently, there are 12 children in the early years, comprising one Reception class.
43. The school has identified 13 pupils who with SEND. No pupils in the school have an education, health and care (EHC) plan.
44. English is an additional language for 31 pupils.
45. The school aims to promote and encourage high expectations of learning and behaviour and develop key life skills to equip pupils to be life-long learners. It aims for pupils to leave the school as happy, confident and kind individuals with the skills required to be independent learners, well-prepared for their next stage in learning with a natural readiness to embrace the challenges of an ever-changing world.

Inspection details

Inspection dates 3 to 5 October 2023

46. A team of three inspectors visited the school for two and a half days.
47. Inspection activities included:
 - meetings with the chair of governors, the head and school leadership team
 - meetings with the designated safeguarding Lead (DSL), staff and pupils
 - meetings with academic leaders, special needs coordinator and subject leaders
 - meetings with those responsible for health and safety and scrutiny of associated records
 - discussions with pupils together with samples of their work
 - lesson observations across all year groups and subject areas, including joint observations with leaders
 - observations of a sample of extra-curricular activities, pupil registrations, form times, assemblies and performances
 - observations of pupil break times and lunch with pupils.
48. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit www.isi.net.

Independent Schools Inspectorate

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