

Focused Compliance and Educational Quality Inspection Reports

Grange Park Preparatory School

May 2019



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School's Details

School	Grange Park Preparatory School			
DfE number	308/6052			
Address	Grange Park Preparatory School 13 The Chine London N21 2EA			
Telephone number	0208 360 1469			
Email address	Office@gpps.org.uk			
Headteacher	Ms Flavia Rizzo			
Chair of governors	Mr Amit Mehta			
Age range	3 to 11			
Number of pupils on roll	115			
	Boys	19	Girls	96
	EYFS	54	Juniors	61
Inspection dates	14 to 16 May 2019			

1. Background Information

About the school

- 1.1 Grange Park Preparatory School is an independent day school for boys and girls aged between 3 and 11 years. Founded in 1924, the school has been governed by the Inspired Learning Group Ltd, led by Mr Amit Mehta as the individual proprietor, since September 2018. The EYFS and the Lower School are housed in one of the two buildings on the site, with the Upper School in the other. There is one class in each year group with the exception of the Nursery, where there are two.
- 1.2 Since the previous inspection, a new headteacher has been appointed and the school has become co-educational.

What the school seeks to do

- 1.3 The school aims to provide pupils with a purposeful learning environment and to deliver a broad and balanced curriculum in order that pupils have an equal opportunity to achieve their full potential in preparation for secondary school as well as life beyond education. It intends that pupils are known as individuals and to nurture them in a community where they become happy, proactive learners, and compassionate, confident citizens.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from white British families living within an 8-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 five pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all 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 nine pupils, all of whom supported by their classroom teachers and the learning support department. Data used by the school have identified twelve pupils as being the most able in the school's population, and the curriculum is modified for them and for five other pupils because of their special talents in sport, music, dance and drama.

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. 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 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection 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 continue to be met unless evidence to the contrary has been found.

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](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the 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 no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were above the national average for maintained schools.
- 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 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 **The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.10 **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

- 2.11 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.13 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 any pupils 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, 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.
- 2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.15 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.
- 2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

- 2.17 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.
- 2.18 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Lower school	Key Stage 1
Upper school	Key Stage 2

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Children's excellent achievement in the EYFS is founded on their comprehensive development of early skills.
- Pupils in the lower and upper schools consistently attain above average results.
- Pupils are highly motivated, extremely conscientious and very supportive of one another as they strive to achieve their best.
- Pupils artistic skills are of an exceptionally high standard.
- The study skills of upper school pupils are less well developed because they often learn by following instructions than by thinking independently.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are wholly committed to upholding the school's values and respectful atmosphere within the school community; they behave extremely well as a result.
- Children in the EYFS are especially decisive and pursue their interests confidently.
- Pupils are exceptionally intuitive about their emotional development and their role in sustaining friendships and working together.
- Pupils accept responsibility, maturely fulfilling elected roles in school.

Recommendation

3.3 The school is advised to make the following improvement:

- Enhance upper school pupils' study skills by enabling them to use them more widely as they learn.

The quality of pupils' academic and other achievements

3.4 The quality of pupils' academic and other achievements is excellent.

3.5 Children in the Early Years Foundation Stage (EYFS) make rapid progress in listening and paying attention, and they read well as they acquire a lasting habit for reading that endures throughout their time at the school. Skilful questioning incorporated within teaching contributes to the rapid improvement in the speaking skills of EAL children in the early stages of language development. More able children quickly master cursive script because teaching models these new skills effectively. Children's problem-solving skills are especially advanced, and they apply them freely as they learn about their surroundings. For example, children voluntarily estimated how long it would take to fill a container when they knew the volume of the ladle they were using to do so. A majority of children exceed the early learning goals in the EYFS.

3.6 Pupils in the lower school write perceptively as the curriculum enables them to reflect on and express their ideas independently. For example, pupils in Year 2 wrote knowledgeably about the Vikings because teaching challenged them to compare their lifestyle with that of others through time. These pupils have a secure knowledge of human and social principles as a result. Pupils in the lower school master basic arithmetic such that they acquire great insight into the connections between numbers and develop effective mental maths strategies. For example, more able pupils in Year 2 used their knowledge of factors in quickly calculating different fractions of the same integer.

- 3.7 The excellent development of linguistic and mathematical skills of pupils in the upper school reflects a change in emphasis as the curriculum focuses on preparation for secondary and senior school entrance requirements. By the time they leave the school, the pupils are extremely proficient mathematicians, systematically applying mathematical methods to solve complex calculations. They are aware of the role numbers play in various other aspects of the curriculum, such as in substantiating progress in athletics events and keeping in time to music. The curriculum includes fewer intentional data handling activities that promote pupils' numeracy development more widely.
- 3.8 Pupils' speaking and listening skills are of a high standard. They communicate extremely well when called upon to voice their opinions because intuitive teaching draws on pupils' verbal responses to instigate effective discussion. For example, pupils naturally question one another's plans in responding to a task and they are as keen to receive this level of challenge. Pupils recognise the features of one another's writing as they listen carefully while they read their compositions aloud to one another. This is because some teaching makes effective use of assessment techniques to identify improvements during lessons. Knowledgeable teaching allows pupils of all ages to speak French confidently. Pupils in the upper school are intrigued by language and in deducing the meaning of new vocabulary by comparing the similarities between English and French words. They become adept at applying grammatical structures to write accurately in both English and French.
- 3.9 The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Pupils' attainment in national tests in at age 11 have been above in relation to the national average for maintained primary schools. A comprehensive assessment programme ensures pupils have frequent opportunities to practice skills and revise their knowledge. Leaders methodically track pupils' performance in these tests and intervene to prevent any pupils from falling behind. Pupils with SEND make progress similar to their peers because leadership ensures they receive timely and effective support. In this respect the school is very successful in achieving its aim to ensure that all pupils have equal opportunity in learning. The school is equally effective in fulfilling its intention to prepare pupils for the next stage in their education. Governance has played a key role in establishing a cohesive strategy to ensure the school provides pupils with the best platform for future academic success. Most pupils secure their senior school place of choice, often against strong competition, with several of them awarded scholarships for academic achievement as well as for their talents in sport and the arts. All pupils and almost all parents who responded to the pre-inspection questionnaire said that teaching enabled pupils to make good progress.
- 3.10 Pupils achieve high standards because they are exceptionally diligent. They are extremely willing learners and they demonstrate considerable self-discipline in persevering with repetitive exercises and redrafting prose. They use their homework diaries to ensure they are highly organised in planning their revision and meeting deadlines. Pupils are highly motivated, extremely conscientious and very supportive of one another as they strive to achieve their best. For example, they voluntarily extend the project work they have been set for homework to ensure it meets their exacting standards. They collaborate thoughtfully with their peers, allocating roles or discerning task requirements in order that they complete learning activities to the best of their ability. Children in the EYFS use their initiative to pursue their interests. For example, they apply their learning experiences at home, returning with reports of how they have tended the garden and cared for different types of vegetables just as they had learned to do at school. Children in the EYFS concentrate remarkably well as they seek to understand what they find, combining various thinking skills successfully to achieve the learning goals they set themselves. For example, children predicted, tested and adjusted the combination of blocks they used in building a uniform frame to fit neatly round the picture they were creating. Lower school pupils reason effectively, intelligently trialling various methods in reaching a conclusion. For example, pupils voluntarily reach for various resources, such as counters or models, to secure their understanding of abstract concepts in mathematics.

- 3.11 The study skills of upper school pupils are relatively less sophisticated than those of younger pupils because the highly prescriptive nature of the upper school curriculum means that they more often learn by following instructions than by thinking independently. Pupils' scientific knowledge is comprehensive because they learn about various discrete principles in quick succession, but this means they have fewer opportunities to investigate and hypothesise and these higher order skills are less well developed. Pupils' ability to evaluate geographical and historical phenomena grows steadily as they conduct a series of research projects. Nevertheless, the resources prepared for these areas of the curriculum prioritise information gathering. This impacts upon the writing skills of pupils in the upper school because they are rarely called upon to express more complex human, social or scientific principles in their own words.
- 3.12 Children in the EYFS and lower school are adept at using various technological devices because information and communication technology (ICT) is integral to their learning. For example, they demonstrate great control in playing with programmable toys and they alternate efficiently between desk top and tablet. Upper school pupils master coding and several word processing tools discretely. They use ICT competently to research information for projects in other areas of the curriculum.
- 3.13 Pupils creative skills are of a very high standard. They develop excellent design skills in art because they are encouraged to use mixed media creatively. These are often skilfully integrated within the curriculum to support pupils' wider understanding. For example, pupils created intricate paper theatres to coincide with their study of Shakespearean text, and whilst learning about puppetry. Upper school pupils have an extensive knowledge of different artists and drawing techniques. High quality teaching in all aesthetic elements of the curriculum allows pupils to master technical details. For example, pupils pay great attention to pitch and diction as they sing, and older pupils interpret phrasing intelligently. A few pupils reach exceptional standards in instrumental music and they achieve good levels in external examinations in dance and drama. Older pupils compete successfully in local sporting competitions and the curriculum has recently been expanded in this area to further enhance pupils' physical development.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils develop a compelling sense of self because pastoral leadership celebrates their individuality. Leaders' introduction of the care diary ensures that adults are alert to the pastoral needs of all pupils. This means pupils receive personal attention that allows their character to emerge. As a result, pupils have very high levels of self-awareness and they are alert to the various ways their emotions affect their attitudes. For example, they are alert to the difference between confidence and over-confidence, recognising the self-assurance that gives them a presence when they lead the school during assembly and guarding against the complacency that might jeopardise their determination to succeed. Almost all parents and most pupils who responded to the questionnaire agreed that the school helps pupils to be confident and independent.
- 3.16 The precision of the school rules enables pupils to develop a clear moral code. This is manifest in pupils' excellent behaviour in the classroom where they follow instructions obediently. Pupils sustain leaders' high expectations for good conduct, and they need few reminders when they are all together, such as during assembly. Pupils are extremely courteous. They are polite to adults and considerate to their peers. For example, they see it as a moral imperative to stop and talk to anyone sitting on the 'friendship bench'. Pupils are open and honest, especially about their learning and thus they are sanguine about the challenges they face. Equally, they are well aware of what they need to do to improve because teaching provides regular oral feedback and guidance. In the responses to the questionnaire, a few pupils indicated that they did not think marking helped them to improve. The inspectors found that the quality of written feedback varied considerably with pupils deriving greater benefit from talking with their teachers.
- 3.17 Children in the EYFS make rapid progress in building and sustaining relationships. They negotiate with partners sympathetically and learn to resolve arguments because adults mediate kindly in helping pupils empathise with one another. Pupils in the upper school assimilate these social skills, spontaneously and quietly reassuring one another when they are called up on to present an idea to the class. Pupils share practical learning enthusiastically. For example, pupils of different ages helped one another to coordinate the technique of hurdling to make their first attempts safely; this is because the extracurricular programme encourages inclusivity. Pupils are thoughtful team members, recognising how much they depend on one another as they strive to achieve a common goal. For example, those who perform in school productions acknowledge their responsibility in remembering their lines because one of their peers will be relying on the cue. This is a reflection of the pupils' commitment to the ambition inspired by the teaching of the performing arts. These inclusive events do much to promote the pupils' social development. Most pupils and almost all parents who responded to the questionnaire said that school helped pupils to develop strong teamwork and social skills.
- 3.18 Pupils take very practical steps in support of others. Higher attaining children in the EYFS mentor their peers as they learn to read, gently offering encouragement and next steps. This is because teaching is creative in planning activities that enable children learning together to make good progress irrespective of their capabilities. Representative groups of pupils are extremely influential because of the level of conviction in the objectives they set themselves. For example, the *Eco group* is implementing a comprehensive strategy to promote more sustainable practice at the school. Pupil leaders assume their roles with great dignity because they are humbled by their selection, often elected by their peers. Pupils are active participants in local festivals and fundraising activities because the school leadership promotes their commitment to the local community.

- 3.19 As pupils move through the school, they understand the greater significance of the decisions they make. In the EYFS, children learn to be resolute because teaching encourages them to be decisive in opting for and persisting with their chosen activities. Lower school pupils know they have free choices about how to learn most effectively because teaching allows them to choose whether they work independently or with a partner. Members of the *Eco Group* are adamant about their environmental strategy; they have thoroughly researched sustainability in order that they are better informed in making these decisions. Pupils in the upper school take a pragmatic view as they recognise the greater significance of the choices they make for the next stage in their education. They accept the uncertainty that comes before they reach a solution. The leadership is particularly effective in offering guidance to the pupils as they navigate this process.
- 3.20 Pupils appreciate the non-material aspects of life. Children in the EYFS are intrigued by nature because governance has provided for a rich learning environment that allows the children to experience a variety of sensual stimuli. For example, children repeatedly return to the herb garden to take in the smell of the mint. Pupils recognise the power of music as a means of personal expression, immersing themselves in a well-rehearsed performance and in the joy of communal singing. Pupils have a great respect for different faiths because the curriculum provides plenty of opportunities for pupils to observe religious festivals and to visit places of worship. The pupils celebrate the diversity of the school community. They are keen to share their own cultural traditions, such as in demonstrating Indian dance in traditional costume and especially in inviting members of their family to read to their peers in their home language. Pupils are thoughtful about diversity, balancing a respect for one another's beliefs with an equal consideration for their shared humanity. They resist stereotypes. For example, older girls champion their right to express their femininity in any way they choose. Almost all parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils know how to keep themselves safe and healthy. They recognise the high levels of staff supervision that allow them to feel secure at school. Pupils take responsibility for following the guidance they receive about their safe access to the internet, and all pupils who responded to the questionnaire said that they knew how to stay safe online. Children in the EYFS learn to manage risk because of the well-timed support they receive in mastering new challenges before venturing on their own, such as in riding a tricycle for the first time. Pupils advocate for healthy meal choices through their school council representatives, such as requesting fruit instead of biscuits at break time, and they are keen participants in all types of activity including swimming and judo, which are part of the curriculum. Pupils have a mature approach to safeguarding their mental health and they understand the importance of voicing any concerns rather than bottling them up. By the same token, they demonstrate a compassionate approach towards others, seeking to pre-empt any difficulties by taking the time to talk to one another. For example, upper school pupils liken their peers to books and the importance of time devoted in allowing one another to open up and be understood.

4. Inspection Evidence

- 4.1 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 proprietor observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings and assemblies. 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

Ms Juliet Jaggs

Reporting inspector

Mr Martyn Ward

Compliance team inspector (Head, IAPS school)

Mr Chris Jones

Team inspector (Head, IAPS school)