



**Material Change Inspection Report**

**Wandsworth Preparatory School**

**February 2024**

## School's details

<b>School</b>	Wandsworth Preparatory School			
<b>DfE number</b>	212/6000			
<b>Address</b>	Wandsworth Preparatory School The Old Library 2 Allfarthing Lane London SW18 2PQ			
<b>Telephone number</b>	0208 870 4133			
<b>Email address</b>	office@wandsworthprep.com			
<b>Headteacher</b>	Mrs Laura Nike			
<b>Chair of proprietors</b>	Mr Mark Malley			
<b>Proprietor</b>	Bellevue Education Group Ltd			
<b>Age range</b>	4 to 11			
<b>Number of pupils on roll</b>	88			
	<b>EYFS</b>	15	<b>Juniors</b>	73
<b>Date of inspection</b>	22 February 2024			

## 1. Introduction

### Characteristics of the school

- 1.1 Wandsworth Preparatory School is an independent co-educational day school located on a single site in south west London. The school is overseen by Bellevue Education International.
- 1.2 The school has two sections. The early years is for pupils aged four to five and the junior school is for pupils aged five to eleven. The school has fifteen pupils who require support for special educational needs and/or disabilities (SEND). None of the pupils has an education, health and care (EHC) plan. Twenty-six pupils speak English as an additional language. The school's previous inspection was a routine inspection in October 2023.

### Purpose of the inspection

- 1.3 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to lower their age range from 4 to 11 to 3 to 11. This would not involve any change to the school's total capacity or require additional facilities. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	<b>Met</b>
Part 1, paragraph 2 (relationships and sex education)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 1, paragraph 4 (framework for pupils' performance)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 3, paragraph 16 (risk assessment)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school has a suitable curriculum policy, supported by appropriate plans and schemes of work, which is effectively implemented. The curriculum covers all the required areas of learning and takes into account pupils' individual needs. There are suitable procedures for the provision of additional support if any pupil is identified as having SEND or any other individual need. The provision ensures that all pupils have the opportunity to make progress.
- 2.3 Leaders have appropriate plans to ensure that the curriculum for children aged three to four will be similarly effective. There will be a project-based curriculum and children in Nursery and Reception will cover the same projects. Projects will be determined on a three-year cycle to avoid repetition.
- 2.4 Each project is planned to have learning intentions to enable progress to be monitored. Flexible planning is designed to enable children's needs and interests to be considered.
- 2.5 The school is likely to continue to meet the standard if the material change is approved.

### Quality of education provided – relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.6 The school meets the standard.
- 2.7 The school ensures that pupils are provided with relationships education that is in line with statutory guidance. Pupils confirm that they can discuss matters of concern in an open and frank manner with their teachers.
- 2.8 In Reception, relationships education is taught through the personal, social and emotional development (PSED) programme. The school has appropriate plans for PSED in Nursery from September 2024, if the material change is approved. Objectives are mapped on the school's long-term plan, but teachers will respond flexibly to the children's particular needs, as and when they arise.
- 2.9 Leaders are planning for Nursery children to attend whole school assemblies to ensure they benefit from presentation of whole school targets and the school's philosophy.
- 2.10 The school is likely to continue to meet the standard if the material change is approved.

### Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.11 The school meets the standard.
- 2.12 Effective teaching, which follows the carefully planned curriculum, ensures that the pupils learn well and make good progress. Pupils have a positive attitude and enjoy their work.
- 2.13 The new Nursery class will have a designated teacher and a teaching assistant. Appropriate oversight of their work is planned to be organised effectively, as is currently the case for Reception. It is planned that a senior leader will meet formally with the staff once a week and have formalised supervision meetings once a term.
- 2.14 The school is likely to continue to meet the standard if the material change is approved.

### **Quality of education provided – framework for pupils’ performance [ISSR Part 1, paragraph 4]**

- 2.15 The school meets the standard.
- 2.16 Effective assessment enables school leaders to track pupil progress and plan appropriate further learning opportunities. This ensures pupils of all abilities develop their knowledge and skills.
- 2.17 Assessment of children in the new Nursery has been planned effectively. The first stage in the process is the transition from home or external nursery to the school. This is currently managed effectively for children in Reception and the same assessment pattern will be followed for those joining Nursery. Nursery or home visits by a senior leader identify each child’s interests and any parental concerns. These arrangements are sufficient to enable a child’s entry to the school to be suitably managed if the material change is approved. The size of the school ensures that the transition can be managed on an individualised basis.
- 2.18 Children will enter Nursery as they turn three years of age. Leaders plan to make suitable use of the checks of progress at age two if they have been completed relatively close to the point the child joins the school.
- 2.19 Leaders will also use baseline assessment of the Nursery children and the tracking system employed by the proprietary group to monitor progress and develop suitable learning opportunities. A further key element of the planned assessment process is day-to-day observation of and reflection on the children’s activities. The planned assessment framework will enable completion of the early years profile for each child.

### **Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]**

- 2.20 The school meets the standard.
- 2.21 The school promotes fundamental British values actively and leaders have created a school culture in which tolerance, respect for others and moral understanding are evident.
- 2.22 Leaders have planned appropriately for the spiritual, moral, social and cultural development of children in Nursery. They plan to mark occasions and celebrations such as Shrove Tuesday and Diwali. It is planned for children to develop an understanding of other cultures through the music and art curriculum. Exploration of the natural world will be used to encourage children’s sense of awe and wonder.
- 2.23 Understanding of fundamental British values is developed through whole school assemblies which children in the Nursery will attend. They will also take part in elections to the school council. Leaders plan to develop the economic knowledge of the younger children through appropriate role-play opportunities.
- 2.24 Leaders’ planning is sufficient to make it likely that the school continues to meet the standard if the material change is approved.

### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**

#### **Safeguarding policy**

- 2.25 The school meets the requirements.
- 2.26 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

**Safeguarding implementation**

- 2.27 The school meets the standard.
- 2.28 Scrutiny of records, observation and discussions with staff and pupils indicate that appropriate safeguards are effectively implemented, including in the early years. Those responsible for safeguarding hold positions within the school's senior management team and there is a designated person responsible for safeguarding in early years. These staff have been appropriately trained and are suitably knowledgeable. There is regular sharing of information between the designated safeguarding lead (DSL), his deputies, and other members of staff.
- 2.29 The school has established processes which enable pupils to report concerns to trusted adults. There are 'worry jars' or 'worry boxes' in all the form rooms. Pupils confirmed in discussion that they are able to share concerns with members of staff, confident that they will receive a response. Safeguarding records confirm that the school acts promptly to respond to any concerns it receives from or about pupils and takes action when necessary. It liaises appropriately with local agencies. Pupils receive extensive advice about online safety and are confident that they know how to stay safe. Senior leaders ensure that effective systems are implemented to filter and monitor the internet.
- 2.30 Staff are suitably trained and discussions with them confirmed that this training has been effectively understood. In discussion, staff demonstrated a clear understanding of how to report concerns that they may have about other adults in the school and confirmed that they would do so if this were necessary. The school has appropriate arrangements for reporting low-level concerns about adults working with children and for handling allegations, including reporting to local agencies.
- 2.31 There is an annual governance compliance visit during which safeguarding is reviewed formally. In addition, there are informal governor visits several times each term. The annual review of safeguarding and child protection is conducted by two members of the governing body and the designated safeguarding lead. Safeguarding is on the agenda for termly full governing body meetings. There are effective procedures to ensure that appropriate and timely checks are made to confirm the suitability of staff. These processes ensure that the proprietor exercises suitable oversight of the school's safeguarding arrangements.
- 2.32 Staff are suitably aware of the particular safeguarding needs of younger children and the arrangements in place make it likely that the school will continue to meet the requirements if the material change is approved.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.33 The school meets the standard.
- 2.34 Leaders have established effective procedures for identifying and managing risk, including specific risks to pupils. Staff training includes online safety and the risks posed by radicalisation and extremism. All pupils complete an online safety unit with their teachers at the start of the academic year. The required regular assessment of areas in early years is carried out effectively, together with risk assessment of activities and trips.
- 2.35 The school has assessed the risk associated with admitting pupils from the age of three. The proposed material change does not require building work but there are appropriate and suitably thorough risk assessments for use of the corridors, school hall and outdoor play area.
- 2.36 The school is likely to continue to meet the standard if the material change is approved.

**Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.37 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.38 The school meets the standard.
- 2.39 School leaders and governors, including those with specific responsibilities for safeguarding and the early years, demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the independent school standards are consistently met, and the wellbeing of the pupils is actively promoted. Measures planned for the proposed admission of pupils from the age of three are comprehensive. They are likely to continue to promote the pupils' wellbeing.

### **3. Recommendation with regard to material change inspection**

#### **Recommendation**

- 3.1 It is recommended that the material change to extend the age range to become 3 to 11 years be approved.



## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with a governor. He visited different areas of the school, observed lessons and talked with a group of pupils. He scrutinised a range of documentation, records and policies.