

# School inspection report

4 to 6 June 2024

## **Snaresbrook Preparatory School**

75 Woodford Road

South Woodford

London

E18 2EA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
RECOMMENDED NEXT STEPS .....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	11
<b>SAFEGUARDING .....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	12
<b>SCHOOL DETAILS .....</b>	<b>13</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>14</b>
<b>INSPECTION DETAILS .....</b>	<b>15</b>

## Summary of inspection findings

1. At Snaresbrook Preparatory School governors and leaders prioritise pupils' progress and wellbeing. Leaders and staff work closely together to implement the school values and maintain high standards in all aspects of the school's work. Leaders provide a broad curriculum, required policies are in place and safeguarding measures are rigorous. Leaders have established a safe and inclusive learning environment for pupils and staff. Leaders communicate well with parents and the wider community.
2. Leaders actively promote pupils' wellbeing. They have put in place processes for pupils to voice their thoughts, concerns and worries. Pupils are given many opportunities to speak with trusted adults and receive support and guidance. Pupils are open and honest in their feedback through daily journal entries and regular opportunities to express how they feel. This enables staff to have an in depth understanding of pupils' wellbeing in all areas of their lives so that staff can support pupils appropriately.
3. Pupils behave impeccably. They listen carefully during lessons. They focus on the task in hand and show respect to each other and their teachers. Pupils are polite and helpful. They understand the expectations put upon them. Staff understand the behaviour policy. They model positive behaviour at all times. This supports pupils to develop strong interpersonal skills and behave according to the school values.
4. Pupils are suitably supervised in all areas of the school. In early years children are well supervised with a high adult to child ratio. Throughout the school, pupils feel safe, supported and ready to learn.
5. Leaders keep a close eye on pupils' progress. Their assessment system and detailed tracking data help teachers to check that pupils make good progress both academically and socially.
6. Leaders have developed a comprehensive marking and feedback policy that supports pupils to improve their work and make progress. However, the implementation of this policy is inconsistent across the school. Older pupils use marking and feedback successfully to further their progress, but teachers do not apply the policy as consistently with younger pupils and across subjects.
7. Leaders ensure the school complies with all requirements, including the Equality Act 2010, 'Prevent' and safer recruitment standards.

## 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 should:

- ensure that teachers consistently apply the marking and feedback policy in a way that supports all pupils to improve their work.

## Section 1: Leadership and management, and governance

8. Governors and leaders are deeply committed to the school's future development. Staff receive the necessary training to play their part in addressing the school's development areas. Governors and leaders engage with staff to uphold the school values. Leaders and staff teach pupils to behave appropriately in different situations and to help those around them.
9. Leaders possess a comprehensive understanding of the school's day to day operations and demonstrate the necessary knowledge and skills to fulfil their roles effectively. Leaders actively participate in the creation and implementation of school policies and procedures, ensuring these are applied throughout the school. They maintain oversight in all areas, including health and safety, safeguarding, the quality of education and the wellbeing of all pupils. The school operates efficiently, fostering an environment where pupils are well mannered, happy and motivated to learn.
10. Leaders ensure that the school aims and values are integrated into every aspect of school life. During weekly assemblies pupils receive praise and rewards for demonstrating the values of politeness, helpfulness, kindness and consideration. Pupils confidently explain the importance of doing the right thing at the right time and in the right way.
11. Leaders fulfil the school's financial reporting obligations around pupils who are wholly or partly funded by the local authority. Leaders provide the local authority with the required financial information.
12. Leaders include relevant information on the school website. This includes the school aims, values, achievements, destination schools and appropriate policies. The website gives parents and the wider community a clear picture of the school. Leaders ensure that attendance and admissions registers are properly maintained and stored. They inform the local authority when pupils join and leave the school at non-standard times. Attendance for pupils across the school is high and monitored closely.
13. Safeguarding is effective. Leaders watch over pupils carefully. They record any concerns thoroughly. Leaders follow advice and guidance from external agencies, as required. This ensures that pupils' safety and wellbeing is maintained and appropriate support is put in place.
14. Staff implement robust risk assessments across all areas of the school in order to keep pupils safe. These are regularly revisited and updated. Staff are vigilant in ensuring that they adhere to health and safety procedures across the school. They also put in place suitable risk assessments when taking pupils off site.
15. A suitable complaints policy is available to parents on the school website. Leaders follow this policy, addressing complaints and concerns promptly and thoroughly. Leaders take necessary action to investigate and resolve any issues.
16. Governance is highly effective in ensuring compliance with the Standards. Governors have a strong presence within the school. They support leaders to oversee safer recruitment, concerns and complaints, day to day operations, finance and health and safety.
17. Leaders ensure that the school complies with the Equality Act 2010. They produce, implement and review a three-year accessibility plan. Although the school premises present some challenges, leaders adapt spaces and resources to deliver a broad and effective curriculum.

18. Leaders evaluate the school's work in a systematic way to check the quality of education and pupils' outcomes. They take necessary actions to improve the school. Progress is highlighted through detailed evidence in the school development plan. Governors and leaders regularly meet with staff to involve them in further improvements.
19. Leaders give high priority to pupils' physical and emotional wellbeing. Across the school, including in early years, pupils are happy, confident, articulate and well behaved.

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

20. **All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

21. Leaders provide a balanced and comprehensive curriculum that supports pupils' achievement across a broad range of subjects. Pupils make good progress. Teachers demonstrate secure subject knowledge. They plan lessons using resources that both support and enrich the educational experience for pupils. This includes pupils who have special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL).
22. Children in early years make good progress from their starting points within all seven areas of learning. Staff develop children's vocabulary well. Children use language confidently. They identify and explain the life cycle of a butterfly with its four stages of metamorphosis accurately. Children make good progress in writing. They write simple phrases and sentences that can be read by others using phonetically plausible spellings.
23. Children in Reception meet the expected levels in the Early Years Foundation Stage Profile, achieving the early learning goals (ELGs). Pupils in the rest of the school also achieve well, including in annual national literacy and mathematics tests. Pupils often surpass expected attainment levels.
24. Leaders have implemented a comprehensive marking and feedback policy, but its effectiveness is inconsistent across year groups and subjects.
25. Leaders quickly identify pupils who have SEND. Teachers use appropriate resources to support pupils' specific needs. Leaders and teachers set clear targets so they can make sure that pupils who have SEND make good progress. End of year assessments show that these pupils achieve at least expected levels.
26. Pupils who speak EAL also have their particular needs met. Teachers provide pupils with personalised support to develop their vocabulary and language acquisition. Pupils who speak EAL make good progress in line with their peers.
27. Pupils, including children in early years, access a wide range of extra-curricular activities within the school day. These include chess, art, cookery, football, fencing and choir. These extra-curricular activities are extremely popular amongst pupils who enjoy the opportunities to develop their interests and talents.
28. Pupils are equipped for their future lives through different experiences, such as the financial awareness course for Year 6 pupils during their post exam curriculum. Parents visit the school to talk about their careers and jobs with pupils. Entrepreneurship is instilled in pupils, for example, through their work in the 'Fiver Challenge' for charity.
29. Staff support the development of pupils' social and emotional skills through interactive and collaborative activities, such as school council group projects where pupils organise fund raising events for different charities. This enhances pupils' ability to work together, communicate effectively, and resolve any conflicts.
30. Pupils demonstrate respect for each other as they move around the school, walking on the left and listening to others with courtesy. Pupils vote democratically for school council members and the charities they wish to support.

31. Teachers are careful to keep lessons free from partisan political views, adhering to school policies that promote a balanced and unbiased education. This approach enables pupils to develop critical thinking skills and make their own informed opinions.

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

**32. All the relevant Standards are met.**



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

33. Pupils have a strong awareness of protected characteristics and describe their friendship groups as a 'lovely mix'. They are taught the importance of physical health through the well-thought through personal, social and health education (PSHE) programme. Pupils are encouraged to take part in a range of sporting and leisure opportunities including yoga.
34. Leaders successfully weave moral and spiritual development into the curriculum and extra-curricular activities. Pupils gain a comprehensive and enriched understanding of moral and spiritual concepts, closely aligned with the school's values system. This is achieved through the PSHE programme, active parental involvement, and dedicated lessons in religious education (RE) and philosophy. Pupils develop an increasing sense of self-awareness and self-knowledge.
35. The physical education (PE) curriculum provides a cornerstone for pupils' physical and social development. Teachers focus on diversity, inclusivity and quality. Staff develop pupils' physical skills alongside teaching the importance of sportsmanship and teamwork by applying the Olympic values of 'excellence, friendship and respect' to each lesson.
36. Leaders' relationship and sex education (RSE) programme is age-appropriate and well-structured. Leaders have been careful to explain the content to parents, respecting the diverse viewpoints within the school community. Leaders make sure that pupils receive a balanced and considered RSE education.
37. Leaders have a thorough oversight of bullying and behaviour incidents within the school. They address concerns promptly and effectively, always following the school's policies. Strategies are put in place to support pupils to reflect upon their behaviour and restore relationships.
38. The school has effective systems in place for monitoring health and safety, and ensuring the premises are well maintained. Regular fire safety drills and assessments, combined with a clear reporting system for maintenance issues, demonstrate leaders' strong commitment to maintain a safe and secure learning environment.
39. First aid procedures are robust. Staff are appropriately trained and well prepared to respond to first aid and medical incidents.
40. Leaders are committed to pupils' high attendance. They monitor attendance closely and act quickly if any pupil's attendance causes concern. Staff involve parents if their children's attendance drops, they provide support to families if required. Admission processes are thorough and adhere to regulatory requirements. Registers are completed accurately.
41. Leaders and staff in early years teach a rich curriculum that covers all seven areas of learning. Teaching staff place a high focus on developing children's physical development and personal, social and emotional wellbeing. Children have access to outdoor provision. The activities that take place outside enhance the curriculum and support children's learning.
42. Pupils are given meaningful roles within the classroom, aiding their personal development and preparing them for their future by fostering a sense of responsibility. Older pupils support younger

pupils academically, during playtime, and in extracurricular activities, promoting a collaborative and supportive environment. Additionally, as school ambassadors, they proudly conduct tours for prospective parents, showcasing the school and demonstrating their pride in the school community.

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

**43. All the relevant Standards are met.**

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

44. Through the curriculum, staff embed the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. For example, in history, Year 6 learn about the role that the government played in determining priorities after WW2.
45. Pupils know and understand why the school values are important. Pupils try to live these out during the school day. They are polite and kind to staff and each other. They enjoy working together and supporting each other during lessons. In early years, staff encourage children to share equipment and take turns. Children are supported to keep trying, even when activities may be challenging and need resilience to complete.
46. Staff support the development of pupils' social and emotional skills through interactive activities such as group projects and discussions. Pupils learn to understand life in British society through PSHE, philosophy lessons, and assemblies. Pupils share examples of how the school supports them to follow the school values in preparation for future lives.
47. Pupils are encouraged to contribute positively to the local community. They support different charities, organise collections for the local food bank and for less fortunate children at Christmas time. The school council, elected democratically, decide which playground equipment to purchase and discuss uniform changes. This led to the introduction of a gender-neutral uniform. Pupils understand right from wrong. They respond positively to lessons on fair play and good sportsmanship.
48. Pupils understand and practice tolerance and mutual respect. They know to speak to trusted adults when any concerns arise. Pupils feel listened to and valued.
49. Pupils' behaviour is positive and improves over time. Staff teach pupils to accept responsibility for their actions and learn from previous mistakes. Older pupils handle difficult situations with increasing independence, relying less on support from staff.
50. Children in early years also develop their independence successfully. Staff encourage children to go to the toilet without help, hang up their coats, tidy up the classroom and take on roles of responsibility.
51. Pupils understand that they live in a democratic society. They talk about how democracy works in school life. For example, voting for school council members and for which charities to support.
52. Leaders and staff teach pupils about civil and criminal law through the PSHE, history, and philosophy curriculums. For example, Year 6 pupils look in detail at the legal process in England.

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

**53. All the relevant Standards are met.**

## Safeguarding

54. Safeguarding arrangements prioritise pupils' safety. The phrase 'every child is seen, known and heard' exemplifies the strong safeguarding culture across the school.
55. Pupils understand how to keep themselves safe. They are taught to share any concerns through activities such as play time diaries, assemblies, and PSHE lessons that focus on 'who to talk to'. In early years, children use feeling cards to express their emotions. During form time, older pupils answer the morning register explaining how they are feeling at the start of the day.
56. Staff understand the safeguarding policy and procedures for reporting concerns because they receive regular training delivered by senior staff with designated safeguarding responsibilities. Leaders provide updates through training days and weekly briefings. This keeps staff knowledge and understanding current. Newly appointed staff complete safeguarding training before they start to work at the school.
57. Those with designated safeguarding responsibilities address safeguarding concerns promptly. They work with outside agencies to make sure pupils and their families get the support they need.
58. Senior leaders and governors have put stringent safer recruitment processes in place. Thorough checks are made on staff prior to them joining the school.
59. Pupils are taught how to stay safe online through PSHE and ICT lessons and 'safer internet days'. Staff undertake regular checks to make sure pupils have understood and retained this important knowledge. For example not sharing passwords or personal information with others.
60. Leaders use filtering and monitoring systems to make sure pupils cannot access unsuitable materials online.
61. Leaders conduct robust risk assessments across the school to ensure that the environment is safe for all users.

### The extent to which the school meets Standards relating to safeguarding

- 62. All the relevant Standards are met.**

## School details

<b>School</b>	Snaresbrook Preparatory School
<b>Department for Education number</b>	317/6057
<b>Address</b>	Snaresbrook Preparatory School 75 Woodford Road South Woodford London E18 2EA
<b>Phone number</b>	0208 9892394
<b>Email address</b>	office@snaresbrookprep.org
<b>Website</b>	www.snaresbrookprep.org
<b>Proprietor</b>	Snaresbrook Preparatory School Ltd
<b>Chair</b>	Mr Stephen Mathison
<b>Headteacher</b>	Mr Ralph Dalton
<b>Age range</b>	3 to 11
<b>Number of pupils</b>	140
<b>Date of previous inspection</b>	14 to 16 January 2020

## Information about the school

63. Snaresbrook preparatory school is a co-educational day school for pupils aged 3 to eleven years. It was founded in the early 1930s. The main building is a Victorian house in an urban area in outer London. The school is a limited company with a board of directors who, as a family, have managed the school for over 50 years; some of whom are on the local management board which oversees the school. The current head was appointed in September 2018.
64. There are 32 children in early years, comprising a Nursery and a Reception class.
65. The school has identified 16 pupils who have special educational needs and/or disabilities (SEND). A very small proportion of pupils have an education, health and care plan (EHC) plan.
66. There are a small number of pupils who speak English as an additional language.
67. The school states its aims are to ensure that each pupil reaches their full potential. That they can do the right thing at the right time and in the right way for the right reasons, and to ensure that pupils leave the school full of confidence and inspired to seek and seize the opportunities that secondary education has to offer.

## Inspection details

### Inspection dates

4 to 6 June 2024

68. A team of four inspectors visited the school for two and a half days.

69. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

70. 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](http://www.isi.net)**.

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