

School inspection report

5 to 7 March 2024

The Study Preparatory School

Camp Road

Wimbledon

London

SW19 4UN

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'.

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Summary of inspection findings

1. Governors and leaders prioritise the wellbeing of the pupils through the policies and procedures that they implement. There are a suitable range of adults to support the needs of the pupils.
2. Pupils' attainment in English and mathematics is above the national average, which is supported through a diverse curriculum. Teachers comprehensive subject knowledge results in positive engagement from pupils in their learning.
3. Leaders oversee the effectiveness of teaching and learning through regular and comprehensive reviews, considering the views of pupils. Leaders have introduced a framework to evaluate progress and inform teachers' planning, this is not yet consistently effective, leading to discrepancies in some subjects in the levels of progress for some pupils.
4. Children in the early years make good progress through a well-managed and well-resourced setting. Staff and children relate well together, creating a positive and supportive learning environment.
5. Pupils show high levels of respect towards each other, reflecting one of the school's core values, that of compassion. Staff create a positive learning environment that allows pupils to take risks in their learning, developing resilience and self-confidence. Pupils' behaviour is highly positive.
6. Pupils who have special educational needs and/or disabilities (SEND) make good progress through the support they receive, and the consideration given to their learning needs in teachers' planning.
7. Leaders implement a diverse curriculum to promote pupils' economical understanding which prepares them well for life in British society. Pupils work together within the school to support different charities. However, their opportunities to contribute to the local and wider community beyond the school are not wide-reaching, reducing the impact of their actions.
8. Safeguarding arrangements are effective due to the comprehensive training that staff receive, and the collaborative links designated safeguarding leads have with external agencies. Pupils know how to stay safe online.

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:

- strengthen the use of assessment data to inform teachers' planning to ensure the consistent progress of all groups of pupils throughout the school
- strengthen pupils' meaningful engagement with contributions to the local community.

Material change request

9. Inspectors considered the school's request for a change to the details of its registration to include an increase in the maximum number of pupils from 322 to 336.
10. Leaders have planned effectively for the proposed increase in the maximum number of pupils. They have carried out comprehensive risk assessments on the potential impact of the increase in pupil numbers. The premises have sufficient capacity to cater for the proposed maximum number of pupils. The school employs sufficient staff to supervise 336 pupils effectively. The safeguarding team has the capacity to provide sufficient coverage of the proposed maximum number of pupils.
11. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

12. Governors and leaders collaborate effectively to provide pupils with a stimulating and exciting environment which is also happy and secure. Leaders promote the school's aims through the school's four core values of 'courage', 'compassion', 'curiosity', and 'creativity', which permeate throughout. The school is managed and led effectively so that all Standards are met.
13. Governors ensure that the school leaders are suitably skilled and experienced to carry out their roles effectively. They carry out regular reviews of the effectiveness of policies and procedures through visits to the school and through scrutiny of leaders' comprehensive reports.
14. Leaders are reflective of their practice. They carry out an annual self-assessment of their procedures which form part of the school's development plan, considering the wellbeing of the pupils throughout.
15. Comprehensive pastoral procedures support pupils' emotional wellbeing. Leaders provide suitable resources and pastoral support to meet the emotional needs of pupils. For example, since the previous inspection, the school have employed a mental health lead who, in conjunction with other senior leaders, co-ordinates the holistic pastoral support the pupils receive.
16. Leaders in the early years oversee the promotion of the children's wellbeing through the implementation of an engaging curriculum. Staff maintain effective communication with parents to inform them of the children's progress. There are suitable procedures in place for the supervision of the children within the setting.
17. Leaders promote the welfare of the pupils through an appropriate process of risk management. They oversee the implementation of risk assessments for educational visits and for different activities undertaken across the school sites which systematically identify, evaluate and mitigate potential hazards. Leaders carry out regular training for staff around risk management. Governors and leaders review the suitability of risk management procedures each term. Governors allocate sufficient resources to promote matters of health and safety for pupils.
18. Safeguarding of pupils is effective through the implementation of comprehensive policies and procedures. Leaders responsible for safeguarding, supported by governors, are self-reflective in their practice. They maintain effective links with external agencies where they take advice around issues linked to safeguarding to support their decision-making.
19. The school follow a suitable complaints procedure. In the rare instances when parents raise formal complaints, leaders closely follow the established policy, ensuring remedial actions are carried out to address any identified deficiencies.
20. The school provides parents with an extensive range of information about the progress of their child. Parents are kept informed about different events, policies and procedures through regular correspondence in newsletters, information events, and through the school's informative website.

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

21. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

22. Pupils benefit from a comprehensive and diverse curriculum and effective teaching that develops a love of knowledge. In the pre-prep, learning for younger pupils is focused on a creative curriculum based on different themes for the term. This gives them the opportunity to apply their knowledge across different subjects. Leaders ensure that an appropriate range of subjects is taught to equip pupils for the next stages of their education.
23. Through a review of the academic procedures, leaders have established an appropriate framework to evaluate pupil progress and inform the planning of teachers. However, due to its recent introduction, the use of the data to help shape provision is not yet consistently effective, leading to discrepancies in some subjects in the levels of progress for some pupils.
24. Pupils make good progress with their literacy skills. This begins with well-planned activities in the early years which focus on letter formation and the sounds that letters make. Teaching encourages peer collaboration in lessons which draws out pupils' subject understanding. In lessons pupils speak regularly in front of others around a range of different topics which develops their confidence and levels of vocabulary. Through the recently introduced guided reading programme and well-resourced libraries, pupils demonstrate a high level of competence in reading. They are highly articulate which is reflected through their written work across the curriculum.
25. Pupils are confident and competent in the application of their numeracy skills through an emphasis on complex problem-solving. Teachers' subject knowledge in mathematics, and the tasks set in lessons, enables pupils to take risks in their learning and develop their skills. Teachers use a variety of suitable strategies that encourage effective collaboration between pupils to develop their understanding of different numerical concepts. Children in the early years exhibit proficient numeracy skills through well-planned activities that focus on the theme for the term.
26. Leaders undertake regular and comprehensive reviews of the effectiveness of teaching and learning. As a result, teaching in most lessons is effective. Teachers are knowledgeable about their subjects and communicate about them well, resulting in engaging lessons for pupils. Teachers provide helpful feedback to pupils about their work so they understand where it can improve.
27. Pupils exhibit secure skills and knowledge in design and technology, and art. Through their lessons and extracurricular activities, they explore a range of artists and design styles to create their own imaginative pieces of work.
28. Children in the early years benefit from a well-resourced setting. Staff become knowledgeable about the children through the positive relationships they create. Well-planned activities give children opportunities for child-initiated learning that develop their independence. Most children in the setting achieve well and make good progress. For those children not making expected progress, appropriate support strategies are put in place swiftly to address and meet their individual learning needs so that their progress improves.
29. Through the school's own curriculum review, leaders have increased the provision for pupils who have SEND resulting in effective support for pupils through the deployment of specialist teachers on both sites. Leaders with specific responsibility for pupils who have SEND input effectively in the planning of lessons to meet the pupils' learning needs. For example, teaching assistants are used in lessons to support groups of pupils working at different levels to develop their understanding of

topics covered. Teachers utilise the information shared in staff meetings around the learning needs of pupils in their planning and teaching. As a result of comprehensive pupil support plans and effective teaching, pupils who have SEND make good progress.

30. Leaders implement effective support strategies for pupils who speak English as an additional language (EAL) such as the deployment of an EAL teacher to support pupils in lessons. Teachers consider their needs when planning lessons to ensure that this group of pupils make good progress. For example, they provide subject specific vocabulary sheets to support their learning.
31. Pupils actively engage in the creative arts and develop their self-confidence through the extensive opportunities provided to perform. Pupils achieve a high level of success in external music examinations and scholarships to senior schools. Teaching staff plan engaging school assemblies and regular creative drama productions that enable pupils to develop their drama performance skills.
32. The school implement an appropriate extra-curricular programme offering pupils the opportunity to take part in physical, creative and thinking activities during lunch breaks and after school. Such engagement enables pupils to apply and develop the particular skills relevant to the focus of the various activities that they choose.

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

33. All the relevant Standards are met.

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

34. Leaders ensure that the wellbeing of the pupils is prioritised through a wide range of effective pastoral support mechanisms such as friendship support groups, access to counsellors, different types of therapy, and the school's own emotional support programme. These support mechanisms allow pupils to consider their own feelings and strategies to overcome any issues, particularly around friendship, but also in relation to other pastoral issues that they might face. The warm and positive relationships displayed between pupils and staff create an environment where pupils can take risks in their learning culminating in a 'can-do' attitude. Pupils feel that they have a range of adults to seek support from around different pastoral issues. Pastoral leads implement a highly effective support network among the pupil body, giving pupils a range of tools to deal competently with situations they may face.
35. The programme of form assemblies and the opportunities for pupils to perform in front of others allow pupils to develop a deep self-confidence. Staff provide a calm learning environment in lessons and activities where pupils can fail and succeed with positive support from those around them. Teachers create a safe learning environment in each classroom where pupils are encouraged to take risks in the different challenges posed which develops resilience and a quiet self-belief.
36. Through informative personal, social, health and economic (PSHE) education lessons, pupils understand the benefits of leading a healthy lifestyle and how to promote their wellbeing through things like learning about what makes a healthy diet and how to carry out mindfulness. Older pupils consider the dangers and impact of smoking and alcohol on the body. Staff in the early years plan informative activities to develop the children's understanding of oral hygiene and the importance of cleaning their teeth each day. For example, they have a visit from a dentist to talk about teeth cleaning.
37. Starting in the early years, pupils master basic movements and coordination through engaging gymnastics and ballet lessons as part of the physical education (PE) programme. Older pupils represent the school in inter-school fixtures and tournaments. Through engaging PSHE and PE lessons, pupils develop their understanding of the importance of being active to maintain a healthy lifestyle. Pupils show much enthusiasm to participate in different sporting activities in both PE and after school activities.
38. Pupils show a positive mutual respect towards each other which is supported through school assemblies, talks from visiting speakers and trips to religious places of worship. The religious education (RE) curriculum enables pupils to learn about different religions and faiths. They celebrate festivals and explore ideas from different religions developing a tolerance and respect among the pupils. Pupils' spirituality is enhanced through the music, art and RE lessons where they are asked to pause and reflect on the beauty of different things. Children in the early years take time to appreciate the world around them through their play activities in the outdoor learning area and educational visits.
39. Leaders and staff have high expectation of pupils' behaviour. Staff are positive role models, and they promote the positive actions of pupils through the celebration assemblies, house points and circle time. Positive behaviour is rewarded, and the pupils are aware of sanctions that are in place. On the rare occasions when pupils exhibit negative behaviour, suitable sanctions are given, and effective

records are maintained. Leaders monitor the behaviour records to track trends and implement appropriate support strategies where necessary. Children in the early years are encouraged to manage their own behaviour through positive encouragement from staff and from regular stories around kindness, all of which are underpinned by a positive rewards system. They listen attentively to their peers when they are sharing their thoughts and ideas.

40. Pastoral leaders implement an effective anti-bullying strategy. Through the school's relationships education, pupils understand the importance of developing positive relationships and strategies to resolve incidents of unkindness. For example, older pupils discuss what makes a healthy relationship and what consent means to them. There are informative assemblies and talks from outside speakers to increase pupils' awareness and tolerance of others, and a celebration of differences. On the occasions where bullying does take place, investigations by pastoral leaders are prompt and thorough. They maintain detailed records of all incidents which are supported by a bullying log allowing school leaders to monitor the effectiveness of procedures. Children in the early years learn about the importance of resolving conflict through play when taking turns in the different activities in the play areas.
41. The school has suitable health and safety procedures in place that reflect leaders' consideration of the wellbeing and needs of the pupils. The school's premises are well maintained. Effective precautions are taken to reduce the risk of fire through a fire risk management plan. Staff undergo regular training and updates around fire safety. Fire safety equipment and alarms are monitored regularly. Pupils know what to do if the fire alarm rings through the termly drills that are carried out. There are suitable medical arrangements in place for pupils when they are unwell or injured. First aid and medical treatment is carried out in a timely manner by staff with appropriate levels of first aid training.
42. The school effectively deploys staff to supervise pupils appropriately whilst in school and on educational visits. There are suitable ratios of staff in the early years to oversee the children in their different activities.
43. Attendance and admission registers are suitably maintained. Staff check immediately if pupils are absent and suitable reports are made to the local authority when pupils join or leave the school.

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

44. All the relevant Standards are met.

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

45. Leaders oversee the implementation of a broad curriculum that prepares pupils well for life in modern British society. Through informative assemblies, enriching PSHE lessons and talks from visiting speakers, leaders promote pupils' mutual respect towards each other. Initiatives such as diversity week, discussions on different religions, and events to celebrate occasions such as International Women's Day further celebrate diversity and develop pupils' awareness of the importance of respecting the rights of all different groups in society.
46. Teachers' modelling of positive behaviour, debates around different laws in PSHE lessons, and engaging assemblies on people's rights informs pupils' discernment of right and wrong. Pupils actively contribute towards the formulation of the school rules, taking ownership of their own behaviour and demonstrating their understanding of moral principles.
47. Pupils gain an understanding of British institutions and structures through a comprehensive programme of educational outings and engaging displays across the school. An informative current affairs curriculum gives pupils opportunities to explore and discuss issues from modern society, giving opportunities to develop their understanding of fundamental British values. For example, older pupils discussed issues around a lack of female representation in leadership roles in large financial companies.
48. From an early age, children in the early years begin to develop their economical understanding through frequent role-play scenarios set in shops, simulated purchases of goods, and hands-on experience of money. The mathematics curriculum ensures that pupils across the school explore the concept of money and the use of it through well-planned numeracy lessons. Older pupils engage in informative financial workshops and learn from visiting speakers. They apply their financial literacy to practical projects such as the annual cake baking project.
49. Older pupils are well prepared for transition to senior schools of their choice. They are well supported in their preparation for entrance examinations through practice interviews and different types of examination.
50. Older pupils develop their sense of social responsibility by contributing to the running of the school through different monitor roles. The monitors undergo training for their roles, and they meet regularly with staff to develop their own understanding of leadership responsibilities and carry out their roles effectively.
51. Pupils' understanding of a democratic process in society is developed through their applications and voting for peers with roles within the school council. Staff oversee an active school council who meet weekly to impact positively on the running of the school. For example, the school council have had a positive input on updates to the school rules, changes to the playground, and designs for the library.
52. The school community work together to identify and vote for charities to support. Pupils understand the impact that their support can have through visits from the chosen charities. Pupils also support local foodbanks. Whilst pupils do contribute positively to different charitable events within the school, there are limited opportunities for pupils to contribute to the local and wider community beyond the school and see the impact that their actions can have.

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. Leaders effectively implement safeguarding policies and procedures to promote the wellbeing of the pupils. Safeguarding leaders are suitably trained for their role. They demonstrate knowledge and competence in safeguarding matters, enabling them to fulfil their roles effectively. They maintain open communication with external agencies and make referrals and seek advice regarding safeguarding issues appropriately.
55. Governors monitor the school's safeguarding procedures effectively through regular contact with safeguarding leads and through the comprehensive reports they receive and scrutinise. They work in conjunction with the senior leaders to review the impact of safeguarding policies and procedures.
56. Staff are well-informed about their roles and responsibilities through the regular and informative training they receive. They know what action to take if a safeguarding concern arises, such as if a pupil makes a disclosure. New staff undergo a thorough induction process focused on safeguarding, empowering them to contribute to a positive safeguarding culture. There are clear procedures in place for staff to report concerns about another adult working with children which are overseen and monitored by the headteacher. Staff are knowledgeable about how to respond to issues around child-on-child abuse.
57. Leaders carry out all required safer recruitment checks on staff and governors before they start working at the school. Leaders maintain a clear record of these safer recruitment checks in a suitable single central record, supported by well-maintained staff files.
58. The school implements a suitable filtering and monitoring system of internet usage. Pupils become knowledgeable about how to stay safe online through impactful computing and PSHE lessons. Pastoral leaders deliver safeguarding training for older pupils who act as peer mentors in the playground to support the younger members of the school. Pupils have a range of adults whom they can seek guidance and support around any concerns that they might have. Additionally, the implementation of 'tell me jars' and 'golden boxes' in each classroom provides an avenue for pupils to express any worries they may have in a confidential and supportive environment. Clear procedures are in place regarding the use of mobile phones and devices in the early years.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	The Study Preparatory School
Department for Education number	315/6060
Registered charity number	271012
Address	The Study Preparatory School Camp Road Wimbledon London SW19 4UN
Phone number	0208 947 6969
Email address	head@thestudyprep.co.uk
Website	www.thestudyprep.co.uk
Proprietor	The Study (Wimbledon) Ltd
Chair	Mr John Tucker
Headteacher	Mrs Sharon Maher
Age range	4 to 11
Number of pupils	312
Date of previous inspection	4 to 6 June 2019

Information about the school

60. The Study Preparatory School is an independent day school for female pupils situated in Wimbledon, London. The school is a charitable trust overseen by a board of governors. The current headteacher took up her position in September 2023.
61. The school consists of a prep school at Spencer House for pupils aged 8 to 11 years, and pre-prep at Wilberforce House for pupils aged 4 to 8 years.
62. The early years setting is located at Wilberforce House within the pre-prep. There are 38 children in the early years of the school who are all in two Reception classes.
63. The school has identified 51 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan.
64. English is an additional language for 107 pupils.
65. The school states its aims are to provide a stimulating and exciting environment which is also calm, happy and secure, in which each pupil is recognised as an individual. The school aims to promote four core values: compassion, curiosity, creativity and courage, which it intends to encapsulate what it means to be a pupil at the school.

Inspection details

Inspection dates

5 to 7 March 2024

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

67. 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.

68. 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**.

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