



**ISI** Independent  
Schools  
Inspectorate

**INDEPENDENT SCHOOLS INSPECTORATE**

**EDUCATIONAL QUALITY INSPECTION**

**KINGSWOOD PREPARATORY SCHOOL**

**30 NOV 2016 TO 01 DEC 2016**



## SCHOOL'S DETAILS

<b>School</b>	Kingswood Preparatory School			
<b>DfE number</b>	800/6003			
<b>Registered charity number</b>	309148			
<b>Address</b>	Kingswood Preparatory School College Road Lansdown Bath Somerset BA1 5SD England			
<b>Telephone number</b>	01225 734460			
<b>Email address</b>	kpsreception@kingswood.bath.sch.uk			
<b>Headteacher</b>	Mr Mark Brearey			
<b>Chair of governors</b>	Mr Timothy Westbrook			
<b>Age range</b>	3 to 11			
<b>Number of pupils</b>	326			
	<b>Boys</b>	180	<b>Girls</b>	146
	<b>Day pupils</b>	316	<b>Boarders</b>	10
	<b>EYFS</b>	66	<b>Juniors</b>	250
<b>Inspection dates</b>	30 Nov 2016 to 01 Dec 2016			

## 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.

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 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 following their inspection 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.

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.

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 an EDUCATIONAL QUALITY inspection, reporting 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 grade descriptors from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

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 in the published report but will have been considered by the team in reaching its judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they 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 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'.**

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, with the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, attended form meetings and assemblies. Inspectors visited the school's boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### **Inspectors**

Mrs Pat Preedy	Reporting inspector
Mrs Claire Delo	Team inspector (Senior teacher, IAPS)
Mr Paul Johnstone	Boarding inspector (Head of House, HMC)

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## **1. BACKGROUND INFORMATION**

### **About the school**

1.1 Founded by John Wesley in 1748, Kingswood Preparatory School was built on the current site in 1993. It is a co-educational day and boarding school for pupils aged from 3 to 11 years. It is one of two schools in the Kingswood Foundation charitable trust, the other being the senior school catering for pupils aged from 11 to 18 years. The headmaster of the preparatory school reports in the first instance to the principal of the foundation. Although a Christian school, pupils from non-Christian traditions are welcome.

1.2 One governing body is responsible for the two schools in the foundation. Two governors have a particular interest in the preparatory school. The school is divided into the Early Years Foundation Stage with Nursery and Reception classes; Key Stage 1 comprising Years 1 and 2, and Key Stage 2 comprising Years 3 to 6.

### **What the school seeks to do**

1.3 The school aims to provide a happy, caring and disciplined environment in which boys and girls from around the world and from a diversity of social backgrounds can grow and mature. It seeks to challenge pupils to fulfil their academic potential, and to feel a sense of joy in their own achievements and in those of others. It aims to provide a high standard of pastoral care and to develop each pupil's character, talents and independence.

### **About the pupils**

1.4 Most pupils live in the surrounding area and a majority are of white British heritage. There is a small boarding house where pupils may board flexibly alongside a small number of full-time boarders. Overall, the ability of pupils is above the national average. There are very low numbers of pupils with ability below the national average. The school has identified 28 pupils with special educational needs and/or disabilities (SEND). No pupils have an education and health care Plan (EHC). Support for SEND is primarily given for the development of literacy and numeracy skills. Nineteen pupils are identified as having English as an additional language (EAL). Six pupils receive support in order to develop specific language skills. Additional challenges are provided in all subjects in order to meet the needs of more able pupils. Specific coaching is provided for pupils who are talented in sport, music, art or drama.

1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

### **Recommendations from previous inspections**

1.6 The previous full inspection of the school by ISI was a standard inspection in November 2011. The recommendations from that inspection were:

- Improve the balance of responsibilities for the senior management team to ensure that it meets the needs of the school more efficiently.
- Enhance the systems for identifying and supporting pupils with special educational needs and/or disabilities to ensure their academic progress and achievement are secured.
- Strengthen the role of middle managers to enable them to monitor teaching and pupils' learning more effectively.

- In the EYFS, use information from the established assessment procedures to regularly identify and document the next steps in learning.
- 1.7 The school has met all the recommendations from the previous inspection, as referred to in parts 3.3, 3.5 and 3.12.

## 2. KEY FINDINGS

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

- All pupils make good and often excellent progress in English and mathematics and across the curriculum.
- Pupils are articulate, highly motivated, able to work independently, use their initiative and make decisions. They are developing the skills to assess their overall achievement.
- Pupils' skills in Information Communication Technology (ICT) are exceptionally well developed. They are able to apply their ICT skills confidently across all subjects.
- Pupils have well-developed study skills. They are able to hypothesise, collate and analyse data at a high level.
- Most pupils successfully transfer to Kingswood senior school with several pupils achieving scholarships.

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

- Pupils are confident, self-aware, reflective and resilient. They are developing the skills necessary to review and improve their own performance.
- Pupils have a comprehensive understanding of how to keep safe. They understand the importance of a healthy balanced diet, exercise and the development of a healthy mind.
- Pupils demonstrate a mature and deep understanding of spirituality, highly valuing the non-material things of life.
- Pupils are well behaved and self-disciplined.
- Pupils are well-prepared for the next steps in their education and beyond.

### Recommendations

2.3 In the context of the excellent outcomes, the school might wish to consider:

- Developing an integrated approach to teaching and learning throughout the EYFS.
- Providing opportunities for all pupils to self-assess their academic and personal progress and attainment.



### 3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.2 Pupils' development of the core skills required for successful learning are at a high level in all subject areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative. Most pupils transfer to Kingswood senior school with several pupils achieving scholarships in music, design and technology, drama and sport. All parents who responded to the questionnaire stated that the school provides a suitable range of subjects. All pupils who responded to the questionnaire stated that the school gives them the opportunity to learn and make good progress.

3.3 Children in the EYFS make good progress in relation to their starting points. Most children including those with SEND and the more able, attain a good level of development at the end of the Reception year as measured by the Early Years Foundation Stage Profile (EYFSP) and internal assessments. Good progress is underpinned by planning that is detailed and thoroughly covers the required areas of learning. Following a recommendation from the previous inspection, information from assessments is used to plan the next steps in learning and is meticulously recorded in children's learning journey books. The Nursery and Reception classes liaise with regard to children's transition but opportunities for teachers to plan together and provide shared learning opportunities for the children are limited.

3.4 Children are particularly able to develop their independence, creativity, language and physical skills through playing co-operatively in the role play areas and outdoor adventure area. They eagerly engage in activities such as cooking marshmallows on an outdoor fire, carefully supervised by caring adults who enable them to make independent choices whilst experiencing learning in a joyous, free and safe environment. Children are able to follow instructions and to express themselves clearly. They listen attentively to stories and have excellent levels of comprehension. They are able to use their phonic skills to build words and by the end of Reception most children can spell, write and punctuate sentences. All children are developing their ICT skills through the use of tablets and interactive boards. Mathematical skills are well-developed. Children can add and subtract numbers to 10, with many working to 20 and beyond as observed when a group of Reception children confidently used their knowledge of doubles to accurately add three numbers.

3.5 Pupils develop a breadth of knowledge and their creativity in response to the school's vibrant, exciting international and creative curriculum that includes art, pottery, music, sport, drama and the teaching of French from Reception. Pupils successfully develop the skills required for learning such as enquiry, active listening, adaptability and communication through a specific approach called *passport for learning*. A recent comprehensive review of the curriculum combined with detailed schemes of work enables teachers to plan effectively for all pupils including those with SEND, EAL and the more able. The restructured learning support department effectively supports the learning of pupils with SEND within the classroom, in small groups and individually, meeting fully the recommendation from the previous inspection to enhance the systems for identifying and supporting pupils with special educational needs to ensure their academic progress and achievement are secured. The focus on the core subjects of English and mathematics supports high achievement in these areas and across the curriculum. Pupils' success in speaking, listening and performance is greatly enhanced by the opportunity to express themselves during drama lessons, assemblies and a wide range of performances. Pupils were observed improvising a poem and discussing emotions, feelings and responses at a very high level of understanding. A range of trips, visiting authors and visitors from other countries and cultures provide new perspectives to all aspects of the curriculum and learning.

3.6 From Year 1 pupils' demonstrate excellent literacy and numeracy skills. Presentation and writing in all subjects is of an extremely high standard with evidence of creativity, use of ICT, research

and critical thought. A recent project on World War I inspired pupils to write poems and letters that express a remarkable depth of feeling and empathy. During interviews pupils stated how much they enjoyed researching their own topics and using electronic tablets to source a wide variety of information. They proudly shared well-written topic books where they had synthesised a range of information to convey powerful messages, such as the dangers of deforestation.

3.7 Subject specialist teaching from Year 3 in mathematics, ICT, music, drama, art and physical education (PE) provides opportunities for all pupils to experience challenging work at a pace that enables them to make rapid progress that is underpinned by secure knowledge. During a mathematics lesson, pupils were able to solve complex problems using their knowledge of vulgar fractions. Pupils' physical skills are well-developed through participation in weekly PE and games lessons, playing on a wide range of playground equipment and in the adventure area where there is a range of physical challenges. Staff and pupils encourage everyone to participate and to achieve their best. A number of individual and team successes have been achieved at local, regional and national levels including hockey, rugby, tennis and biathlon. Pupils' achievement in ICT is at an exceptionally high level as they have opportunities to use a range of equipment during specific ICT lessons and across the curriculum. Many pupils play musical instruments and are members of a school choir. All pupils successfully take part in a wide range of drama and musical productions. Many achieve individual London and Academy of Music Dramatic Arts (LAMDA) awards, English Speaking Board (ESB) and Associate Board of the Royal School of Music (ABRSM) awards at levels well above those expected for their age. The high standard of art and ceramics work on display throughout the school celebrates pupils' considerable artistic talents.

3.8 Pupils' attainment in Key Stage 1 and Key Stage 2 cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be excellent. Internal assessments combined with a range of standardised tests, lesson observations, scrutiny of pupils' work and interviews with pupils indicate that pupils make good and often excellent progress. By Year 6, attainment for all pupils, including the more able and those with SEND is excellent in relation to age-related expectations. This excellent progress and attainment is linked strongly to interventions based upon comprehensive and accurate tracking, and consistently high standards of teaching. Talented pupils in music, art and sport are provided with a range of opportunities within and beyond the school in order to develop their talents well in advance of expected levels.

3.9 Teachers know their pupils extremely well and set high standards. They liaise closely with the house parents and particularly ensure that the progress and attainment of boarders is at a high level. They use a range of high quality resources and a wide range of strategies, including paired and group work, to motivate, challenge, support and encourage all pupils to behave positively and to achieve highly. Praise, discussion and the sharing of ideas is the norm throughout the school. During an English lesson pupils used an excellent range of adjectives, similes and metaphors. High ability pupils confidently used dictionaries and those with SEND were able to achieve the learning intentions through the use of word mats. The vast majority of pupils who responded to the questionnaire stated that their teachers are supportive and helpful if they have problems with their work.

3.10 In the questionnaires and during interviews, most pupils stated that marking helps them to improve their work. They appreciated that teachers praise them for what they have achieved, whilst enabling them to move on to the next steps, through the use of comments written in purple and the concept of '*even better if*'. A wide scrutiny of work from pupils indicated that most books are regularly marked with positive comments against clear learning intentions. In the questionnaires, a minority of pupils stated that they did not know how well they were doing in subjects, although the vast majority of parents stated that they received helpful information about their child's performance and progress. Although there are clearly stated learning intentions for each lesson, only a few subjects

have an overview of the scheme of work with a system enabling pupils to map their overall progress and attainment.

3.11 The achievement of all pupils is greatly enhanced through their participation in an extensive range of extra-curricular activities, including a range of sports, chess, choir and ceramics. Pupils are well-prepared for moving-on to the next class and senior school. There is a carefully planned transition programme including visits and the transfer of personal and academic information.

3.12 Pupils' high achievement is strongly linked to committed leadership and support from governors. In line with a recommendation from the previous inspection, the role of subject leaders has been greatly strengthened and enables them to monitor teaching and pupils' learning more effectively. The school community is dedicated to building upon its values and aims, thereby enabling all pupils to achieve their best.

#### 4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

4.2 Personal development is an important and integral part of school life. The ethos, values and aims of the school embrace principles promoted by John Wesley, with an emphasis on kindness, friendship and caring for others. Pupils throughout the school, including the EYFS and boarding, are nurtured within a family atmosphere that enables them to have high levels of confidence, self-esteem, positive relationships, social awareness and healthy lifestyles. The vast majority of parents stated in the questionnaires that the school promotes an environment which successfully supports their children's personal development.

4.3 Children enter the EYFS from home and from a range of settings. They settle quickly and confidently as a result of the warm and caring environment provided by key staff, and the carefully planned transition, which includes meetings with parents and visits enabling children to get to know staff, other children and the daily routine. Staff take care to find out information about each child which helps them to plan based on individual needs and interests. Children learn how to be independent and to keep themselves safe as a result of careful explanations from staff. They all enjoy putting on their coats and wellingtons independently and playing outside with a variety of resources that support their physical development. Children learn about healthy eating through enjoying meals and snacks with their friends and the staff. They listen carefully to adults and to their friends. Taking turns, sharing and polite speaking are evident throughout the setting. In the role play area, children were observed putting a roof on the stable and sharing dressing-up clothes as they acted-out the nativity story. These play experiences support children in developing their self-confidence and ability to make appropriate choices. They quickly learn the importance of self-control and an understanding that rules apply to everyone. Adults provide positive role models enabling children to explore their feelings and to develop an awareness of others, especially the importance of including everyone into the circle of friends.

4.4 During discussions, pupils reflected maturely on the school's values and how they help them to think about their actions and the importance of respecting others and being kind. These values are woven into assemblies and church services enabling pupils to develop a deep sense of spirituality. The school chaplain is a regular visitor to the school, actively supporting all members of the school community to develop personally and spiritually. During a philosophy lesson pupils were able to reflect upon humanity and what factors motivate behaviour. When a Buddhist monk visited the school the pupils were able to appreciate the symbolism of the clothes he was wearing and the meaning of *sangha*, a Sanskrit word for spiritual community. One pupil stated that 'spirituality is in your heart, it is what makes you, you.'

4.5 Pupils' moral understanding is excellent. They have a clear understanding of right and wrong, fully accepting responsibility for their behaviour and the importance of telling the truth and fair play. British values are incorporated into the PSHEE programme. During discussions pupils demonstrated a mature understanding of concepts such as democracy, tolerance, and the importance of the law. They were able to relate the election of councillors and the working of the school council to the general election and the workings of parliament. Pupils of all ages are very enthusiastic about the rewards and sanctions that are in place, particularly valuing golden time. Most pupils stated in the questionnaires that teachers treat them fairly. During interviews, pupils spoke about different types of bullying including cyber-bullying, and the importance of not standing by if they see someone being unkind. Older pupils including volunteers from the senior school provide excellent role models as they help younger pupils to learn and play in the main school and in the boarding house. Pupils with particular gifts or talents motivate others to emulate them through display, performance and as inspiring role models. For example, during termly enrichment afternoons pupils work in mixed-age

groups on a variety of challenges linked to science, technology and design, enterprise, computing, thinking skills and citizenship. Older pupils are able to develop their leadership skills, whilst younger pupils are provided with a range of positive role models.

4.6 Pupils are confident and able to express their views and feelings with sensitivity. They are attentive listeners, responding thoughtfully to one another and to their teachers. Opportunities for pupils to reflect on their overall learning, including their strengths and weaknesses, and the development of an understanding of how to improve their own learning and performance are not as fully developed as their other personal qualities.

4.7 Pupils gain a strong awareness of their own culture through music, art and visits to places of interest. The integration of pupils from different cultural backgrounds through the boarding community brings an international dimension to pupils' experience. All pupils stated during interviews how much they appreciate being able to take on leadership responsibilities including becoming house captains, school councillors and class monitors. Pupils' demonstrate a mature understanding of the needs of people less fortunate than themselves. They are keen to take local and global action in order to make a difference to others, including supporting victims of various international conflicts and disasters, and water aid projects in Africa.

4.8 Pupils are able to present themselves naturally and with self-confidence through a wide range of opportunities including drama club, performances and assemblies. Staff liaise regularly with regard to pupils' pastoral care and personal development. A system to monitor pupils' personal development in conjunction with their achievement has recently been put in place. Pastoral leadership is beginning to develop a coherent and consistent system for monitoring pupils' personal development.

4.9 Pupils and staff successfully create a caring community built upon the legacy left by John Wesley. As pupils grow in maturity and self-confidence they understand that the decisions they make can impact their future and well-being. They eagerly look forward to each stage of their education and are well-prepared for life's challenges.