



**ISI** Independent  
Schools  
Inspectorate

**Material Change Inspection Report**  
**Prince's Gardens Preparatory School**

**July 2023**

## School's details

<b>School name</b>	Prince's Gardens Preparatory School			
<b>DfE number</b>	213/6390			
<b>Address</b>	Prince's Gardens Preparatory School 10-13 Prince's Gardens, London, SW7 1ND			
<b>Telephone number</b>	020 7591 4622			
<b>Email address</b>	info@cognita.com			
<b>Head</b>	Mrs Lois Gaffney			
<b>Chair of proprietors</b>	Mr James Carroll			
<b>Proprietor</b>	Cognita Schools Limited			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	157			
	<b>EYFS</b>	50	<b>Juniors</b>	107
<b>Date of inspection</b>	3 July 2023			

## 1. Introduction

### Characteristics of the school

- 1.1 Prince's Gardens Preparatory School, previously known as St Nicholas Preparatory School and renamed in September 2020, is an independent co-educational day school for pupils aged between 3 and 11 years. It is located in the Westminster area of London. The school is part of the Cognita Schools Group. Oversight is provided through a team appointed by the proprietor, led by a director of education for the group. The school comprises two sections: the pre-prep for pupils in the Early Years Foundation Stage (EYFS) and Years 1 and 2; and the prep for pupils in Years 3 to 6. The school has 17 pupils who require support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care plan. There are 88 pupils who speak English as an additional language (EAL). The school's previous inspection was a regulatory compliance inspection in January 2020.

### Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to change its age range from 3 to 11, to 2 to 13. At the same time, the school will change from its current name to become Brighton College Prep School Kensington. 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, paragraphs 2 (curriculum) and 2A (relationships and sex education)	<b>Met</b>
Part 1, paragraphs 3 (teaching) and 4 (framework for pupil 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 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 and relationships and sex education (RSE) [ISSR Part 1, paragraphs 2 and 2A]**

- 2.1 The school meets the standards.
- 2.2 The curriculum is well planned and takes account of the ages, aptitudes and need of pupils, including children in the EYFS and pupils with SEND. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills; provides personal, social, health and economic education, and appropriate programmes of activities for all pupils. The curriculum provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society. Planning of the curriculum for the introduction of secondary age pupils enables them to be prepared for the next stage of their education. This curriculum will include appropriate approaches to both careers and RSE. The school is likely to continue to meet the standards and EYFS requirements if the application to expand the age range is approved.

### **Quality of education provided – teaching and framework for pupils' performance [ISSR Part 1, paragraphs 3 and 4]**

- 2.3 The school meets the standards.
- 2.4 Teaching is well planned. It shows a good understanding of the pupils and their needs, including those of pupils with SEND; good subject knowledge and understanding; and appropriate use of resources and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. Staff in the EYFS are suitably qualified to teach the lower age group planned. Staff who will teach in the extended upper age group have appropriate qualifications and experience. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims or national norms, and assessment information is used to plan teaching so that pupils can progress. Hence the standards and EYFS requirements are likely to continue to be met if the application is approved.

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

- 2.5 The school meets the standard.
- 2.6 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions. Further, it encourages tolerance and harmony between different cultural traditions and promotes a balanced presentation of political issues and preclusion of partisan political views. The programme to continue to promote the above values in the extended age group is appropriately planned. Hence the standard is likely to continue to be met if the application is approved.

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

### **Safeguarding policy**

- 2.7 The school meets the requirements.
- 2.8 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**

- 2.9 The school meets the standard.
- 2.10 Safeguarding procedures are implemented effectively to safeguard children at risk and those in particular need, including in the EYFS. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures and are confident to use them. They have a suitable knowledge of the thresholds for reporting issues. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when necessary.
- 2.11 The safeguarding policy includes suitable definitions of abuse and has been reviewed effectively in line with the latest statutory guidance. It provides appropriate guidance regarding possible abuse by one or more pupils against another pupil, including linking such abuse to bullying. Discussions with the designated safeguarding lead (DSL) and an inspection of records confirm that pupils receive suitable help to address risks; such help prevents issues escalating. The DSL acts on and refers to appropriate agencies the early signs of risk or need and monitors any potential for radicalisation. They ensure the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This too is confirmed in written evidence from safeguarding records. All behavioural issues and allegations of bullying are treated as potential safeguarding concerns and addressed effectively. Effective communication is maintained with parents.
- 2.12 Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring and filtering of technology is effective, including use of apps by staff in lessons. The physical and mental health of all pupils involved in any incident are given a high priority. Effective protocols are in place to mitigate the particular risks to pupils associated with the school's location.
- 2.13 The safeguarding policy gives contact details for required local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency.
- 2.14 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). Records show that such procedures are followed effectively, and the school follows up actions promptly. The school understands its role in reporting any person to relevant regulatory bodies if circumstances require it.
- 2.15 Those with proprietorial roles are trained appropriately in safeguarding. A member of the proprietorial body has appropriate expertise in safeguarding and maintains a close working contact with the DSL. This includes termly reviews of the effectiveness of the safeguarding arrangements.

- 2.16 The safeguarding implications of admitting children under the age of three and pupils over 11 have been appropriately considered and addressed. Hence the standard is likely to continue to be met if the application is approved.

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

- 2.17 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]**

- 2.18 The school meets the standard.
- 2.19 Senior leaders and proprietors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met, and the wellbeing of pupils is actively promoted. The proprietorial body monitors compliance with regulations appropriately. Planning for the expanded age range is appropriate. Hence the standard is likely to continue to be met if the application is approved.

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

#### **Recommendation**

- 3.1 It is recommended that the material change to the age range of pupils registered at the school be approved.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff. He visited different areas of the school, looked at plans for development of teaching areas, observed lessons and talked with groups of pupils. He scrutinised a range of documentation, records and policies.

### **Inspector**

Mr Stephen Cole

Reporting inspector