

## School inspection report

Date 28 to 30 November 2023

# **Rosemead Preparatory School and Nursery**

70 Thurlow Park Road

Dulwich

London

SE21 8HZ

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 senior leaders work well together to promote the effectiveness of the school. Governors' vision has a positive influence on every area of the school and drives continual improvement, for example, in the recent strategic decision to merge with another school. Senior leaders convey the aims of the school to staff clearly and provide them with effective strategies to work towards these aims.
2. A highly customised approach to every pupil's academic progress is a significant strength of the school. A customised learning programme in mathematics, English and reasoning caters for pupils in Year 4 and above. This, supported by an extensive enrichment programme and much support for individual pupils, impacts on all groups of pupils, enabling them to make good and often rapid progress over time.
3. Leaders undertake rigorous reviews of planning. They monitor teaching and learning to ensure that pupils are consistently engaged and challenged. Staff successfully ensure that pupils strive to achieve high standards and develop a positive attitude towards learning.
4. A typically rigorous tracking system, populated by teachers and regularly monitored by senior leaders, is used to generate support for individual and groups of pupils. This enables pupils to make at least good progress in many areas. However, the tracking of pupils' progress in personal, social, health and economic education (PSHE) is less effective in shaping support for pupils in this subject.
5. The premises and accommodation are maintained effectively. Health and safety checks and maintenance take place regularly.
6. The curriculum and communication of school values, known as the 'Roots of Rosemead', encourage respect and strengthen pupils' appreciation of the diversity of the school and the wider community.
7. The school prepares pupils for their next steps in education effectively. Pupils are prepared for their next class and begin to learn about possible future careers.
8. Safeguarding arrangements are effective. Leaders respond to any concerns promptly, ensuring that pupils receive appropriate support at the right time. This, combined with robust health and safety policies and systematic risk assessments, supports pupils' welfare effectively.

## 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 the tracking of pupils' progress in PSHE is as effective as in other subjects, so that staff can provide pupils with more efficiently targeted support in this subject.

## Section 1: Leadership and management, and governance

9. Governors provide effective support and challenge to school leaders through sub-committees and discussions and regular reviews of provision and procedures. This ensures that leaders fulfil their responsibilities and that the school meets the Standards. They ensure that leaders have the relevant knowledge and skills to fulfil their responsibilities effectively.
10. Leaders actively promote pupils' wellbeing. They have a clear vision for the school's future development based on thorough self-evaluation. They ensure that staff understand and address pupils needs well and ensure standards remain high.
11. Leaders undertake rigorous reviews of planning and monitor teaching and learning to ensure that pupils are engaged and challenged appropriately. As a result, staff successfully encourage pupils to strive to achieve high standards and pupils appreciate that their attitude and effort are as important as their results.
12. Leaders in the early years effectively ensure that staff have high expectations of the behaviour and achievement of children. The positive relationships between adults and children in the early years help children to settle in quickly and feel safe and happy.
13. There is a systematic and effective approach to the management of risk, the importance of which is understood by staff. Risk assessments for all areas of the school, trips and activities, identify appropriate actions to minimise potential risks. Leaders review risk assessments to ensure that they remain effective.
14. Leaders have recently undertaken an equity, diversity and inclusion review. This has led to effective actions such as staff training on how to support pupils with a range of needs. Leaders promote mutual respect between groups of pupils. A suitable accessibility plan is in place, which leaders review and update regularly. The school meets its responsibilities under the Equality Act.
15. Leaders maintain helpful lines of communication with parents. Staff work closely with parents. Complaints are dealt with appropriately and quickly. Leaders provide parents with all the required information through the school website and regular reports to parents.

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

16. All the relevant Standards are met.

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

17. The curriculum is taught effectively, so that pupils develop a love of learning and achieve well. Pupils of all ages and abilities, including those pupils who have special educational needs and/or disabilities (SEND) and those with English as an additional language (EAL), are focused and motivated on their learning because of the effective support they receive. Teaching often enables pupils to critically evaluate the quality of their own work to improve it further, including when editing and redrafting written work to clear success criteria laid out by staff. Pupils make good progress in developing their creative skills. They produce artwork of a high quality.
18. Children in the early years achieve well from their varied starting points. Adults engage with the children effectively and use appropriate questioning to develop children's vocabulary and understanding. Children from an early age become confident speakers and develop their reading skills well. High expectations for behaviour, which children understand, help them to be engaged in their learning and develop their concentration and listening skills. Children choose some activities for themselves; staff guide their decisions and support them to develop their knowledge and skills. Children inquisitively question the world around them as they develop their problem-solving skills.
19. Pupils are encouraged successfully to participate in a range of activities which develop new skills, confidence, and resilience. Pupils develop their skills when working alongside older and younger pupils.
20. Leaders' systematic monitoring of teaching and learning across the curriculum leads to effective support for pupils, which strengthens their outcomes. Teachers use assessment data to identify gaps in pupils' emerging knowledge and provide pupils with tailored learning plans to focus on areas for development. These help pupils to develop their skills and understanding well. However, the tracking of pupils' progress in PSHE and the use of this information to provide support for pupils is not as effective as in other subjects.
21. Teachers communicate their subject knowledge and skills effectively to ensure that pupils learn effectively. Teachers match work to pupils' needs, enabling pupils with different starting points to learn well. Pupils who have EAL and those who have SEND readily engage in support sessions effectively tailored to their needs. They make swift progress and gain the knowledge they need to succeed academically. Pupils with EAL develop their fluency in English because of the highly effective support they receive.
22. Staff create a calm and purposeful learning environment which strengthens pupils' concentration on their learning. Pupils respond well to staff's consistently high expectations. Teachers' marking and support help pupils understand how to improve their work.

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

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

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

24. The positive 'Roots of Rosemead' values are embedded into the curriculum, including the suitable PSHE programme. The consistent promotion of these values helps develop pupils' moral understanding. However, the tracking of the progress pupils make in PSHE education is limited and does not lead to the effective provision of support that is typical in other subjects.
25. Pupils develop an appreciation of, and skills in, a wide range of physical activities and competitive fixtures. Some pupils enjoy success at a national level. The physical education and co-curricular programmes cater for pupils effectively.
26. The relationship education programme contains appropriate content. Pupils learn about the importance of respecting privacy, personal boundaries and what proper consent means.
27. Staff develop pupils' sense of spirituality effectively, including through the arts and woodland sessions. Religious studies (RS) lessons deepen pupils' appreciation of diverse religions and traditions.
28. The emphasis on collaborative working and open discussion in the classroom contribute to an atmosphere of mutual respect. Pupils develop their self-knowledge, self-confidence, and self-esteem. Pupils receive effective emotional support, such as through the provision of a school counsellor and a therapy dog.
29. Leaders and teachers model good behaviour and communicate consistently high expectations. They make use of a clear rewards and sanctions system maintaining a focus on praising positive behaviour. Pupils' behaviour is highly positive as a result. There is little bullying, and leaders deal with any incidents quickly and effectively.
30. The school premises and accommodation are well maintained. Appropriate procedures and facilities are in place to care for pupils who become unwell. Staff receive regular training including in paediatric and mental health first aid. Leaders ensure that attendance and admissions registers are properly maintained and stored. Attendance for all pupils across the school is high and leaders monitor this closely.
31. Leaders implement health and safety practices successfully. Oversight by governors ensures that all relevant health and safety processes are effective. Leaders give appropriate attention to the security of buildings, including for the recently refurbished entrance to the prep school. Leaders carry out and carefully record required checks and engage expertise from beyond the school to verify this work. Leaders ensure that appropriate precautions are taken to reduce the risk from fire. Fire evacuation drills take place termly and staff receive regular fire safety training.

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

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

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

33. The curriculum encourages pupils to consider their contribution to society, such as when pupils in Year 6 'reflect on their chosen charity. Pupils in each year group select a charity, demonstrating their awareness of those less fortunate than themselves or organisations in need of support.
34. Teachers competently promote respect for the differences between people through effective planning and teaching. The curriculum strengthens pupils' valuing and understanding of various cultures in British society and the wider world. Pupils respect each other's differences and work and play together harmoniously.
35. The PSHE programme includes coverage of topics which enable pupils to develop social skills and economic awareness. Children in the early years learn how to play kindly together. As they get older, pupils learn more about views and values that differ from their own, developing their tolerance and understanding of others. During lunch and playtimes pupils listen to others' views and opinions. Pupils readily take responsibility for their behaviour and older pupils act as role models to younger pupils. Economic understanding is developed from an early age. For example, the youngest children enjoy role play in a 'shop', while older pupils have a 'money matters' course where they learn about how people make decisions about spending and saving money. By Year 6, pupils are able to produce a business plan for a 'make money grow' project.
36. The school effectively prepares pupils, including those who have SEND, for their next stage of education. An effective transition programme is in place for each year group. For example, a 'bonding day' prepares pupils as they move from Year 2 into Year 3. Careers are discussed from an early age, including intalks covering a broad range of different jobs and discussions about stereotypes in the workplace.
37. Pupils learn to value and understand life in British society through a programme of assemblies and philosophy lessons. Pupils understand that they live in a democratic society and that this is not the case in some parts of the world. Pupils develop their understanding of the democratic process when, for example, voting to elect monitors or decide what new equipment to order for the playground.
38. Pupils embrace the range of leadership roles on offer, especially as leaders have created these to reflect the pupils' interests. Pupils clearly articulate that they want to make a difference to the school and the world beyond. A well-established house system exists, with pupils working hard to earn points or tokens for their house, helping to develop pupils' awareness of collective responsibility.

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

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



## Safeguarding

40. Governors maintain effective oversight of safeguarding, including through a rigorous annual audit of the safeguarding policy and procedures. Appropriate actions are then undertaken, such as strengthening the information gathered about new starters.
41. Staff understand the safeguarding policy and actively promote a culture of safeguarding, led by a suitably trained safeguarding team.
42. Safeguarding forms part of staff induction training and ongoing training supports the staff to consider the latest guidance. Regular updates through fortnightly scenarios or quizzes strengthen staff's understanding of safeguarding procedures. The safeguarding leads effectively promote and encourage openness, sharing and early reporting. The school liaises appropriately and in a timely manner with external agencies when the need arises. There are suitable arrangements to respond to any allegations against staff or concerns about child-on-child abuse.
43. The school conducts the appropriate safer recruitment checks on staff, governors and any volunteers and records these as required on an accurate record of appointments.
44. Staff teach pupils how to keep themselves safe, including when online. An effective monitoring and filtering system alerts leaders to any inappropriate use of mobile devices, including when used off site. Pupils are clear about who to go to if they have any worries or concerns. They feel safe in school.

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

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

## School details

<b>School</b>	Rosemead Preparatory School and Nursery
<b>Department for Education number</b>	208/6151
<b>Registered charity number</b>	268482
<b>Address</b>	Rosemead Preparatory School and Nursery 70 Thurlow Park Road Dulwich London SE21 8HZ
<b>Phone number</b>	020 8670 5865
<b>Email address</b>	administration@rosemeadprepschool.org.uk
<b>Website</b>	rosemeadprep.org.uk
<b>Proprietor</b>	Thurlow Educational Trust (TET)
<b>Chair</b>	Mr Paul Durgan
<b>Headteacher</b>	Mr Graeme McCafferty
<b>Age range</b>	2 to 11
<b>Number of pupils</b>	277
<b>Date of previous inspection</b>	22 September 2020

## Information about the school

46. Rosemead Preparatory School and Nursery is an independent co-educational day school in Dulwich. It comprises two sites, one for Nursery to Year 2 and one for Year 3 to Year 6, that are located close to each other. The school merged with St Dunstan's College in February 2023, and both schools are overseen by the same governing body. The current headteacher formally took up his position in September 2023, having been acting headteacher since February 2023.
47. There are currently 40 children in the early years, which is composed of a nursery and one reception class.
48. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
49. English is an additional language for ten pupils.
50. The school states its aims are to meet its motto: 'Inspiring Brilliant Futures' by creating an inclusive and nurturing community which prepares pupils for their next stages. The school's value system, known as the 'Roots of Rosemead' are intended to be the foundation upon which the academic and pastoral practices are built. The school seeks to develop a love for learning and nurture the intellectual curiosity of each pupil alongside encouraging them to be confident, respectful, and self-aware individuals.

## Inspection details

### Inspection dates

28 to 30 November 2023

51. A team of three inspectors visited the school for two and a half days.

52. 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.

53. 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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