

School inspection report

19 September 2023 to 21 September 2023

Grange Park Preparatory School

Grange Park Preparatory School
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Winchmore Hill
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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, leaders and managers create an environment where pupils feel happy, safe and secure. There has been a significant amount of change in recent years and school leaders have managed this process extremely well. They successfully developed a thriving coeducational learning environment while becoming part of a group of schools.
2. Leaders and managers know their school well and readily identify strengths and areas for development and respond accordingly. Their positive and reflective approach to school improvement strengthens all arrangements for pupil wellbeing.
3. Governors have a wide range of appropriate skills and knowledge, and school leaders have impactful systems in place that ensure that standards are met consistently. There is a comprehensive focus on safeguarding and the safer recruitment process. However, during the inspection, the school's register of admissions needed minor attention to ensure that it accurately collated all information recorded in the school's database.
4. Leaders and managers have clear oversight of the curriculum. They recognise where the strengths lie and which aspects of the curriculum would benefit from further development. The curriculum has been strengthened in some areas, including for mathematics, through the successful integration of new schemes of work. In art, religious education (RE) and design and technology (DT) the curriculum does not consistently develop pupils' knowledge and skills over time, particularly across a key transition point within the school.
5. The way in which leaders and managers prepare children for their time in the early years is a significant strength. The induction and settling in arrangements are detailed and thorough and this is key to children's successful start at school. As a result of this careful preparation, children join the school in both the Nursery and Reception settings fully engaging with their teachers and friends and aware of the expectations set by staff. Children benefit considerably from the preparation and planning that goes into this crucial formative time. They settle quickly and are ready to learn.
6. Teachers know their pupils well. Leaders have developed a personal, tailored approach to learning that ensures pupils' needs are met, including those of pupils who have special educational needs and/or disabilities (SEND). The pupils who speak English as an additional language (EAL) also receive the support they need. Pupils make good progress from their starting points.
7. Leaders' deployment of skilled and knowledgeable teaching assistants contributes well to pupils' learning and development, particularly for those pupils who may find the learning process more challenging.
8. Pupils develop a deep understanding of their wellbeing. Appropriate programmes for relationships and sex education (RSE) and personal, social and health education (PSHE) ensure that pupils are well prepared for the next stages in their lives. School leaders work closely with parents to support pupils' transition to a wide range of secondary schools.
9. School leaders and staff provide pupils with extensive opportunities to actively support and contribute to charitable events. Pupils speak with passion and understanding about equality, diversity and inclusion which equips them well to contribute positively to life in the wider world.

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

- Ensure that all information relating to the admission of pupils is always recorded correctly.
- Strengthen curriculum continuity in art, religious education and design technology to consistently develop pupils' knowledge and skills over time.

Section 1: Leadership and management, and governance

10. The school is managed and led effectively. Governors ensure that leaders and managers have the knowledge and skills necessary to ensure that the Standards are met consistently. Policies are implemented effectively and consistently, and the school's aims and ethos are realised.
11. Leaders have created a collegiate and positive approach to school improvement which ensures that change is managed well. They have led significant change in the school, including successfully moving from a single sex to a co-educational school, joining a larger group of schools, and developing the governance arrangements accordingly.
12. Leaders have established consistency across most areas of the curriculum, and this supports continuity and cohesion as children progress through the school. Recently introduced schemes of work have strengthened the provision in areas such as mathematics and PSHE by embedding the consistent development of skills. Leaders recognise that there are other areas that would benefit from more consistency in art, RE and DT, and are working towards developing this.
13. Leaders and managers ensure that pupils achieve well and make good progress. Leaders have implemented a comprehensive raft of quality assurance strategies that are employed effectively. These include teaching and learning walks, work scrutiny and lesson observations where key findings are shared with all staff to strengthen practice. Teachers visit other schools in the group to observe lessons and share expertise, which increases the quality of provision for pupils.
14. Leaders recognise areas on which to build, for example supporting less experienced staff with behaviour management strategies and supporting staff who need to develop more specialist knowledge in some subjects. Pupils are happy at school and make good progress, including pupils who have SEND. Most parents are very happy with all aspects of the school, confirming the positive impact made by leaders and managers.
15. Children's integration into the early years is highly effective. Leaders ensure that there is a well-structured programme in place that secures children's wellbeing and includes parents at every stage. Parents cite the professionalism and care of the staff as key reasons why their children come happily to the setting, even early in the academic year. Children feel cared for and safe. This comprehensive approach results in a high-quality start to the children's life at the school with their academic and personal needs being extremely well catered for.
16. Leaders and managers ensure that all the information that needs to be made available to parents and parents of prospective pupils is accessible through the school website.
17. Any complaints made to the school are handled in line with the school's published policy and procedures. Complaints are resolved in a timely manner with most being dealt with face to face at the informal stage of the published procedures. Suitable records relating to any complaint are kept.
18. Governors and leaders have a good understanding of the importance of risk management processes and manage these appropriately for many aspects of school life. These include safeguarding, safer recruitment and health and safety matters.

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

All the relevant Standards are met

Section 2: Quality of education, training and recreation

19. Leaders have designed a curriculum that enables pupils to build a secure knowledge base as they move through the school. From the Nursery, children develop skills in literacy and numeracy that enable them to make good progress. Teachers understand the learning needs of pupils and structure the activities and level of questioning accordingly.
20. The curriculum is planned carefully and reflects the needs of each cohort. However, in art, RE and DT, the development of pupils' knowledge and skills is less effective. This is because schemes of work are not fully coherent between Year 3 and Year 4, which is a key transition point in the school. Leaders acknowledge this and it is a continuing area of focus. Leaders have ensured that the comprehensive curriculum is supported by a range of additional activities such as tennis, judo, gymnastics, ICT and German which broaden pupils' linguistic, physical and technological educational experience.
21. Teachers' on-going assessment of pupils' work means that pupils understand how well they are doing and how to improve their work. Self-assessment and reflection contribute well to pupils' understanding of their progress. Pupils often share their work and thoughts via an online platform, including annotating their work and photographs and leaving voice recordings for their teachers. Pupils are confident about the progress that they make. They acquire the necessary skills to support them taking their end-of-school tests which include national assessments.
22. Assessment results are analysed by the leadership team and teachers, and focused staff discussions ensure that additional support is put in place for pupils as needed. For example, pupils' problem-solving skills were identified as an area for development and further activities were successfully introduced to strengthen pupils' skills in this area.
23. Leaders have diligent oversight of the provision for pupils with special educational needs. Recent whole-school initiatives ensure that pupils are supported throughout the school. Specific needs are quickly identified and appropriate support strategies are put in place. Leaders deploy teaching assistants to successfully support the needs of those who might struggle with a particular concept or skill. Engagement with parents contributes to the provision of consistent support for pupils. Careful monitoring and tracking of progress promote pupils' achievement, including for those pupils who have SEND.
24. Teachers use a variety of strategies successfully to engage pupils. Skilled questioning makes pupils think and reflect, and helpful strategies are shared with pupils to help them progress further. Clear lesson input and teacher modelling of tasks ensure that pupils understand what is being taught and what is required of them. Teachers display good subject knowledge and class teaching is complemented by the use of specialist teachers in subjects such as music and physical education. Teachers' knowledge of the curriculum and understanding of the subject matter means that they address any misconceptions in a timely manner and pupils make progress accordingly.
25. Teachers use high-quality resources effectively to support learning at school and at home. Teachers use both praise and correction appropriately, and ensure support is in place.
26. Pupils are enthusiastic and optimistic learners. They show an interest in their work and are resilient and not worried about making a mistake, as leaders and managers encourage these approaches to

work and independent learning. For example, pupils develop their own revision strategies and demonstrate their independence when identifying the correct challenges for themselves.

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

All the relevant Standards are met

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

27. Leaders and managers have a clear sense of purpose in promoting pupils' physical and mental health and emotional wellbeing. They structure their initiatives in the context of a school with a powerful sense of community where pastoral care is at the heart of decision making. This approach fully reflects the school's aims and ethos.
28. There is a comprehensive and detailed approach to positive behaviour and anti-bullying strategies. Leaders maintain logs of any incidents and review these to analyse any trends in behaviour and to improve their ability to track incidents. Pupils say that they can speak to an adult if they are concerned about any behavioural matters. Bullying is dealt with quickly and the sanctions are consistently applied with a focus on reflective time. Pupils behave well around the school, showing a well-developed sense of morality, and have a clear understanding of how their behaviours impact on others. There are very few incidents of bullying.
29. The school curriculum, which is augmented by the extra-curricular programme, ensures that pupils' physical health is well supported. In subjects such as science and PSHE, pupils develop a clear understanding of maintaining a healthy lifestyle including when learning about balanced diets and oral health.
30. Governors, leaders and managers have a comprehensive approach to all matters relating to health and safety. The school premises, including toilets, are well maintained and regular checks are undertaken, and associated logs and records are in place. Fire procedures are in place and regular evacuation drills are undertaken. The arrangements for the administration of first aid are appropriate and training, including for paediatric first aid, is undertaken by staff. This ensures that any first aid is administered in a timely manner. These first aid arrangements are supported by a dedicated medical room.
31. Leaders ensure that the school's PSHE and RSE curriculums support the personal development of all the pupils. Pupils feel it is important not to judge others and stress the importance of mutual respect. Themes of equality, diversity and inclusion are woven through programmes of study. This ensures that they are emphasised and pupils speak about such areas with passion. For example, pupils talk confidently about the importance of respecting everyone, irrespective of their background, culture and beliefs and celebrate diversity within LGBTQ+ groups. Pupils say that their teachers are good role models. Class discussions are often followed with helpful self-assessment and peer assessment to further broaden and embed thinking and to support emotional wellbeing.
32. The mental health of pupils is given a high priority. Leaders encourage initiatives from all members of the school community and teaching assistants have been able to lead a programme of reflection to support pupils' behaviour and support their wellbeing. Topics such as resilience are used in school assembly to good effect and pupils feel that they help them to learn more about themselves and develop their self-esteem and self-confidence.
33. Leaders and managers ensure that there is suitable supervision of pupils at all times of the school day and when on trips and visits. This is supported by the appropriate recording of pupil attendance. The register of admission to the school required some attention during the inspection to ensure that it correctly collated all the required information that was already stored on the school systems.

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

All the relevant Standards are met

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

34. School leaders promote an environment of understanding that enables all pupils to thrive. Pupils confirmed this during discussions, explaining that they feel the school community is tolerant and that pupils and staff treat one another with respect. Parents who responded to the inspection survey confirmed that the school helps pupils to be respectful of different groups, and that leaders act swiftly if pupils use unkind or discriminatory language. Pupils respect other cultures and beliefs.
35. Leaders actively promote a curriculum which enables pupils to develop their social and economic understanding. Economic wellbeing and understanding of money and the wider world are effectively promoted by leaders, including in PSHE lessons. Pupils run a variety of events, including carol singing to raise money for charity, harvest festival collections and the annual Year 6 book and toy sale. An appropriate RSE programme is in place and staff guide pupils in how to be responsible citizens and to contribute to society in a meaningful way. Pupils speak enthusiastically about how positive relationships are vital to all aspects of life, whether they be with family, friends or future partners.
36. The pupils' understanding of the democratic processes in England are strengthened through participation in elections to the school council. Pupils speak passionately about the importance of this process and how they can shape the life of the school through the decisions that they make and by electing the head pupils each term. Future careers are discussed but, due to the age range at the school, the greatest emphasis is placed on successful transfer to pupils' chosen secondary school. School leaders support families to make an appropriate choice of schools based on pupils' academic achievement and personal characteristics. This means that pupils feed into a wide range of secondary schools, sometimes gaining awards and scholarships.
37. Through the curriculum in PSHE, RE and history, pupils are introduced to English institutions that strengthen their understanding of the society in which they live. Trips and visits to places such as The Houses of Parliament and London museums foster in pupils an understanding of the importance of law-making and add to their sense of national belonging. Such trips are enhanced through specific activities such as the Transport for London Citizenship talk. This not only strengthens the pupils' understanding of their immediate environment but also further develops their understanding of how to become better citizens and more productive members of society.
38. Pupils have a keen sense of belonging and their social skills are well developed. This is encouraged and promoted at every opportunity by school leaders and all staff. Pupils demonstrate a mature approach to moral issues, know the importance of right and wrong and accept responsibility for their behaviour. Such attributes equip them well for their future lives and enable them to contribute positively as responsible and caring citizens.

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

All the relevant Standards are met

Safeguarding

39. The wellbeing of pupils is fostered through rigorous safeguarding arrangements. There is a positive safeguarding culture within the school, where pupils feel safe and secure. Leaders and managers effectively implement the safeguarding policy, which suitably reflects current statutory guidance. Governors have clear oversight of all aspects of safeguarding and ensure that school procedures and processes are reviewed regularly. There is a nominated governor who has specific oversight of safeguarding within the school. This process includes safeguarding audits, regular discussions with the designated safeguarding lead (DSL) within the school and appropriate oversight of any concerns. All governors are trained in line with latest statutory guidance.
40. Staff are appropriately trained in safeguarding and they value the regular updates provided by the DSL. All staff are trained in line with locally agreed arrangements. Staff training also includes the risks posed by radicalisation and extremism. The DSL understands their role and responsibilities and, when required, seeks advice and support from local safeguarding partners.
41. The safeguarding culture enables pupils to share any worries and concerns. Pupils are confident that there is always someone to whom they can talk and that staff respond promptly to any concerns that they may share. The close relationships that exist between pupils and staff allow effective monitoring of changes in pupil behaviour or attitude. Staff use appropriate systems to record any such concerns. School leaders monitor all entries carefully and take suitable action when required.
42. Pupils show a good understanding of how to stay safe online and understand the potential dangers when using the internet. They understand the importance of not sharing personal information and how to recognise when certain internet sites may be unsafe. School leaders ensure that there are suitable technology filtering systems in place for pupil protection purposes.
43. Leaders and managers ensure that the safer recruitment process is secure with all required checks being carried out before a person commences work at the school. Such checks are suitably recorded on the central register of appointments.

The extent to which the school meets standards relating to safeguarding:

All the relevant Standards are met

School details

School	Grange Park Preparatory School
Department for Education number	308/6052
Registered charity number	268328
Address	Grange Park Preparatory School 13 The Chine Grange Park Winchmore Hill London N21 2EA
Website	www.gpps.org.uk
Proprietor	Inspired Learning Group (UK) Limited
Chair	Mr Amit Metha
Headteacher	Mrs Flavia Rizzo
Age range	3 to 11
Number of pupils	138
Date of previous inspection	27 June 2022

Information about the school

44. Grange Park Preparatory School is an independent day school. Founded in 1924, the school has been governed by the Inspired Learning Group Ltd since September 2018. The school became co-educational in 2018 and includes an early years setting. The present head was appointed in 2017.
45. The early years are split into two classes. The Nursery is for children aged between three and four years and the Reception class is for those in the academic year above.
46. The school has identified ten pupils as having special educational needs and/or disabilities. One pupil in the school has an education, health and care (EHC) plan.
47. English is an additional language for seven pupils.
48. The school states that its aims are to provide a learning environment that extends children's natural curiosity through the delivery of a broad and balanced curriculum that ensures no child is excluded or disadvantaged. It strives to ensure that each child achieves their potential in terms of academic attainment, artistic expression, sporting performance and spiritual awareness and to prepare them for transfer to an appropriate senior school and for life beyond education.

Inspection details

Inspection dates 19 to 21 September 2023

49. A team of three inspectors visited the school for two and a half days.
50. Inspection activities included:
- joint teaching and learning walks with school leaders, including those with responsibility for pupils who have SEND
 - observations of teaching and learning
 - discussions with leaders based on the Standards
 - discussions with pupils about what it feels like to be at the school
 - discussions with pupils about their work
 - observations at break and lunch times
 - visit to a class assembly
 - discussion with governors
 - discussion with parents of children in the early years
 - health and safety tour
 - scrutiny of records.
51. 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 Early Years Foundation Stage 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**.

Independent Schools Inspectorate 2023

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