



INDEPENDENT SCHOOLS INSPECTORATE

KEW GREEN PREPARATORY SCHOOL

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Kew Green Preparatory School

Full Name of School	Kew Green Preparatory School		
DCSF Number	997/0172		
EYFS Number	533215		
Registered Charity Number	N/A		
Address	Kew Green Preparatory School Layton House Ferry Lane Kew Green Richmond Surrey TW93AF		
Telephone Number	0208 948 5999		
Fax Number	0208 948 4774		
Email Address	secretary@kgps.co.uk		
Proprietors	London Preparatory Schools Ltd		
Head	Mrs Maria Gardener		
Age Range	4 to 11		
Total Number of Pupils	264		
Gender of Pupils	Mixed (132 boys; 132 girls;)		
Numbers by Age	0-2 (EYFS):	5-11:	196
	3-5 (EYFS):	11-18:	68
Number of Day Pupils	264	Capacity for flexi-boarding:	N/A
Number of Boarders	Total:	0	
	Full:	N/A	Weekly: N/A
EYFS Gender	Mixed		
Inspection Dates	23rd to 24th November 2009		

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI)* schedule for **INTERIM** inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totally five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in January/February 2006.

The ISI is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31st August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kew Green Preparatory School is an independent non-selective, co-educational school for 264 pupils aged from four to eleven. It was founded in 2004 and is owned by London Preparatory Schools Ltd. The school is situated near Kew Green in South West London in a refurbished building. It is a proprietorial school with an advisory governing body. Its main aim is to provide pupils with the opportunity to succeed, to be recognised, and to be valued. Due attention is to be paid to pupils' intellectual and emotional development and to instil tolerance, respect for others and the capacity to celebrate diversity and embrace change. The educational provision is to be based on best practice, observed in both state education and independent, which places an emphasis on each child as an individual. Since its inspection in 2006, two classrooms have been added, and a computer suite has been established.
- 1.2 The average ability of the pupils as indicated by standardised tests taken by older pupils is above the national average, with a wide spread of ability. The majority of pupils have white British home backgrounds and a significant minority come from a wide range of other ethnic backgrounds. Four pupils have a statement of special educational needs. The school has identified 69 pupils who would benefit from learning support and of these, 53 receive targeted help from the Learning Support department. Eight pupils have English as an additional language, of whom five are provided with specialist support. The remainder are able to be catered for in class through careful differentiation but are not yet classed as bilingual. The school has a wide selection of parents from a variety of backgrounds. Parents are drawn from a variety of professions and occupations from multi-national corporations to creative small businesses.
- 1.3 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 Children in the Early Years Foundation Stage and pupils in the main school are successful learners. They make good progress in relation to their above average ability. In their written work and in lessons, they readily think for themselves and show that they are becoming independent learners. Pupils are highly articulate and write fluently and neatly for a wide range of purposes. They are competent mathematicians and successfully carry out investigations in science. Whilst they have developed appropriate skills in information and communication technology (ICT), they do not have sufficient opportunities to use these skills in other subjects. The results of nationally standardised tests show that pupils attain good standards which are reflected in the older pupils' success in gaining places at the senior schools of their choice. Pupils have success in a range of activities including art, music, speech and drama and in sport.
- 2.2 Pupils' successes are due, in large part, to the strong teaching, their positive attitudes, and the high quality relationships in the school. Firmly in line with the school's aims, teachers know their pupils very well and careful attention is given to ensure that pupils successfully build on what they have already learnt. Marking is of high quality and provides pupils with useful advice as how to improve and clear targets for them to aim for. The well-planned curriculum enables pupils to reach good standards in a wide range of subjects, especially in art. Pupils' work is shortly to be exhibited in a national gallery. An interesting programme of personal social and health education, with an emphasis on learning what it means to be a citizen adds to the curriculum. In addition, pupils benefit from a wide range of extra-curricular activities, including, cookery, judo, study skills and sport.

The quality of the pupils' personal development

- 2.3 Pupils of all ages have extremely well developed personal qualities. They are friendly, caring and confident with high levels of self-esteem. Pupils have a strong spiritual awareness. They readily identify the value and worth of experiences linked to the development of their aesthetic appreciation. Pupils are reflective and have a secure understanding of cause and effect in relation to people's behaviour. They have a keen sense of fairness, especially with regard to equality. A major strength of the school is the way pupils from a wide range of cultural backgrounds play and work so harmoniously. Pupils enjoy learning about each others' traditions and experiences. They have a firm understanding of their responsibilities to each other and enjoy the opportunities they are given to exercise responsibility, for example as prefects or as members of the school council or food committee. Pupils are enthusiastic in their support of those less fortunate as seen in their contributions to a school in Kenya, together with donations to local and national charities. Relationships in the school are excellent. Many pupils take the initiative to support others in the classroom and in the communal areas such as the dining room.
- 2.4 Central to pupils' success is the excellent system of pastoral care. Policies and procedures are carefully implemented. The school lives its values to the benefit of the pupils. They commented that staff looked after them very well. In their responses to the pre-inspection questionnaire, pupils indicated that there was always a person to turn to if they had an issue. The safeguarding arrangements are

effective and the anti-bullying policy is comprehensive and implemented rigorously. Staff are well trained to deal with these matters. Although thorough attention is given to first aid, the facilities for pupils who are ill are inadequate. Fire precautions and health and safety matters are well managed.

The effectiveness of governance, leadership and management

- 2.5 The governance of the proprietors is excellent. They know the school well and in turn are well known by parents and staff. The proprietors are effective in ensuring the welfare, health and safety of the pupils, and in providing and maintaining high-quality resources and a dedicated staff. The accommodation is well looked after and is in a good state of repair. In financial matters, the proprietors take full account of the school development plan, which deals with academic matters as well as issues concerning the premises. The plan is comprehensive. However its effectiveness is hindered as success criteria are not clearly set in terms of specific improvement in the pupils' achievements and personal development. The leadership provided by the senior staff is excellent and ensures that the school's aims and values are central to its work. The school, including Early Years Foundation Stage, is well managed with effective arrangements to monitor the quality of pupils' work, their achievement and the quality of teaching. Team work is of a high order. Appraisal of the staff is firmly in place and effectively managed.
- 2.6 Thorough checks are made on those appointed to work in the school, including the proprietors and advisory governors, and the centralised register is well maintained. Due attention is paid to the induction of staff and emphasis is placed on training, especially school based training. In their responses to the pre-inspection questionnaire, parents showed their strong support for the school. They were especially appreciative of the teaching, pastoral care, the values promoted and the extra-curricular activities. Links with parents are excellent and seen in the high quality of information provided for them and in their involvement in the school.

3. MAIN SCHOOL: ACTION POINTS

(a) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003 as subsequently amended, with the exception of that indicated below.

Under Standard 5 (Premises and accommodation) it must:

- ensure the provision of appropriate facilities for pupils who are ill [Regulation 5(l)].

(b) Recommended action

- 3.2 The school is advised to make the following improvements.

1. Fine tune the school development plan to ensure it identifies, more clearly, the improvements to be made in pupils' achievement or personal development.
2. Ensure pupils have opportunities to use their ICT skills in other subjects.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

- 4.1 This is an effective setting. Good provision enables the achievement of the aim “to succeed, to be recognised and to be valued.” Teachers provide very well for the acquisition of essential skills and have forged very strong links with parents and carers enabling significant progress to be made by children with differing abilities and needs.
- 4.2 The leadership and management of the setting are good with those in charge focused on helping all children make good progress in their learning and development. Links with parents and carers are excellent and their views have been sought through questionnaires and class representatives. Parents are strongly supportive of the school and spoke highly of the very caring staff and the happiness of the children. The setting has strong links with the London Borough of Richmond upon Thames for training, monitoring and support services ensuring a good standard of care. Documentation is regularly reviewed and implemented effectively. The staff have regular meetings to evaluate their success and adapt their planning. The newly implemented assessment procedure is thorough, monitoring progress and feeding into the final assessment profile. Excellent provision is made for the children’s welfare, risk assessments are thorough and effective safeguarding procedures are carried out. Outdoor learning has been identified as an area for further development and there are plans to increase resources in the new outdoor learning area.
- 4.3 Provision in the setting is good. Teachers know their pupils very well and are good at planning suitably demanding work for them. However, there are insufficient opportunities for children to explore and initiate their own learning. The system for identifying concerns about children’s development at an early age works well. Staffing arrangements provide good supervision and well-qualified support for the children. All parts of the appointment checks, including those dealing with staff checks, ensure that all adults are suitable to work with children. Classrooms provide an interesting, well equipped and welcoming environment which successfully reflects most children’s backgrounds and the wider community.
- 4.4 The outcomes for children in the setting are good. The children’s achievements are considerable. They speak fluently, using a wide vocabulary, to ask and answer questions, and they listen well. They enjoy books and reading. They have made very good progress in mastering mathematical concepts. They worked out if there should have been eighteen children and only eleven had arrived that seven were missing. Children are confident when using computers, registering themselves on the interactive white board and using programs with a celebration theme. They display careful control when writing, printing and using scissors and they are well co-ordinated when playing outside and moving about the school. Their personal development is very good, they relate well to each other and adults. They also share and co-operate well. When given free choice of activities they are inquisitive, enthusiastic and self-motivated. They appreciate the importance of healthy eating, can identify healthy foods and learn the benefits of healthy exercise. They delight in increasing their understanding of the wider world through play activities. The children are happy and secure in the setting and enjoy the many experiences offered to them.

5. EARLY YEARS FOUNDATION STAGE: ACTION POINTS

(a) Compliance with the Early Years Foundation Stage requirements

- 5.1 The school's provision for childcare meets the requirements of the Early Years Foundation Stage and no action is required.

(b) Recommended action

- 5.2 The Early Years Foundation Stage setting should take the following action to improve:
1. further develop outdoor education; and
 2. increase opportunities for child-initiated activities and independent learning

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Roderick Sharman
Mrs Philippa Foster
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Reporting inspector
Junior Team Inspector (Head, IAPS)
Early Years Lead Inspector