



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

Glendower Preparatory School

September 2022

School's details

School name	Glendower Preparatory School		
DfE number	207/6004		
Registered charity number	312717		
Address	Glendower Preparatory School 86/87 Queen's Gate South Kensington London SW7 5JX		
Telephone number	0207 370 1927		
Email address	office@glendowerprep.org		
Headmistress	Mrs Nina Kingsmill Moore		
Chair of governors	Mr Rupert Harrison		
Age Range	4 to 11		
Number of pupils on roll	269		
	EYFS	51	Pre-Prep 76
	Prep	142	
Date of inspection	13 September 2022		

1. Introduction

Characteristics of the school

- 1.1 Glendower Preparatory School is an independent day school for female pupils. It was founded in 1895 on the Fulham Road in South Kensington and moved to its present location in 1947. The school is a charitable trust administered by a governing body, whose members act as trustees.
- 1.2 The school comprises three sections: Reception, part of the Early Years Foundation Stage (EYFS); pre-prep, consisting of Years 1 and 2; and prep for pupils in Years 3 to 6. The school has identified 19 pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care plan. English is an additional language (EAL) for 34 pupils. The school's previous inspection was a focused compliance and educational quality inspection which took place in March 2020.

Purpose of the inspection

- 1.3 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to change the age range of pupils from 4 to 11 to 2 to 11. It also assessed a request to increase pupil capacity from 260 to 295. 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), 2A (relationships and sex education), 3 (teaching) and 4 (framework for pupil performance)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Met
Part 3, paragraph 12 (fire safety)	Met
Part 3, paragraph 14 (supervision of pupils)	Met
Part 3, paragraph 16 (risk assessment)	Met
Part 4, paragraphs 18 to 21 (Suitability of staff, supply staff and proprietors)	Met
Part 5, paragraphs 23 to 29 (Premises of and accommodation at schools)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education (RSE), teaching and framework for assessment [ISSR Part 1, paragraphs 2, 2A, 3 and 4]

- 2.1 The school meets the standards.
- 2.2 The curriculum is suitably documented, supported by appropriate plans and schemes of work for teaching and covers the required breadth and depth of material. Curriculum arrangements include effective provision to meet the individual needs of all pupils, including those with SEND. Senior leaders have ensured suitable plans exist for the teaching of younger children in the EYFS. These include learning objectives appropriately related to the Early Learning Goals. Teaching ensures that all these arrangements are implemented appropriately. Teaching enables pupils to make good progress. Behaviour management in lessons is effective. The school has a suitable plan for pupils' personal, social and health and economic education (PSHEE). This includes guidance on dangerous substances including smoking. The scheme of work meets all of the requirements of statutory guidance for relationships education. The policy for relationships education (RE) is available to parents on the school's website. In drawing up the policy and scheme of work the school has consulted pupils, parents and staff and taken their views into consideration. The school's arrangements were suitably revised as part of the proposed introduction of Nursery-aged pupils to the school. The programme is designed so that topics are revisited in subsequent years in order to build up deeper understanding. The RSE and PSHEE programmes are taught mostly by class teachers as part of the regular timetable and through form time and assemblies throughout the year. A suitable framework operates to assess current pupils' performance. Arrangements are likely to continue to meet requirements with the proposed increase in pupil numbers and extended age range.

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

- 2.3 The school meets the standard.
- 2.4 The school's PSHEE and RE programmes are implemented effectively to ensure that all pupils receive suitable guidance to support their personal development. There is an appropriate focus on citizenship and the promotion of fundamental British values throughout the school. The school encourages respect, tolerance and empathy towards the needs of others, encompassing those with protected characteristics including race, gender and sexual identity. This was evident in positive interactions observed between pupils, and between staff and pupils. In discussion, pupils articulated their understanding that rules are necessary to ensure equality and fairness within society, including decision making in the justice system. They described how racism and discrimination existed historically, but is unacceptable now. Pupils outlined that they explore sustainability and current affairs and how this helps their understanding of different cultures and the needs of a diverse world. Arrangements are likely to continue to meet requirements with the proposed increase in pupil numbers and extended age range.

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

Safeguarding policy

- 2.5 The school meets the requirements.
- 2.6 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

- 2.7 The school meets the standard.
- 2.8 Scrutiny of records, discussions with pupils and staff indicate that appropriate safeguards are in place. The school implements its safeguarding policy effectively, including in the EYFS. Planned arrangements for younger children in the EYFS show awareness of necessary measures to ensure their welfare. Pupils state confidently that they know how to stay safe, including online. They are confident that they can talk to staff if they are worried or concerned, will receive a response and that action will be taken when they express concerns.
- 2.9 Those responsible for safeguarding hold senior positions within the school and are suitably knowledgeable and appropriately trained, including for multi-agency working. Key information is shared regularly between safeguarding, pastoral and healthcare staff, taking into account each individual pupil's physical, psychological and learning needs and wishes. This information is used to agree appropriate action, including the drawing-up and implementation of individual support plans. Such action includes appropriate steps to deal with incidents of inappropriate sexual behaviour, including sexual harassment and/or sexual violence. There is effective liaison with external agencies including referral to Child and Adolescent Health Services (CAMHS) and the local authority designated officer (LADO) for safeguarding. Training for other staff and for governors is conducted regularly and effectively and includes informal updates. Staff are knowledgeable about changes in recent legislation including the management of children's mental well-being, contextual safeguarding, child-on-child abuse, sexual harassment and sexual violence. They understand the principles underpinning the staff code of conduct and the procedures for making a referral, including the importance of low-level reporting and whistleblowing. Senior leaders take appropriate action if any perceived breach of the staff code of conduct occurs. They understand their responsibility to make referral to relevant statutory bodies, including the Disclosure and Barring Service, once investigations by external agencies are completed. They fulfil this effectively.
- 2.10 The governor responsible for safeguarding meets regularly with the designated safeguarding lead (DSL) and deputies and maintains effective oversight of safeguarding policies and their implementation. Reports are given regularly to the governing board by the safeguarding governor and the DSL. These highlight appropriate details of any safeguarding incidents and governors review these effectively. This ensures that governors have an appropriate level of understanding and are able to provide effective scrutiny and oversight, including of the use of technology. In addition to continuous monitoring, a suitable annual review of safeguarding is undertaken in line with guidance from the local authority. There are sufficient numbers of trained deputy safeguarding leads and other staff to cater for the proposed increase in the number of pupils and for the introduction of younger children to the EYFS.

Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]

- 2.11 The school meets the standard.
- 2.12 The school has an appropriate policy for health and safety. This is reviewed and updated regularly, and implemented consistently. Senior leaders and governors monitor all aspects of health and safety regularly. The roles and responsibilities of staff and governors are stated clearly and there is appropriate delegation of duties and training. Maintenance staff know the site well and are aware of potential risks and hazards. They use lines of communication, particularly with the site manager, effectively in order to prioritise work schedules and respond to emergencies without delay. Appropriate measures are being taken to ensure effective levels of health and safety in the adjoining building which is to come into use shortly. The current arrangements are likely to meet the needs of the proposed change in age range and the increase in pupil numbers.

Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]

- 2.13 The school meets the standard.
- 2.14 Procedures relating to fire safety are correctly implemented. A suitable fire risk assessment has been made and actions required are implemented effectively. Regular fire drills are carried out and staff and pupils understand what to do in the event of a fire. The fire alarm system, emergency lighting and firefighting equipment are regularly tested and maintained; signage is appropriate and comprehensive fire safety records are kept. Plans and records show that new classrooms and refurbished accommodation have been added to the school fire alarm system by appropriately qualified personnel. These contain suitable firefighting equipment. The current arrangements are likely to meet the needs of the proposed change in age range and the increase in pupil numbers.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.15 The school meets the standard.
- 2.16 The school has a suitable policy for supervising pupils. Staff receive appropriate guidance when they are inducted and this is maintained through regular updates. Staff have clear job descriptions detailing their duties with regard to supervision. Comprehensive duty rotas cover all areas of the school, including in the EYFS where ratios of staff to children are suitable. Proposed ratios for younger children in the EYFS are suitable. Arrangements for different times of day take into account the age, number and needs of pupils and the locations and activities involved. These are all implemented effectively. The school has sufficient numbers of suitably trained staff who pupils can talk to should they require assistance, including those in EYFS. Monitoring by senior staff ensures that supervision is effective, and that cover is put in place without delay if it is required. The current arrangements are likely to meet the needs of the proposed change in age range and the increase in pupil numbers.

Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]

- 2.17 The school meets the standard.
- 2.18 The school has a strategic approach to risk assessment which covers all areas of the site and future building development, including in the EYFS. It also includes the current expansion of the school into the adjoining building. Appropriate action is taken to reduce risks. The current arrangements are likely to meet the needs of the proposed change in age range and the increase in pupil numbers.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]

- 2.19 The school meets the standards.
- 2.20 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

Premises and accommodation [ISSR Part 5, paragraphs 23–29]

- 2.21 The school meets the standards.
- 2.22 Suitable toilet facilities are provided and appropriate accommodation exists for pupils' medical and therapy needs. These are sufficient to meet the need of current pupils. The development of the adjoining building provides sufficient and appropriate classrooms and other facilities to accommodate the proposed age range change and increase in pupil numbers. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; and water

provision is adequate. Suitable outdoor space is provided for physical education and outdoor play, including in the EYFS. The school has been refurbished sufficiently to accommodate the proposed change in age range and the increase in numbers, including in the EYFS.

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

2.23 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]

2.24 The school meets the standard.

2.25 Senior leaders and governors demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all the other standards are consistently met, and they actively promote the educational wellbeing of the pupils. Measures planned or implemented for the proposed increase in pupil numbers and the change in age range are likely to ensure pupils' continued wellbeing.

3. Recommendation with regard to material change inspection

- 3.1 It is recommended that the request to change the age range of pupils from 4 to 11 to 2 to 11 and increase pupil capacity from 260 to 295 is granted.
- 3.2 Welfare health and safety practices meet the standards. Refurbishments to the adjoining building to accommodate additional classrooms and facilities, including those for EYFS indicate that the standards are likely to continue to be met with the change in age range and increase in numbers, which has already started to take place. The school has already employed new staff for the Nursery classes, including some appointed to begin work in January 2023. The school has produced suitable plans to show how the proposed adjoining building will be effectively managed, so that the standards continue to be met.

4. Summary of evidence

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors and designated safeguarding governor. He visited different areas of the school, observed lessons and talked with groups of pupils. He scrutinised a range of documentation, records and policies.

Inspectors

Mr Desmond Dunne

Reporting inspector