

Chiswick and Bedford Park Preparatory School

Independent school standard inspection report

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| DfE registration number | 313/6051 |
| Unique Reference Number (URN) | 102547 |
| Inspection number | 361322 |
| Inspection dates | 14–15 June 2011 |
| Reporting inspector | Julie Winyard HMI |

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Chiswick and Bedford Park is a co-educational preparatory school in Bedford Park, Hounslow for pupils aged three to eleven years. A nursery was opened in 2010 and was inspected in January 2011. The school is non-selective and accepts boys from three to seven and girls from three to eleven years of age. There are a small proportion of pupils with special educational needs and/or disabilities and from minority ethnic backgrounds. There are no pupils with a statement of special educational needs. Founded in 1915, the school aims, 'to combine high academic achievement with strong pastoral care, developing personal strengths and community spirit in a friendly and nurturing environment'. The school is oversubscribed and there are currently 187 full- and part-timers on roll. There are 33 children in the Early Years Foundation Stage. There are 23 children eligible for government nursery funding.

Evaluation of the school

The school provides an outstanding quality of education and is highly successful in meeting its aims. The quality of teaching and assessment is outstanding and this enables all pupils to reach high standards and make outstanding progress from their starting points. As a result of the outstanding curriculum, welfare, health and safety provision and robust safeguarding procedures, pupils develop outstanding spiritual, moral, social and cultural knowledge and understanding and their behaviour is outstanding. The overall effectiveness of the Early Years Foundation Stage is good. Most parents and carers are very pleased with every aspect of the school and one parent said: 'They have made my children feel really happy and secure from the word go.' The school meets all of the regulations and has made excellent progress since the last inspection.

Quality of education

The school's outstanding curriculum is based on the National Curriculum. The excellent curriculum policy is supported by good quality schemes of work that include long- and medium-term plans for all subjects. Teachers' weekly lesson plans have

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

clear learning objectives and work is planned to meet the needs of all pupils in the class. There is a strong emphasis on mathematics and English and this ensures that pupils achieve very high standards. A wide range of other subjects are taught including history, geography, art and design and information and communication technology. All classrooms are equipped with interactive whiteboards; teachers use these exceptionally well during lessons to access curriculum resources including short video extracts to support pupils' learning. Science is taught weekly and pupils have good opportunities to develop their scientific skills and understanding. Physical education has good coverage and the school makes excellent use of community facilities to ensure pupils have access to a range of sports. Music and drama are strengths of the school. Pupils speak very highly of their drama and music lessons and love taking part in the regular concerts and performances. Art is also a strong feature of the curriculum enabling the school to contribute to the annual community festival. The curriculum is enriched with interesting educational visits and an excellent range of after-school clubs which are very well attended. These include computer, international, junior and senior drama, sewing and football clubs.

Teaching and assessment are outstanding overall with a good proportion of outstanding teaching seen during the inspection. For example, in an outstanding mathematics lesson, the teacher's excellent planning, subject knowledge and infectious enthusiasm inspired and energised pupils enabling them to be confident and successful learners. As a result of this high quality teaching, all pupils, including those with special educational needs and/or disabilities, make outstanding progress. Teaching assistants give excellent support during lessons and are skilled at asking questions to support pupils' learning.

Assessment is generally used well to support both teaching and learning. Teachers use the information to support lesson planning effectively but pupils do not always have a good understanding of their strengths and weaknesses reflected in their targets. In contrast, they do know how well they are doing because of the termly tests. The school is currently reviewing assessment processes and has recognised that teachers are overcautious in their assessment of pupils' work in writing. For example, some examples of pupils' writing scrutinised during the inspection were assessed by teachers as indicating good progress; closer examination showed outstanding progress. The school has recently adopted the assessment of pupils' performance indicators developed by the Department for Education and this is proving very helpful in ensuring more accurate assessment.

Verbal feedback during lessons is excellent and enables pupils to understand what they have done well and how to improve. However, written feedback in pupils' books is not as effective. It is not clearly linked to learning objectives or pupils' curricular targets and does not explain clearly enough what is good about the work or give advice on exactly what pupils need to do to improve. Teaching, assessment and the curriculum in the Early Years Foundation Stage are good resulting in good outcomes for all children.

Spiritual, moral, social and cultural development of pupils

Provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils have exceptionally positive attitudes towards school and their enthusiasm for learning in every lesson is enormous as demonstrated in their good attendance. They say how much they love everything about their school. This very positive attitude and the excellent relationships with all staff result in pupils' outstanding behaviour. One pupil said, 'We all take care of each other here'. Pupils' spiritual development is evident in their ability to reflect on their learning during lessons; in their enjoyment of every minute of the school day and their high level of appreciation for all the adults who work with them. Pupils' excellent moral and social development is evident in how well they work and play together. They collaborate exceptionally well during lessons and are extremely trustworthy. For example, when asked to talk with a partner or carry out an activity independently they do this immediately and with a high level of commitment to the task. Their cultural development is outstanding. The school celebrates many different festivals and parents and carers are invited to talk about their cultural heritage which enhances pupils' appreciation of the different cultures represented in the school.

Pupils are encouraged to make a very positive contribution to the school community through special responsibilities including the school council and through the excellent work that they have undertaken in sustainability. For example, they have already achieved the Eco-schools gold award and are working towards the Green Flag award. Pupils are also encouraged to be creative and recently two pupils led a very successful fund-raising event through making bracelets. The school has excellent links with the local community and pupils are proud that they contribute to the local arts festival every year. Because of their excellent skills and knowledge in literacy and numeracy and their outstanding progress pupils are extremely well prepared for the next stage of their education.

Welfare, health and safety of pupils

The school has put in place outstanding measures to promote the welfare, health and safety of the pupils, including child protection. All safeguarding policies and procedures, including appropriate staff recruitment and pre-appointment checks, are fully in place and meet requirements. Risk assessments are comprehensive and cover every area of the school and aspect of school life, including educational visits. Pupils are very knowledgeable about how to live a healthy lifestyle and say they learn about this in their physical education and science lessons. For example, while practising for sports day pupils were encouraged to observe that after a lot of physical activity their heart rate was faster. Pupils bring a packed lunch to school and say that their parents and carers help them to make healthy choices. However, they stressed that they can make healthy choices independently because, on a recent school trip to the Isle of Wight, they chose at least one vegetable and piece of fruit with their main meal every day. Pupils say they feel very safe in school and that there is no bullying.

The school has an effective plan to meet the requirements of the Disability Discrimination Act 1995, as amended, and this is reviewed annually. The school is making every effort to ensure that it is fully accessible to all pupils, parents and others. The specific welfare requirements for the Early Years Foundation Stage are also met.

Suitability of staff, supply staff and proprietors

Robust systems and procedures for appointing staff are in place, in line with requirements. The necessary checks have been carried out on the proprietor, staff and volunteers working in the school and these are appropriately recorded in a single central register.

Premises and accommodation at the school

The school's premises and accommodation enable pupils to learn very effectively, safely and securely. Classrooms are of an adequate size for the number of pupils being taught. The decoration and furnishings are of good quality. Since the last inspection toilet facilities have been improved and a dedicated medical room provided.

Provision of information

A comprehensive prospectus includes all the information for parents, carers and others as required by the regulations. It informs parents, carers and prospective parents about the work of the school and is readily accessible to all. Appropriate inserts ensure all required information is updated regularly. A minority of parents and carers feel that there is room for more parental involvement in the life of the school; there is justification for this view.

Manner in which complaints are to be handled

There are good procedures for handling complaints which meet requirements and parents and carers are informed about these in an insert to the school prospectus.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness and outcomes in the Early Years Foundation Stage are good and children make good progress. The promotion of children's welfare, health and safety, including child protection and safeguarding, is outstanding, as it is in the rest of the school. Children receive a very high standard of care from dedicated and well-trained staff. Children of all ages quickly settle in, separating from their parents and carers without fear and rapidly becoming familiar with daily routines. Behaviour is outstanding. Children quickly develop good literacy and numeracy skills and all achieve the early learning goals before the end of the Reception Year with a high proportion of children working within the first level of the National Curriculum. They demonstrate a high degree of independence in the choices of activity they make. For

example, in a role-play activity where three children were able to take turns to act out the characters in the *Three Billy Goats Gruff* using puppets.

The quality of provision is good and well-qualified teaching assistants provide good support to teachers. Teaching is good and sometimes outstanding because sessions are carefully planned and there is very careful assessment of the progress children make. Observations are detailed and very well recorded in 'learning journeys' that include photographs to illustrate achievements and the next steps in learning. There is a good range of resources for children to use both in the classroom and the outside area, which is used well throughout the day and in all weathers. Interventions by adults in the outside area are helpful but the absence of planned questions linked to the activities limits the extent to which children's learning is encouraged. Leadership and management of the Early Years Foundation Stage are outstanding because of the excellent improvements since the last inspection. There are good links with parents and carers who say they are very happy with the school. Good use is made of external expertise including the local authority early years advisers. Inspired by the newly appointed Early Years Foundation Stage leader, all adults reflect continuously on their practice and what has gone well or what needs further development. All risk assessments are comprehensive and thorough, covering every aspect of provision.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

- 1.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Offer further opportunities for parents and carers to be involved in the work of the school.
- Ensure that all written feedback in pupils' books is developmental and clearly indicates next steps so that pupils know exactly what they need to do to improve their work and are given opportunities to do this in lessons.

Inspection judgements

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|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
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The quality of education

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|--|---|--|--|--|
| Overall quality of education | ✓ | | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | ✓ | | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | ✓ | | | |
| How well pupils make progress in their learning | ✓ | | | |

Pupils' spiritual, moral, social and cultural development

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|--|---|--|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | ✓ | | | |
| The behaviour of pupils | ✓ | | | |

Welfare, health and safety of pupils

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|--|---|--|--|--|
| The overall welfare, health and safety of pupils | ✓ | | | |
|--|---|--|--|--|

The quality of the Early Years Foundation Stage provision

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|--|---|---|--|--|
| Outcomes for children in the Early Years Foundation Stage | | ✓ | | |
| The quality of provision in the Early Years Foundation Stage | | ✓ | | |
| The effectiveness of leadership and management of the Early Years Foundation Stage | ✓ | | | |
| Overall effectiveness of the Early Years Foundation Stage | | ✓ | | |

School details

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| School status | Independent | | |
| Type of school | Preparatory | | |
| Date school opened | 1915 | | |
| Age range of pupils | 3–11 years | | |
| Gender of pupils | Mixed | | |
| Number on roll (full-time pupils) | Boys: 41 | Girls: 133 | Total: 174 |
| Number on roll (part-time pupils) | Boys: 7 | Girls: 6 | Total: 13 |
| Number of pupils with a statement of special educational needs | Boys: 0 | Girls: 0 | Total: 0 |
| Annual fees (day pupils) | £ 9,450 | | |
| Address of school | Priory House, Priory Avenue, London, W4 1TX | | |
| Telephone number | 020 8994 1804 | | |
| Email address | info@cbppschoo.co.uk | | |
| Headteacher | Catherine Sunderland | | |
| Proprietor | Monica Morrow and Michael Morrow | | |