

Chiswick and Bedford Park Preparatory School

Priory House, Priory Avenue, Bedford Park, London W4 1TX

Inspection dates

19–21 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher, leaders and proprietors are ambitious for pupils and staff and have a compelling vision for the education they want to provide. Proprietors have ensured that all independent school standards are met. The school's capacity to improve is strong.
- Leaders and proprietors have established effective systems which underpin all aspects of the school's work. As a result, the improvements achieved have been sustained.
- Pupils achieve consistently above-average standards in their common entrance examinations in English, mathematics and reasoning at the ages of seven and eleven.
- The quality of teaching, learning and assessment is good. Consequently, pupils make good progress in relation to their starting points in a wide range of subjects.
- An exciting curriculum provides memorable learning experiences for all pupils. Their spiritual, moral, social and cultural development is promoted very effectively.
- Pupils' personal development and welfare are outstanding. They leave the school well prepared for the next stages of their education.
- Pupils enjoy coming to school and attend regularly. Their outstanding behaviour and very positive attitudes to learning contribute well to the good progress they make.
- Pupils say that they feel very safe, and parents overwhelmingly agree.
- Children in the early years get off to a good start. They are well cared for and make good progress.
- The most able pupils are not challenged consistently well in lessons with harder tasks provided when they are ready.
- The needs of less able pupils are insufficiently taken into account in teachers' questions and the tasks they are set.
- Although leaders' monitoring of the school's work is strong, evaluation is not well used to establish whether actions taken to improve the school have been effective.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and the associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching and learning by ensuring that all teachers:
 - adjust questioning and tasks so that less-able pupils have positive learning experiences that support their progress across all areas of the curriculum
 - consistently challenge the most able pupils in lessons to probe their thinking and so deepen their understanding.
- Improve the quality of leadership and management by ensuring that leaders at all levels accurately evaluate whether actions taken to improve the school have been effective.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and proprietors are very ambitious for the school and provide a good education for pupils. They maintain a steadfast approach to raising standards and improving learning so that all pupils succeed. Leaders and other staff are successful in unlocking pupils' potential.
- Leaders have a clear vision for the school which is embedded in its vibrant culture. This is shared by all members of staff. Leaders' high expectations of pupils and staff, rooted in the school's ethos of mutual respect, lead to pupils developing excellent manners and good attitudes to learning.
- This is a caring school which promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils learn about a range of faiths, cultures and human relationships through a well-planned personal, social and health education curriculum. This prepares them well for life in British society.
- The school's excellent curriculum provides memorable experiences for pupils to cherish once they leave the school. It gives pupils the opportunities to develop their skills through both academic study and a rich diet of other experiences. These develop pupils' self-discipline and confidence very effectively. Good-quality subject schemes of learning support teaching well to meet most pupils' needs. As a result, most pupils achieve high standards in the common entrance examinations.
- Leaders, including some who are new to their roles, have a clear understanding of their responsibilities for improving teaching, learning and assessment to further accelerate pupils' progress. Leaders are also effective teachers. They have been successful in raising pupils' achievement through a planned strategy of team teaching which has clearly worked well for the school.
- Leaders have a good understanding of the strengths and weaknesses of the school because of their regular and rigorous monitoring. For example, leaders carefully monitor the progress and attainment of pupils through frequent assessments. They analyse this information and use the outcomes to address any underachievement. However, leaders do not evaluate whether actions taken to improve the school have been effective. As a consequence, the next steps required to bring about improvements in key aspects of the school's work, for example teaching, sometimes lack precision.
- Leaders ensure good provision for pupils who have special educational needs and/or disabilities. Leaders have worked well with other agencies to organise specialist support for those pupils who need it. The recently appointed special educational needs coordinator has an excellent understanding of how to improve further the outcomes for these pupils.
- Teachers' professional development is linked closely to the school's priorities, particularly in improving pupils' reasoning skills across all areas of the curriculum. Good induction processes ensure that staff receive appropriate training to help them meet statutory requirements and do their job well. For example, staff have all received up-to-date training in safeguarding.

Governance

- The governance of the school is effective and ensures that all the independent school standards are met.
- The proprietors have been instrumental in developing the school's vision and ensuring, over time, that it is well embedded across the school community. Parents are highly supportive, as indicated by the overwhelmingly positive responses to the Ofsted online questionnaire.
- Proprietors receive and make effective use of detailed information and advice from a variety of sources, including the previous headteacher who is now an adviser to the board. As a result, they have a good understanding of the school's strengths and weaknesses.
- Proprietors visit the school regularly to undertake health and safety audits. They also attend many school functions, including the school's end-of-year celebration, and seek the views of staff, pupils and parents.
- Proprietors do not have an in-depth understanding of whether leaders' actions to improve the school have been effective because this aspect of the school's work is not undertaken consistently well.

Safeguarding

- The arrangements for safeguarding are effective.
- The proprietors ensure that the school meets all the statutory requirements for safeguarding, including a clear policy that is reviewed annually. There is robust checking of the suitability of adults to work with children in school. There is also appropriate filtering and monitoring of the school's internet provision.
- The recording of incidents is detailed and well maintained. The school makes very good use of the expertise of specialist staff. Referrals are timely and pupils are protected from potential harm. Staff are vigilant and, because of the high level of trust, pupils turn to them without hesitation. Early help, if required, begins with the school providing professional support and working with external partners.
- All staff are vigilant and well trained to protect pupils from potential safeguarding risks, for example child sexual exploitation, because leaders ensure that their skills and knowledge are kept up to date.

Quality of teaching, learning and assessment

Good

- Pupils' work and leaders' records of lessons over time show clearly that teaching and pupils' learning are good across the school. It is an improving picture year-on-year.
- Teaching is consistently strong in most subjects, including English, mathematics and science. This helps to explain why pupils make such rapid progress in these subjects from their starting points when they join the school.
- Pupils' confidence and self-esteem flourish because of the strong relationships they have with their teachers. Staff care deeply for the pupils and ensure that the atmosphere in and out of class is one that encourages pupils' trust and respect. As a result, pupils frequently contribute to class discussions and ask and answer questions maturely.

- Teachers' effective guidance helps pupils to improve their work. The sensitive manner in which guidance is given ensures that pupils feel 'safe to fail' and learn from their mistakes.
- In most lessons teachers use their expertise and enthusiasm for their subjects to engage pupils in their learning. A wide range of subjects are taught, many by subject specialists, including science, music, drama and French. In these subjects, teachers provide clear explanations and check that pupils have understood before moving on.
- English and mathematics are taught effectively, with a strong emphasis on developing pupils' reading, writing and reasoning skills. Teachers provide good opportunities for pupils to write well in the context of subjects across the curriculum, and to analyse data in the context of solving a problem.
- Teachers' effective use of practical activities ensures that pupils consolidate their knowledge and grow in confidence in the application of their skills, particularly in subjects such as science, drama and music. For example, pupils worked confidently and safely during a science lesson to construct electrical circuits in different ways using a range of components.
- Good support is provided for pupils who have special educational needs and/or disabilities. Careful planning and adaptation of the work covered mean that these pupils can access the full curriculum offered.
- Occasionally, questions and tasks are too difficult for lower-attaining pupils, who struggle as a consequence.
- Additionally, the most able pupils are not challenged consistently well in lessons, for example through probing questioning and harder tasks. As a consequence, they do not make the progress of which they are capable.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are dedicated to their studies and strive to give of their best. They concentrate fully throughout the day and maintain high standards of presentation in all of their work.
- Pupils consistently show respect for one another and members of staff. They engage with each other in lessons and play together during breaktimes in a harmonious atmosphere.
- Pupils value the excellent relationships with staff and the very effective care and guidance they receive. As a result, pupils are prepared very well for life in modern Britain and ready for their next stages of education.
- The school provides excellent opportunities for pupils to develop their leadership skills, for example through drama, sport and active participation in the vibrant student council. For example, Year 2 pupils rose to the challenges posed by their teacher in a very stimulating drama lesson.
- Staying healthy and keeping safe are promoted by the school as very important themes, which are skilfully threaded through the curriculum. Pupils have an excellent understanding of both, for example when designing a balanced diet and explaining how

to keep themselves safe online. As a result, pupils feel good about themselves and exceptionally safe and secure within the school environment.

- Pupils have a very good understanding of the different types of bullying that they may encounter. Pupils say that bullying very rarely happens and they know how to respond if something concerns them. They have a secure understanding of the school's reporting systems.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves extremely well and show high levels of self-discipline and diligence. They are very polite and supportive of one another when asked to work together in groups.
- Pupils are very eager to participate in lessons and most show the confidence and maturity to articulate their views. Older pupils display a caring attitude towards the younger pupils and all get on extremely well together.
- Pupils move around the building quickly and quietly with little disruption. A calm and respectful atmosphere is maintained throughout the day. Pupils look after the school's resources and ensure that the classrooms are tidy at all times.
- The school's records show very few behaviour incidents over the past few years. This is partly the result of the very effective and consistent use of the behaviour policy. This reinforces and rewards positive behaviour, while also making clear what is and is not acceptable. As a result, there have been no exclusions from the school since the previous inspection.
- Levels of attendance are above the national average for primary schools. No pupil misses school regularly. Leaders ensure that careful arrangements are made for any pupil who takes an extended holiday.

Outcomes for pupils

Good

- The standards achieved by boys in Year 2 and girls in Year 6 in the common entrance examinations are consistently well above average year-on-year. The school prepares pupils exceptionally well for assessments in English, mathematics and reasoning. As a result, the majority of pupils achieve the outcomes required to secure a place at the independent school of their choice.
- The standards that pupils achieve show that, throughout their time in school, they make good progress from their respective starting points. The school's own assessment information indicates that a high proportion of current pupils are on track to meet their target grades.
- Scrutiny of pupils' work shows clear evidence of strong progress in English and mathematics in all year groups.
- Older pupils command and use a wide vocabulary. They read fluently and accurately, and comprehension work shows good engagement with different texts. Good oral and listening skills enable most pupils to take part confidently in debates.

- Many pupils are also adept in applying their mathematical knowledge and skills to a new context to solve a practical problem.
- Pupils who have special educational needs and/or disabilities make similarly rapid progress as other pupils. This is because of the regular and effective support that is focused on literacy and numeracy skills as well as science.
- A few of these pupils access specialist provision in a different setting for part of the week. The school's records show that these pupils also make good progress as a result of the bespoke support provided.
- Many pupils are skilful in playing musical instruments and speaking French. Pupils actively participate in a wide range of sporting clubs and drama productions. This rich curriculum makes an excellent contribution to pupils' personal development and well-being.
- Occasionally, however, less-able pupils do not make the progress of which they are capable because questions and tasks are too difficult.
- Across the curriculum, the most able pupils are not challenged enough. Their books and lesson observations show that they are often doing tasks that reinforce learning rather than extending them to think more deeply.

Early years provision

Good

- The independent school standards as they relate to the early years are met.
- Children make good progress throughout their time in the Reception Year. By the end of the early years foundation stage, most children achieve a good level of development and are ready to make a successful start to key stage 1.
- Staff know the children well and have a secure understanding of their learning and development requirements. There is an appropriate balance of adult-led and child-led activities throughout each session.
- Space is at a premium and staff do their best to ensure that the accommodation provides an appropriate environment for learning. Children are happy and enjoy their learning experiences. Children's behaviour and attitudes to learning are good.
- Teaching is good. It is most effective in developing children's personal, social and emotional skills. Adults are effective in modelling good language and provide children with good opportunities to develop their communication skills.
- Safeguarding arrangements for children in the early years are robust. Children are safe and comfortable. They approach staff readily. Strong, positive relationships exist between children and all adults in the setting. Children are taught how to behave appropriately and develop important skills for the future, such as sharing and cooperating with each other.
- Leadership of the early years is strong. The manager is well respected by the staff. She knows the strengths of the team and has correctly identified any professional development that they require. Parents are well informed of their children's progress and speak highly of the setting.
- Children's knowledge and skills are typical of what is expected at the start of the Reception Year. Leaders acknowledge that an even higher proportion of children than

currently are capable of reaching a good level of development, and the most able exceeding this measure.

School details

Unique reference number	102547
DfE registration number	313/6051
Inspection number	10012831

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	178
Number of part-time pupils	0
Proprietors	Monica Morrow and Michael Morrow
Chair	Monica Morrow
Headteacher	Sally Daniell
Annual fees (day pupils)	£13,275
Telephone number	0208 994 1804
Website	www.cbppschoo.co.uk
Email address	info@cbppschoo.co.uk
Date of previous inspection	14 June 2011

Information about this school

- Chiswick and Bedford Park is a co-educational preparatory school in Chiswick, London Borough of Hounslow, for boys aged four to seven years and girls aged four to eleven years.
- 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 non-selective and there are currently 178 pupils on roll. This includes the Reception Year, in which there are 36 children in the early years foundation stage.

- The school's proprietors also manage a nursery in an adjacent road which educates 36 children. The main intake to the school is via this setting. The nursery was not a part of the current inspection. The setting had its own separate inspection in June 2016.
- The proportion of pupils who have special educational needs and/or disabilities is low. A very small minority speak English as an additional language, but none is at the early stage of learning the language. There are no disadvantaged pupils on the school's roll.
- The school works with a local alternative provider that offers specialist part-time support for a few pupils who have special educational needs and/or disabilities.
- The current headteacher was appointed on 1 September 2017; she was promoted from her position as a deputy headteacher at the same school.
- The school's website meets the requirements on the publication of specified information in relation to the independent school standards. Where the information is not on the website, parents are directed to the school office to obtain it.

Information about this inspection

- Inspectors visited 20 lessons, two of which were seen jointly with senior leaders.
- Inspectors observed the behaviour of pupils at break, lunchtime and as pupils moved around the school.
- Inspectors scrutinised pupils' work in a range of subjects to evaluate the progress pupils make over time.
- Inspectors held a number of meetings with the headteacher, other leaders, two proprietors including the chair of the proprietorial body, and the previous headteacher who was in post for 15 years and is now an adviser to the proprietors.
- Inspectors spoke with a wide range of pupils from all year groups in meetings, in lessons and around the school.
- The inspection team looked at a wide range of the school's documentation, including the school's evaluation of its own performance, the school action plan, data on pupils' attainment and progress, attendance and behaviour records, safeguarding procedures, evaluations of the quality of teaching and minutes of the board of directors' (proprietors) meetings.
- Inspectors took account of 66 responses to Ofsted's online Parent View questionnaire and 30 responses to the staff questionnaire.

Inspection team

Nasim Butt, lead inspector	Ofsted Inspector
Neil Harvey	Ofsted Inspector

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