

School inspection report

14 to 16 May 2024

Glendower Preparatory School

86/87 Queen's Gate

London

SW7 5JX

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. The school is managed and led effectively by a dedicated team of leaders and managers who provide a broad, high-quality education. They actively support and promote pupils' wellbeing following statutory guidance from relevant legislation. Leaders ensure a well-rounded, safe, and supportive educational environment. Their continuous reflection, strategic planning, and strong engagement with stakeholders foster a culture of good progress and wellbeing, preparing pupils to become responsible global citizens.
2. Governors play a crucial role in maintaining thorough oversight and understanding of policies and procedures, including those related to safer recruitment and safeguarding. They check that leaders and managers are well trained and able to ensure that all Standards are met consistently.
3. Leaders and managers put in place a vast array of opportunities for pupils to share their views and ideas with different adults around school. Whilst older pupils can explain in depth the wealth of different avenues for them to give their views, younger pupils are unclear that these opportunities exist.
4. Leadership and management ensure comprehensive coverage of all areas of the curriculum. Staff offer a diverse range of opportunities for pupils to debate important matters, write in a range of genres, undertake complex mathematical problems, investigate in science, research current affairs, speak in different languages, perform for an audience, as observed in music and drama lessons where pupils demonstrated confidence and dramatic flair. Technology is seamlessly integrated into the curriculum, enabling pupils to use it confidently to enhance their learning.
5. Leaders and managers of the Early Years Foundation Stage (EYFS) ensure highly effective early years provision with suitably trained staff who facilitate children's learning and development effectively. The curriculum is well planned. Staff continually review and assess children's knowledge, and plan how to build on children's previous learning. For example, developing over time, children's knowledge and understanding about the process of metamorphosis so that they were able to explain each stage using their new vocabulary and language.
6. Leaders and managers ensure that the school aims and values are understood and implemented effectively. Staff encourage pupils to have positive influence in the outside world and an awareness of right and wrong.
7. Staff demonstrate a strong commitment to ensuring a safe and supportive environment for pupils. Behaviour is well managed and pupils are encouraged to develop independence, resilience, and a sense of responsibility. Pupils are uniformly polite, well mannered and well behaved. Leaders and managers continue to review and enhance safety measures and educational practices, ensuring the wellbeing and development of pupils.
8. Leaders and managers are committed to safeguarding the wellbeing of pupils through comprehensive policies and procedures, rigorous staff training and strong collaborations with external agencies. These efforts ensure a safe, supportive, and proactive environment for pupils.

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

Leaders should:

- help younger pupils to understand and seize the wealth of opportunities to give their views and ideas, to be acted upon as appropriate.

Section 1: Leadership and management, and governance

9. Leaders and managers maintain strong oversight and knowledge of daily school operations and continuously reflect on areas for improvement. They put in place a support network for staff that promotes good practice and professional development in both academic and pastoral domains. This structured approach provides opportunities to enhance staff knowledge and skills which in turn facilitates good progress for pupils, aligned with the school's values.
10. Governors know the school well, through regular visits and a range of other activities such as regular committee meetings within the board about all areas of school life, including finance, curriculum, wellbeing, safeguarding, complaints and concerns and general operations. Governors put in place a staunch support network for the school leaders. They are a visible and proactive body within the school community. They ensure those with leadership and management responsibilities fulfil their roles effectively so that all of the independent school standards are met.
11. Leaders and managers actively put in place measures to support pupils' physical and emotional wellbeing. Robust health and safety procedures keep pupils safe. Leaders and managers ensure that appropriate medical care and first aid care is available. Relationships between pupils and staff are warm and caring and pupils' emotional wellbeing is a high priority.
12. Leaders and managers effectively deliver the school's aims and ethos, resulting in socially aware, responsible pupils who embody the school's values. Pupils display kindness, politeness, and a love for learning, along with pride in their learning and progress.
13. The implementation of policies and procedures across the school is effective. Staff participate in the review and implementation of policies, such as those addressing bullying and behaviour, resulting in clear expectations and a positive impact on pupil behaviour through restorative practices.
14. Leaders and managers engage effectively with the local authority and other agencies, receiving necessary training, guidance and advice to support and protect pupils comprehensively.
15. Risk assessment and prompt actions are a priority across the school, covering areas such as trips, health and safety, and the safety and wellbeing of the youngest children in Nursery and Reception classes. Records of concerns and actions taken are meticulously kept, ensuring effective resolutions and a safe environment for both staff and pupils.
16. Leaders and managers have in place an appropriate complaints policy that they implement effectively. Detailed records of all complaints reported to them are kept along with stages they have reached, and actions taken.
17. Leaders ensure compliance with the 2010 Equality Act through an annually reviewed accessibility plan. Pupils are taught to understand and have respect for those important legislation, including that related to Protected Characteristics.
18. The school provides appropriate information to parents regarding policies and procedures as well as pupils' progress. This includes an online platform for the youngest children in the Nursery and Reception classes, termly reports, parent consultations, and daily updates through various channels. The leadership team ensures that relevant information is accessible on the school website and parental portal, keeping parents well-informed.

19. Leaders and managers engage in strategic planning with the governing body, including an annual "blue sky thinking" session to envision future improvements. A comprehensive development plan focuses upon whole school improvements and considerations for developing the provision further.
20. Leaders and managers actively promote the wellbeing of all pupils in all areas of school life. Pupils are kept safe, they are encouraged to follow the school values and to respect each other, they are given opportunities to put their ideas and views forward and have plentiful adults who care deeply about their happiness and general wellbeing. However, some younger pupils were not clear on how to access these opportunities.

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

- 21. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

21. Pupils access a full and wide-ranging curriculum that meets the requirements of the Standards. Appropriate schemes of work are in place. Pupils speak confidently and positively about the wide range of subjects and extracurricular opportunities available to them, they are motivated to learn and express pride in their progress.
22. Staff are well trained and deliver well-planned lessons that build on previous knowledge and engage pupils thoroughly. Staff use a range of assessment techniques to check learning during lessons, allowing pupils to reflect on their progress and develop confidence. Staff challenge pupils to do their best. Frequent and constructive feedback helps pupils to achieve, creating a dynamic dialogue between teachers and pupils. For example, in Year 6 Mandarin, pupils build confidence in their oral skills through precise and routine feedback.
23. Pupils acquire subject knowledge that they can apply with increasing complexity. For example, in Year 1 mathematics where pupils confidently tackle division problems building on their previous understanding of repeated subtraction, or in Year 4 English where pupils engage in effective discussions providing insightful analysis of pivotal characters within the text. Pupils work diligently, successfully tackling complex problems and demonstrating understanding through independent work.
24. Pupils engage enthusiastically in the range of opportunities to share their learning and articulate what they know clearly to others. For example, in Year 3 athletics pupils model techniques to demonstrate each movement and skill in different sports. Pupils coach each other, demonstrating and consolidating the skills they had learnt.
25. Staff use assessment data to inform progression over time. Departmental leaders use the information to adapt future planning, including for children in the early years who are carefully tracked using an online learning journal. Data analysis is used to put in place support for those who need extra help. Pupils, including those with special education needs and/or disabilities (SEND) or who speak English as an additional language (EAL), make good progress from their starting points. Pupils achieve well by the end of Year 6. All are offered places at their chosen secondary schools, passing high selective examination and academic requirements to gain entry.
26. Pupils access a well-considered range of creative lessons that help them develop specific skills and intellectual curiosity. Pupils are proud of their creative work and feel well supported and challenged. For example, pupils designing Icarus's wings are provided with various techniques and tools, fostering creativity and skill development. Staff offer a range of opportunities for pupils to perform for an audience and prepare them well for this, for example, pupils in a music and drama lesson perform confidently and precisely in performing arts sessions.
27. Leaders ensure that pupils' specific needs are met. Pupils with SEND have their needs well identified. Leaders ensure that staff understand how to support them in lessons through targeted support, or where needed, targeted intervention. Other pupils, such as high prior attaining pupils, and pupils who speak EAL are supported by individualised support from teachers and support staff. These pupils learn and achieve well.
28. Adults working with the youngest children in the Nursery and Reception classes are well trained and have an effective curriculum in place. Adults use ongoing assessment to continuously review and

assess what children know and can do. They ensure that resources, both indoors and outdoors, are well matched to the curriculum and support children's physical and social development. Extra-curricular activities support children's development, such as contemporary dance that supports their gross and fine motor skills. Staff use every opportunity to help children develop their communication and language skills which children exhibit with confidence in their interactions in both planned and play activities, for example when retelling the story of the Hungry Caterpillar.

29. Pupils have access to a wide range of after-school clubs that effectively develop life skills and promote well-being such as crochet and chat, chess, netball, choir, music, French, Mandarin, and Yoga. These activities enhance the holistic development of pupils, complementing their academic growth.

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

- 30. All the relevant Standards are met.**

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

31. Pupils are focused, attentive, and demonstrate good behaviour in lessons. They apply school values such as reflection and resilience in their learning and have a keen sense of mutual respect for others. Pupils understand that it is important to treat others how you would like to be treated and to respect people for who they are.
32. Pupils demonstrate self-knowledge, confidence, and a high level of self-esteem. They are confident and ready to discuss a range of different areas, for example, Year 5 pupils are confident to talk openly about ensuring that they do not offend others within their conversation and how important it is to embrace all cultures and backgrounds so that all pupils belong and can be themselves.
33. Pupils experience a programme of activities that enable them to develop both skills and understanding in order to progress in their physical education. Children in Nursery and Reception classes develop their ability to negotiate space and obstacles carefully as they move around. They develop good balance and co-ordination, for example, when playing in the bucket rocking seats or in their outdoor activities.
34. The behaviour policy, recently reviewed and implemented by the staff body, is effective in providing a fair system of rewards and sanctions. Pupils who need it are given reflective opportunities, helping them to understand and improve their actions and develop a keen sense of right and wrong. Staff are confident in managing behaviour and are supported by regular training and clear guidelines.
35. Leaders and managers maintain comprehensive bullying and behaviour logs. They support all pupils when an event occurs. Leaders and managers closely monitor behaviour trends, implementing targeted support where needed. Most pupils are confident that the school acts upon unkindness promptly.
36. Pupils have multiple avenues to express their views and thoughts. However, at times younger pupils don't know how to express their views, such as their suggestions for new playground equipment. Older pupils are comfortable to talk to an adult directly, utilise special boxes and an online app effectively and offer suggestions; they feel that the school hears their voice.
37. Pupils take pride in roles of responsibility, such as house captains and form captains, which contribute to their leadership skills and school engagement. They say that the rewards system, including the headteacher's breakfast award, boosts their self-esteem and confidence.
38. School leaders ensure that the premises are safe and compliant with health and safety laws. They check routinely all appropriate areas such as electronic doors, fire routes, and fire and intruder systems. Regular inspections and risk assessments are conducted to maintain a safe environment for pupils and staff.
39. Leaders and managers put in place arrangements for medical and first aid care to ensure that they are fully equipped to provide appropriate care, supporting both the physical and mental health of pupils. Staff are well trained to ensure that they can meet pupils' medical needs. There are clear systems for those with particular medical needs, including allergies, and staff are aware of which pupils they should be mindful of.

40. Leaders ensure that the school maintains registers for attendance and admissions in line with regulatory requirements. Leaders and managers monitor patterns of absence and act quickly to minimise and reduce low attendance. Pupil transfers are correctly communicated to the local authority.
41. Leaders ensure high level of supervision during mealtimes and outdoor play. Staff promote the school values during all interactions with pupils. Older pupils assist in these activities, fostering a sense of gratitude and responsibility.
42. Children in EYFS are well supervised so that children are well cared for at all times with a wide range of opportunities to promote their personal, emotional and physical development.
43. Leaders and managers put in place a comprehensive personal, social and health education (PSHE) programme and resilience training, supported by a mindset coach, which help pupils develop essential life skills, preparing them for future challenges. Leaders maintain effective communication with parents, particularly regarding Relationships and Sex Education (RSE) topics where parents are informed about the breadth of curriculum that is covered and their options to engage with their children's curriculum, where they wish to do so.

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

- 44. All the relevant Standards are met.**

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

45. Pupils gain a strong understanding of things that will help prepare them for adulthood, including economic education. For instance, in Year 6 current affairs lessons, pupils learn about skills of self-care, catering, cleaning, health and hygiene, money management, first aid, fitness, adventure, and creative skills of orienteering, camping, music and dance, aimed at preparing them for future life. Pupils say that lessons on money are helpful, for example using their mathematical knowledge to compare prices of current mobile telephone deals.
46. Leaders and managers ensure that pupils have opportunities throughout the curriculum to understand important values such as democracy, to develop mutual respect of different faiths and beliefs, and to understand the importance of law and individual liberty. For example, younger pupils demonstrate an understanding of democracy when voting for their favourite story book and older pupils vote for the different manifestos presented to them by Year 6 pupils. Pupils talk about a wide range of topics with respect and sensitivity, including Pride, autism awareness, young carers and different cultural celebrations. Pupils demonstrate a strong understanding of the importance of observing rules and adhere to the school rules responsibly.
47. Pupils are respectful and understand right and wrong. Pupils are polite and respectful to visitors. Pupils follow the school's behaviour expectations, including the youngest children in the Nursery class. Pupils raise their hand to speak, listen to each other respectfully, focus on the teacher's instructions, and following teachers' directions without prompting.
48. Pupils understand and engage with political issues through a wide range of immersive experiences. For example, pupils discuss enthusiastically about their recent visit to the Houses of Parliament and their involvement in the London Mayor elections. Pupils also have other opportunities through forming their own political parties, complete with names, banners, slogans, and manifestos, which they present to their peers for a school-wide vote.
49. Staff encourage pupils to appreciate and respect their own and other cultures, promoting tolerance and respect between diverse cultural traditions. Assemblies cover a wide range of topics, including Pride, Autism Awareness, Young Carers, Chinese New Year, and Holi. These assemblies are sometimes organised by external speakers, including parents, further enhancing the school's focus on Equality, Diversity, and Inclusion (EDI).
50. In the Nursery and Reception classes, children work together, resulting in high levels of collaboration and social development. For example, children building a tower from blocks work as a team, listen to each other, and show respect as they make collective decisions about their project. As they get older, children learn to self-regulate and develop appropriate skills in concentration, listening and responding, and focus on their teacher's instructions and responding appropriately with high levels of independence.
51. Pupils engage with the wider community. For example, the country's elected Deputy Children's Prime Minister, organises local football tournaments to bring together pupils from different faiths and backgrounds. This initiative encourages respect and collaboration amongst the pupils and enables them to train and play together harmoniously. Pupils contribute positively to a range of

other local initiatives, such as different house charities raise funds for endangered animals, supporting a local bursary fund and organising a kindness club to support a local care home.

52. Older pupils receive opportunities to foster a sense of responsibility and contribute positively to the school community, for example, supervising younger children at lunchtime, helping them to pour drinks and clear the tables.
53. Staff ensure that spiritual, moral, social, and cultural (SMSC) education is integrated throughout the curriculum. Staff give pupils opportunities to explore beliefs, feelings and values and encourage them to participate in community projects working collaboratively as a team. Pupils are confident to speak out about community and world issues and consider how they can help, for example, discussions around current affairs, such as a recent world crisis, lead to pupils organising a sports tournament to bring together children of different faiths.

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

- 54. All the relevant Standards are met.**

Safeguarding

55. Leaders and managers are well trained and alert to signs of potential concern. The safeguarding policy is updated to reflect the latest statutory guidance, with frequent training updates provided to staff. Leaders and managers conduct reviews of all policies and procedures to ensure they meet the needs of the pupils effectively and maintain their safety. Some minor administrative errors in the policy were amended during the inspection.
56. Leaders and managers implement a robust system for reporting safeguarding incidents, with staff confident in its use. This allows those with designated safeguarding responsibility to act swiftly on any reports. Detailed communications ensure that incidents are addressed promptly, with staff assured that any issues raised will be managed appropriately and referred to the next relevant stage.
57. Staff are thoroughly trained to manage any concerns that arise. Staff receive safeguarding training during induction, and regular updates in line with statutory guidance. Those with designated safeguarding responsibility regularly disseminate other updates to staff, for example from local authority support groups, via meetings and newsletters. Digital systems are effectively used to provide staff with relevant information and for them to report any concerns.
58. Safeguarding governors maintain comprehensive oversight of all safeguarding matters within the school. Their training is regularly reviewed and updated. They have a deep understanding and oversight of safeguarding procedures.
59. Leaders and managers maintain strong connections with children’s services, the LADO, the local authority, and other relevant agencies. This network facilitates appropriate and timely referrals to early help, “Prevent” duty, and child and adolescent mental health services (CAMHS). Records are meticulously and securely kept. Leaders and managers have a clear process for ensuring early help, with records indicating the number of pupils involved. This system ensures that pupils receive the support they need promptly and effectively.
60. Leaders of early years have in place a strict mobile phone and image taking policy which is enforced to protect the children. Staff are paediatric first aid trained to deal with first aid needs, and leaders ensure that there is a high adult to child ratio so that children are supervised appropriately. Daily safety checks of the indoor and outdoor areas are undertaken and any areas which need attention are promptly dealt with.
61. Leaders prioritise children's welfare, ensuring it remains a high-profile issue within the school. Pupils use multiple avenues to express their concerns and understand the procedures in which to speak to a trusted adult.
62. Pupils understand the safety measures in place to keep them safe around the school, for example, walking down the stairs in single file and wearing a lanyard when coming in from playtime to use the facilities so that the teachers on duty know how many pupils are inside the building. Pupils understand the fire drill procedures and how to travel safely by foot or coach to use the local recreation or sports facilities in the area.
63. Staff deliver online safety training so that pupils understand what they should and should not be accessing. Pupils say they take part in cyber week each year and that the school blocks inappropriate

websites so that they do not accidentally access them. They understand the different ways in which to keep themselves safe online, including not providing personal information about themselves.

64. Leaders and managers employ rigorous safer recruitment practices. Staff files are comprehensive, detailing all necessary checks before employment in any regulatory activity with pupils. These are maintained appropriately on the school's single central register of pre-employment checks. Leaders undertake all reasonable actions to ensure that suitable, qualified, and trustworthy individuals engage in the pupils' education and care. Senior leaders and governors oversee and quality assure these checks.

The extent to which the school meets Standards relating to safeguarding

65. All the relevant Standards are met.

School details

School	Glendower Preparatory School
Department for Education number	207/6004
Registered charity number	312717
Address	Glendower Preparatory School 86/87 Queen's Gate South Kensington London SW7 5JX
Phone number	0207 370 1927
Email address	office@glendowerprep.org
Website	www.glendowerprep.org
Proprietor	Glendower School Trust Ltd.
Chair	Ms Libby Bassett
Headteacher	Mrs Nina Kingsmill-Moore
Age range	2 – 11
Number of pupils	291
Date of previous inspection	21 October 2022

Information about the school

66. Glendower Preparatory School is an independent day school for female pupils aged between 2 and 11 years. 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 function as trustees. Glendower Preparatory School is divided into three sections: EYFS including Nursery and Reception; Pre-Prep including Year 1 and Year 2; Prep including Years 3 to 6.
67. Since the previous inspection the school has opened a nursery for 32 children and also appointed a new Chair of Governors.
68. There are 75 pupils in the early years comprising two Nursery and two Reception classes.
69. The school has identified 38 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
70. English is an additional language for 10 pupils.
71. The school states its aims are to seek to discover and nurture each girls' unique talents and support them as they grow into socially aware, inclusive, and resourceful learners. Their vision is to empower those in their community to reach their full potential by approaching their academic and pastoral endeavours with purpose, resilience, kindness and good humour.

Inspection details

Inspection dates

May 14 to May 16 2024

72. A team of three inspectors and a shadow inspector visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

73. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

74. 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 EYFS 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**.

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