



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Banstead Preparatory School**

**September 2021**

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### School's Details

<b>School</b>	Banstead Preparatory School			
<b>DfE number</b>	936/6001			
<b>Registered charity number</b>	1016538			
<b>Address</b>	Banstead Preparatory School Sutton Lane Banstead Surrey SM7 3RA			
<b>Telephone number</b>	01737 363601			
<b>Email address</b>	office@bansteadprep.com			
<b>Headteacher</b>	Mr Jonathan Chesworth			
<b>Chair of governors</b>	Mr Mark Boxall			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	206			
	<b>EYFS</b>	57	<b>Juniors</b>	149
<b>Inspection dates</b>	28 September to 1 October 2021			

## 1. Background Information

### About the school

- 1.1 Banstead Preparatory School is an independent co-educational day school for pupils aged two to eleven years, located on the outskirts of the town of Banstead in Surrey. The school was created in September 2017 through the merger of three local independent schools: Greenacre School for Girls, Priory Preparatory School and Bramley School. It now occupies the former Greenacre site, which has been redeveloped to provide new toilet and changing facilities and has been furnished with age-appropriate furniture and resources. Pupils are admitted to the Nursery from the age of two years and to the prep school from the age of five years.
- 1.2 The school is owned by United Learning, a charitable company. It is overseen by a local board of governors who report back to the main board of trustees. The headteacher took up his post in January 2021.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers or pupils considered vulnerable. During this period of closure, the school provided remote learning materials for all other pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than children in the Nursery, children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school aims to provide children with a broad and varied curriculum, equipping them with skills for life, while helping each of them grow in character and be the best they can, every single day. The school believes that happy children learn best and confident children go far.

### About the pupils

- 1.9 Pupils come predominantly from local professional and business families, whose varied ethnic backgrounds reflect those of the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 53 pupils with special educational needs and/or disabilities, of which 38 require additional support, the majority for dyslexia and other cognitive learning difficulties. Two pupils have an education, health and care plan. Twelve pupils have English as an additional language (EAL), none of whom require additional support for their English. The school has identified 38 pupils as more able, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils are highly effective communicators in both the written and spoken word.
- Pupils' attitudes towards learning are excellent throughout the school.
- Pupils are effective learners and demonstrate the ability to work confidently on their own, although their ability to use their own initiative to direct their learning is less well developed.
- Those with diagnosed individual needs are highly productive learners.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' behaviour is impeccable throughout the school; they display high degrees of courtesy to their peers, staff and visitors.
- Pupils have wholeheartedly adopted the school's aims, ethos and culture and do their best to live by the five qualities of being compassionate, adaptable, tenacious, courageous and honest.
- From the earliest age, pupils show a keen awareness of the needs of others; they are extremely willing to help and support their peers both inside and outside the classroom.

#### Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Enable pupils to develop the ability to use their own initiative and become more independent by providing more open-ended and self-directed learning tasks.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Attainment of pupils across the school is high. A large majority of the youngest children achieve a good level of development by the time they leave the early years setting. The attainment of pupils in the prep school maintains this excellent start, with standardised scores in English and mathematics above national age-related norms. Standardised tests, as recorded and monitored by the school's detailed tracking system, show that pupils make good short- and long-term progress in all areas of the school. Evidence from a scrutiny of pupils' work and observation of lessons confirms this picture. Those with special educational needs and/or disabilities (SEND) or with English as an additional language (EAL) are highly productive. Detailed planning, effective support and helpful intervention strategies enable them to make high levels of progress alongside their peers.



- 3.6 The knowledge, skills and understanding of pupils develop strongly as they progress through the school because teaching does not shy away from tackling advanced and challenging concepts. All pupils who responded to the questionnaire agreed that their knowledge and skills improve in most lessons. The youngest children, for example, demonstrated a growing understanding of space and the skills associated with ball-handling; younger pupils gained rapid understanding of commutative law in mathematics, while older pupils displayed an advanced knowledge of ideas such as leitmotif in film and complementary colour in art. Pupils' learning is at its best, when the teaching engages pupils to be ambitious, for example in an English lesson when younger pupils were challenged to find and use more interesting conjunctions. At times, however, pupils make significantly less progress where the teaching provides pupils with little choice or opportunity to expand their learning beyond set tasks. Overall, however, pupils benefit from highly supportive teaching, excellent resources, and a carefully planned curriculum.
- 3.7 Pupils in the school are highly articulate communicators in both the spoken and written word; their reading and writing skills are highly developed. Younger pupils of a range of abilities, for example, were able to produce high-quality descriptive writing about their holidays, with some displaying excellent neat cursive writing, although others' writing was at earlier stages of development. Older pupils produced very persuasive writing in letters to the head proposing the admittance of children of refugee families to the school. Pupils speak with confidence, fluidity, and clarity, expressing themselves well; this is a feature of some of the most effective learning in lessons where questioning deepens learning. Pupils listen attentively in all year groups, can speak succinctly in a range of subjects, and respond to others with engagement, empathy and understanding. For example, older pupils shaped their responses maturely in an English lesson when explaining the meaning of high-level words. These outcomes are nourished by teachers' high expectations of pupils throughout the school.
- 3.8 Pupils' mathematical competency develops steadily as they progress through the school, supported by a curriculum that is well-planned and assessed. Rapid progress was observed in a lesson with younger pupils on two-digit number facts, due to the support and guidance they received to achieve the learning objective. Older pupils described using their numerical understanding to help them to work out their recovery rate in physical education (PE) and to produce graphical results in science. Leadership has been particularly assiduous at identifying areas of relative weakness in cohorts so that appropriate intervention can be undertaken. Pupils describe the support that they receive as being instrumental in increasing their confidence and ability to apply mathematical knowledge, skills and understanding across other areas of the curriculum. Younger children can compare larger and smaller numbers successfully, and older children demonstrate excellent mental mathematical skills, because of enthusiastic and well-planned teaching. These outcomes are most evident where opportunities for independent and collaborative investigation, and high-level numerical challenge are more frequent.
- 3.9 Pupils' use of information and communication technology (ICT) to assist their learning is of a good standard overall, but is better developed in older pupils, who relish owning and using their recently provided individual tablet computers, and less well-developed in those of younger ages. Older pupils demonstrate a mature and easy relationship with tablets which they use for research purposes in, for example, English, science and music. Pupils eagerly explained how they use their tablets to access sources of information in subjects such as a science topic on materials where they investigated what adjustments would insulate drinking cups most effectively. Pupils made excellent use of ICT to design and record soundscapes for a short film.
- 3.10 Pupils' study skills show incremental development as they progress through the school. Almost all parents who responded to the questionnaire agreed that the school equips their children with the team-working, collaborative and research skills they need in later life. Younger pupils used effective thinking skills to solve simple subtraction problems, for example, realising that the larger number needs to come first in the working to avoid a negative result. Pupils draw knowledge effectively from sources to which they have been directed and are extremely attentive in lessons, though in some cases they show more limited initiative beyond that directed by the teaching. Where more open-ended tasks

are presented to pupils, they develop their thinking and learning to a higher level. The oldest pupils, for example, displayed considerable skills of synthesis when extrapolating Maslow's hierarchy of needs to hyena society. Pupils are keen to learn, and they apply techniques demonstrated by their teachers with enthusiasm to enhance their own personal study.

- 3.11 Pupils are highly successful within the formal curriculum and beyond. They achieve considerable success in entrance examinations to schools with high standards of entry, including a good number of academic and other competitive scholarships. They have also achieved plaudits in a number of local, regional and national competitions in diverse pursuits such as science, technology, engineering and mathematics (STEM), the arts, culture and sport. Pupils described, for example, the immense sense of achievement and satisfaction gained from performing in a recent musical production of *Oliver*. In a range of activities, both academic and in other areas of the wider curriculum, pupils' achievements are closely matched to their experience levels; where necessary, individuals' requirements are accommodated sensitively and creatively, allowing pupils to have a healthy sense of their own achievement, which they enjoy sharing and celebrating more widely. The school's leadership and governance have been successful in their aim of providing a broad and varied curriculum. They are highly supportive of pupils' endeavours and celebrate their wide range of talents and interests in assemblies and other events.
- 3.12 Pupils' attitudes towards learning are excellent throughout the school. The youngest children exercise developing independence in their learning, for example during free-flow activities, where they made sensible, informed choices about whether to mark-make, sequence or experiment outside, settling quickly and productively to their tasks. Older pupils work very collaboratively, for example in a music lesson exploring choice of instrumental sounds and techniques, such as glissando and plucking, while younger pupils decided to apply the number skills covered during a lesson to help them to solve a more open-ended investigation. They are very effective learners and demonstrate the ability to work independently on directed tasks with confidence. However, pupils' ability to exercise their own initiative is not particularly well developed, as many learning experiences leave little room for them to exercise choice by branching beyond the set activities. Pupils work studiously and conscientiously in lessons, where their excellent behaviour and motivation to learn are most evident.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high degrees of self-confidence and self-esteem without arrogance. They are secure in the knowledge that the school will support and encourage them to achieve, and they described, with clarity, how they have been empowered to improve their self-understanding since joining the school. Almost all parents who responded to the questionnaire agreed that the school helps their children to be confident and independent. Older pupils attribute their increasing confidence and sense of fulfilment to the support they have received and the learning opportunities provided since they first joined the school. Pupils display a confidence within their community which espouses the values of the school. They demonstrate high levels of work ethic and know how to improve their learning outcomes. Pupils understand where they are on their learning journeys and are adept at ensuring they take the next steps to maximise their success.
- 3.15 Pupils learn from an early age about the importance of making the right decisions and understand that these affect them. Younger pupils, for example, knew where to draw the line when their enthusiasm was getting the better of them in class. Older pupils were able to explain clearly the importance of wise decision-making when discussing their work, play and study choices. They are supported in this through purpose-designed elements of the curriculum which explore wise and unwise choices. Pupils are actively involved in decision-making processes via the pupils' parliament, and the pupils' voice is heard and respected by staff and pupils around the school.

- 3.16 Pupils have a very nuanced appreciation of the non-material aspects of life; for example, older pupils displayed advanced spiritual development in a lesson, where the value of love and being needed was expressed most clearly. In discussions, pupils also explained that love was the most important aspect in life, without which nothing would have any meaning. Younger pupils explained how they use music to help them to remain calm and focused when learning. Leadership has been very successful at embedding core values such as kindness and empathy throughout all aspects of school life.
- 3.17 Pupils show a highly developed sense of moral responsibility. All those who responded to the questionnaire agreed that the school expects pupils to behave well. They both understand the need for, and value, kindness and good behaviour. This was seen, for example, in a phonics lesson with the youngest pupils, who were extremely kind and generous in their comments about each other's sound survey results and in lessons with older pupils where behaviour was outstanding. The oldest male pupils willingly allowed their female classmates join in a game of break-time football. Pupils' excellent behaviour is supported by high expectations and empathetic understanding from staff. They demonstrate an excellent understanding of what is right and wrong, and behaviour is impeccable throughout the school. Pupils, from the very youngest children to the oldest, are extremely courteous in all aspects of school life. Pupils speak knowledgeably about, and are respectful of, the rewards and sanctions systems within the school, although they say sanctions are rarely, if ever, required and are clear that their behaviour should not have a negative impact on the happiness of others as they do not wish other people to be sad.
- 3.18 Pupils demonstrate strong social, collaborative and cooperative skills, which increase as they grow through the school; these are key features of what makes the school so successful. Almost all parents who responded to the questionnaire agreed that the school helps their children to develop strong teamwork and social skills. Younger pupils, for example, were seen to be remarkably tolerant and patient with peers requiring extra support during break; successful and cohesive play resulted from staff providing enabling support and encouragement. Similarly, in an English lesson with younger pupils, exemplary patience was displayed by the learners as peers with individual needs were supported to engage in the learning activity, with much success that was celebrated by the whole class. All staff who responded to the questionnaire agreed that pupils readily help and support others. Older pupils enthusiastically related their pride in working with younger members of the school as reading and play buddies. These factors help pupils to develop into highly considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who work together to fulfil the common goals embedded within the shared ethos.
- 3.19 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the well-being of others within the school are obvious, positive and highly effective. They are extremely willing to help and support their peers both inside and outside the classroom. For instance, a younger pupil, on realising that they had collected an art apron that was a more appropriate size for a classmate, spontaneously went and offered it to them; the youngest children immediately stopped their activity to assist another child who had dropped a large bucket of pencils. The oldest pupils described, with great pride, their roles as digital, eco and community leaders, as well as their fulfilment when acting as 'buddies' for younger pupils. The pupils' parliament democratically selects the school's main charity focus for the year. Pupils have adopted the school's aims, ethos and culture through striving to live the five qualities of compassion, adaptability, tenaciousness, courage and honesty. Through these, pupils contribute positively to the lives of others in the school community and beyond; older pupils organised donations for, sorted, then arranged delivery of items for the local food bank, for instance. Leadership has been highly successful at inculcating a culture of service towards others, in the school.
- 3.20 Throughout the school, pupils of all backgrounds and cultures enjoy very constructive and inclusive relationships in a very diverse and well-integrated community. Older and younger pupils explained, with great conviction, the understanding that everyone is different and the importance of respecting those who might believe or see things in alternative ways. Pupils are very aware of the diversity within

their school and are highly respectful of this quality. They speak comfortably about each other's cultures and faiths and are protective of their peers. The values of the school and the systems that operate within it are all effective in enabling the pupils to recognise and develop their understanding of the difference in others within their own community and the world more generally. The curriculum has been carefully crafted and skilfully delivered to ensure these excellent outcomes.

- 3.21 Pupils have a very clear understanding of staying safe, physically, mentally, and online, and are able to explain clearly how this can be achieved. All pupils who responded to the questionnaire agreed that the school encourages them to be healthy, an outcome which was echoed in parental feedback. The youngest children participated enthusiastically and energetically during a PE lesson, while the oldest pupils described the importance of a good diet, plenty of exercise and the need to take 'brain-breaks' to allow the mind to relax and balance itself. Others were able to explain, succinctly, the guidelines for ensuring safe use of online resources. They spoke highly of the school's support in developing this awareness through the comprehensive life-skills, emotional literacy and pastoral programmes. Pupils clearly feel safe in their school and are highly aware of the strong measures taken by the school to ensure this. They appreciate the importance of sport and its impact on their physical and mental health.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Kerry Lord	Reporting inspector
Mr Alexander Mitchell	Compliance team inspector (former head, IAPS school)
Mr Michael Evans	Team inspector (former senior master, HMC school)