



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Gidea Park Preparatory School and Nursery**

**October 2021**

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### School's Details

<b>School</b>	Gidea Park Preparatory School and Nursery			
<b>DfE Number</b>	311/6052			
<b>Address</b>	2 Balgores Lane Gidea Park Romford Essex RM2 5JR			
<b>Telephone number</b>	01708 740381			
<b>Email address</b>	office@gideaparkprep.co.uk			
<b>Head</b>	Mr Callum Douglas			
<b>Proprietor</b>	Mr Amit Mehta			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	97			
	<b>EYFS</b>	<b>21</b>	<b>Juniors</b>	<b>76</b>
<b>Inspection dates</b>	5 to 8 October 2021			

## 1. Background Information

### About the school

- 1.1 Gidea Park Preparatory School and Nursery is a coeducational school, established in 1917, which moved to its present site in 1921. The school has had a change of ownership since the previous inspection in November 2020. The school is part of the Inspired Learning Group of independent schools and nurseries, which is owned by a proprietor who is supported by a board of advisory governors. The current Head was appointed in April 2021.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.3 During this period of closure, the school provided remote learning materials for all 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 the 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 build a happy community of fearlessly curious pupils, who are proud of their learning.

### About the pupils

- 1.9 Most pupils come from within a five mile radius of the school and represent the ethnically diverse population of the local area. Data from standardised assessments, compared with pupils who take the same tests nationally, indicate that the ability profile of the school is above the national average. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND). Eleven of these receive additional support outside of lessons for conditions such as dyslexia, speech and language difficulties, and autism. Twelve pupils speak English as an additional language (EAL), whose needs are supported by their class teachers. No pupils have an education, health and care (EHC) plan. The school makes provision for more able pupils and those with particular talents within the curricular and extra-curricular provision.

## 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. 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 junior 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'.**

#### Key findings

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

- Pupils have excellent information, communication, and technology (ICT) skills, which they can apply confidently to their studies across the curriculum.
- Pupils have excellent mathematical knowledge and skills. Skills in other areas of learning are less well developed.
- Pupils have good attitudes to learning, supported by the schools' recent initiatives to allow pupils to take greater leadership in their learning.
- Pupils are good communicators and have particularly well developed speaking and listening skills.

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

- Pupils demonstrate excellent levels of respect, sensitivity, and tolerance for all in the schools' diverse community, expressing a genuine belief that they are equally valued and important.
- Pupils are extremely self-aware and have high levels of self-confidence, understanding how to improve their own learning.
- Pupils develop excellent social relationships through the many opportunities given to work in groups.
- Pupils' behaviour is outstanding, they have clear understanding of school rules and eagerly conform for the benefit of all.

#### Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that the pupils develop broader scientific, geographic, historic and creative skills by enabling them to practice these skills to a greater extent.
- Ensure the pupils continue to develop independence and ability to take leadership in their learning.

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

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

3.5 Pupils have good knowledge and understanding across the different areas of learning. The oldest pupils demonstrate good science knowledge when explaining the difference between refraction and reflection or how night and day is created by the rotation of the earth on its axis. They can make basic

predications and display information in tables, but their skills and subject knowledge is limited by the amount of curriculum time devoted to practical activities. Older pupils demonstrate good technological skills when using saws and drills to build bridges or make photograph frames. Pupils have a good knowledge and understanding of human and social studies through project work on topics such as the agricultural revolution. Older pupils use maps effectively to identify the key physical features in North-West England. However, their subject specific geographical and historical skills are limited by the volume of work covered. Pupils have sound and developing physical skills, benefiting from the recent introduction of additional sports into the curriculum, including hockey and tennis. The youngest pupils demonstrated good jumping skills and older pupils had opportunities to practice their football skills when working in pairs. Pupils have sound creative skills; the oldest pupils completed some interesting studies on perspective and then applied their skills to create a felt pen drawing of a street scene, whilst younger pupils made imaginative use of clay to create models in the style of Greek pots. Pupils' creative skills are less well developed for their age, as they have limited time to explore a wide variety of genres and practise their skills. Most pupils, who responded to the questionnaire, felt their skills and knowledge improve in most lessons.

- 3.6 Evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data, show overall attainment for pupils of all abilities to be above average in relation to national age-related expectations. Most pupils make good progress over time given their above average starting points, with some making more rapid progress and attaining at a higher level, in response to the school's careful tracking, monitoring and clear identification of next steps, communicated through marking and reports to parents. Lower ability pupils and pupils with SEND make good progress because they are well supported in lessons and their performance is tracked against specific targets. All the parents who responded to the questionnaire felt that teaching, including on-line provision, enabled their children to make progress.
- 3.7 Pupils of all ages have good communication skills. They are articulate when expressing opinions or asking questions, read with enthusiasm and listen attentively in lessons. Younger children read with developing accuracy and interest because of the amount of time devoted to opportunities for them to read aloud. Pupils with SEND make good progress in reading and grammatical understanding because of the one to one support both in class and from the learning support department. The oldest pupils have good comprehension skills; they infer information from texts and understand why authors may choose vocabulary for effect. Pupils have excellent understanding of grammatical constructs for their age because of the time given to study them. Pupils' writing skills are good; they can write accurately in paragraphs and in different genres when creating recounts or non-fiction texts. They can write formal and informal letters, in line with the expectations for the age. Older pupils write creatively, using imagery and adjectives to describe a scene, however these skills are not fully developed as opportunities to write at length or to explore a wider variety of written material such as plays and poetry are limited.
- 3.8 Pupils have excellent numerical understanding and apply their knowledge and skills effectively to other areas of learning. Children in the EYFS demonstrate a good understanding of numbers to ten and apply their grasp of repeat patterns to their creative play. Older pupils use their strong grasp of number bonds with confidence to complete subtraction sums using repeated addition. This is because of the opportunities given to practice skills and consolidate knowledge through independent work which is both engaging and tailored to the individual child's specific needs. Older pupils successfully multiply decimals, using formal methods of working. Pupils understand how to divide compound shapes into rectangles to find both the area and perimeter of the shape and practise these skills with increasing confidence and accuracy. Pupils apply their mathematical skills when measuring wood in technology or displaying geographical information in Venn diagrams. Pupils' excellent knowledge and skills in this area are supported by a deliberate focus on a teaching style, supported by the leadership, which encourages the pupils to make choices about their own level of challenge. Pupils say they are not frightened of making mistakes and that they feel empowered to try harder as they have a good understanding of their own abilities from the informative marking comments and feedback from tests.

- 3.9 Pupils have excellent ICT knowledge and skills. Children in EYFS manipulate figures of animals into settings and listen to words and stories, accessing a variety of learning applications with confidence. Older pupils have excellent coding skills, progressing from making a turtle spin on the screen to reading more complex codes and predicting what will happen next. Pupils use computers to apply formulae to data sets and create graphs and to edit photographs and include them in artwork. They complete a variety of research tasks, presenting information in different ways including e-books. Pupils use computers competently as a tool in maths lessons, as mini white boards, or to self-edit work scanned into the computer in English and to respond to teachers' marking comments. Younger pupils add and edit text, draw, and add voice recordings to work on their computers explaining the life cycle of a sunflower. This high level of skill is enabled through the significant investment in this area by the proprietor, with all pupils from Reception upwards having access to their own individual computer pads.
- 3.10 Pupils have good and developing study skills, in line with the school's aim to build intellectual curiosity. Younger pupils analyse information on sound files, videos and computer texts to research information about healthy eating. Older pupils synthesise information from a range of sources to create their own books celebrating the lives of famous people as part of Black History Month. Pupils make simple predictions in scientific investigation when given the opportunity to do so. In problem solving club pupils hypothesised and investigated what would be needed to build the highest, lasting tower. Younger pupils concluded that it wasn't always the tallest people who had the biggest feet, so their original hypothesis was not safe.
- 3.11 Pupils achieve success in individual and team events in activities outside the school curriculum, the range of opportunities to do so having increased recently, due to the school's introduction of a wider variety of clubs and activities, meeting a recommendation from a previous inspection, to increase opportunities to develop independent and critical thinking skills. They are well prepared for their next schools. In recent years, the majority of pupils have gained places at local selective senior school and grammar schools, with some pupils gaining academic scholarships. Pupils achieve good results in music and drama exams. They compete against local schools in football and other schools belonging to the proprietorial group at athletics. Pupils achieve good karate grades at the school club. Individual pupils represent the school in art competitions and are recognised in local clubs for their individual success at cricket.
- 3.12 Pupils take initiative in their learning and work with increasing independence. Most parents who responded to the questionnaire felt the school helped their children to become confident and independent. Pupils demonstrate a real enthusiasm for their studies, supported by the availability of individual computers and because information is presented in a way that is relevant to their lives in a modern society. They work collaboratively in pairs or groups, such as when making group posters about different food groups, or planning letters based on Aesop's fables. Pupils respond well when they are given the opportunity to make independent responses to tasks suitable for their ability. In a science lesson pupils chose whether to read independently or with a partner. In coding lessons, they choose which activity to do at different levels of challenge. Pupils said they felt that they are given opportunities to make decisions about their learning, in line with the proprietor's priority for developing resilience and the headmaster's focus on encouraging a teaching style which promotes active learning. However, these attributes are not fully developed because the parameters within which the pupils can make choices are still tightly controlled in some lessons. .

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school have excellent levels of self-understanding and self-esteem. The youngest children confidently shared their made-up song of a buzzy bee, secure in the knowledge that their efforts are valued by the adults around them. Older pupils are highly aware of their own

strengths and weaknesses; they understand how they can improve because teaching provides clear targets and work is effectively marked with advice to enable progress. Pupils show outstanding levels of self-confidence. They share their mathematical expertise when explaining how they have solved a mathematical problem, confidently acting as the teacher in front of their peers. They are prepared to take risks when given opportunities to work at different levels of challenge, particularly in mathematics lessons, and to persevere even when they find things difficult at first, because they know they can get help and are not worried about making mistakes.

- 3.15 Pupils show outstanding respect for the diversity within their own community and have a deep appreciation of each other's cultures in fulfilment of the school's aim to develop a compassionate community that values uniqueness, demonstrated in their willingness to share what is important to them and talk about their own ongoing experiences. The vast majority of parents felt that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils show compassion for those in their community, working with understanding when sharing a challenge and demonstrating excellent ability to empathise, when discussing the difficulties some people face. Pupils spoke passionately about how cultural diversity is naturally embedded in the daily actions and choices of their peers and not just in the celebrations of religious, and cultural festivals and events. The youngest children confidently shared their observations of autumn, whilst also dressed in national costumes they had chosen from the dressing up box. Pupils talk with great maturity about and reflect on the importance of ceremonies and celebrations for people of many different faiths. Pupils enact both the nativity and the story of Rama and Sita. They share cultural songs and dances, supported by their parents who also visit to share food and stories. Pupils have an excellent understanding of how culture and diversity impacts on everyday experiences through their study of music from around the world or when reading class books set in countries such as Ghana and Vietnam.
- 3.16 Pupils' work with others in groups demonstrates their excellent levels of social awareness. Most of the pupils who responded to the questionnaire felt the school helped them to build positive relationships and friendships, and almost all parents felt that the school helped their children to develop strong teamwork and social skills. Children in EYFS co-operate effectively whilst sharing simple greetings in Spanish. Pupils of all ages show immense awareness of correct social behaviour for example, when politely ask visiting adults how they are doing, without any prompting. At play time pupils engaged in mixed age and gender groups with no need of adult intervention, with older pupils acting as effective and compassionate role models when supporting those much younger than themselves. Pupils quickly and confidently settle to share ideas and cooperate in partners or groups, to complete given tasks. Older pupils clearly understood they could make more progress if they asked for help from their peers to solve maths problems or if they co-operated in developing their football skills. Pupils of all ages work extremely well together because of the encouragement they receive from teachers and through the many opportunities to produce collaborative group work.
- 3.17 Pupils demonstrate an outstanding awareness of right and wrong, they are quick to take responsibility for their own behaviour and apologise on the rare occasions this is needed. Behaviour observed around the school and in lessons during the inspection was exemplary. The vast majority of parents, and pupils who responded to the questionnaire, felt that the school actively promotes good behaviour. Younger children understand that they should take turns and share and play responsibly using trikes and bikes in the playground. Older pupils clearly understand the importance of rules and have developed and signed their own class charters. Pupils respond very positively to the many opportunities they are given to talk and resolve any minor disagreements, supported by the schools aims to engender a respectful community.
- 3.18 Pupils are highly competent decision makers, understanding how the choices they make determine both their individual success in class and contribute to improving the life of the school. The youngest children select their own activities, with some choosing to practise their counting and pattern making skills, using the soft play materials specifically selected by teachers who know that this engages the children's interests. Older pupils make effective decisions about which clubs to participate in, who to

vote for to represent them as form captains and which ideas should be presented to the school council. The oldest pupils are aware that the decisions they make in their friendships can impact on their well-being, and they are supported in making good decisions through the introduction of a focused program, aimed at teaching skills pupils needed to work things out for themselves.

- 3.19 Pupils' spiritual awareness is good. Older pupils reflect on how faith can be important in people's lives. The children in EYFS develop a respect for life through looking after their African land snails and older pupils take time to be quiet in the school sensory garden. In an art lesson, pupils expressed wonder when observing the paintings of L.S. Lowry, appreciating techniques used which transported them into the world of the industrial revolution. Some pupils demonstrate a deeper appreciation of the non-material world through participation in yoga and wellbeing clubs or when debating philosophical ideas in critical thinking club. Pupils' philosophical thinking is more limited as there are few opportunities given to develop this in the curriculum.
- 3.20 Pupils contribute extremely positively to their own school community as there are many opportunities for pupils of all ages to take on different roles of responsibility. All Year 6 pupils take on prefect responsibilities; some act as helpers to the younger classes and others have roles such as house captain, whilst the head boy and girl are responsible for hosting the Christmas service. Each class elects representatives for the school council, who have helped to effect change for the benefit of all such as improving the playground equipment. Pupils also have a strong understanding of the importance of contributing to the wider community and talk enthusiastically about the many fund-raising events for local, national, and international charities. Pupils take the lead in choosing a charity to focus on during the year and to make suggestions for fund raising events on 'Fantastic Fridays', or by organising such events themselves. Pupils have recently sung at local old people's homes, collected food for a local church food bank and Gurdwara soup kitchen, filled shoe boxes or given their own shoes to a charity in Africa.
- 3.21 Pupils have an excellent understanding of how to stay safe and be physically and mentally healthy. The vast majority of parents felt that the school encourages their children to adopt a healthy lifestyle. Pupils happily engage in physical activity and say they enjoy the increased opportunities to play sports in the curriculum. Pupils are physically active at play time; many of the older pupils enjoyed playing a mixed age and gender football match at lunch time and children in the EYFS chose to ride their bikes or push cars in activity time. Children are very aware of the dangers posed by modern technology and say they are constantly reminded of what to do to be safe when online. Pupils are very interested in ensuring they eat healthily, and they have been involved in improving the school meals with their suggestions of what they like to eat and what they know they should be eating. Their healthy approach to eating is encouraged through the school's 'fruit and vegetables only', snack policy and by gentle encouragement to make the right choices from the variety on offer at lunch time. Pupils show a deep understanding of the importance of mental wellbeing, they know the value of sharing their worries and are given many opportunities to do this.

## 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 the proprietor and a group of advisory governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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

Mrs Vivien Sergeant	Reporting inspector
Mr Brendan Stones	Compliance team inspector (Deputy head, HMC school)
Mrs Jeanette Adams	Team inspector (Former deputy head, IAPS school)