



ISI Independent
Schools
Inspectorate

Material Change Inspection Report

Keble Preparatory School

November 2022

School's details

School	Keble Preparatory School			
DfE number	308/6000			
Registered charity number	312979			
Address	Keble Preparatory School Wades Hill Winchmore Hill London N21 1BG			
Telephone number	020 8360 3359			
Email address	office@kebleprep.co.uk			
Head	Mr Perran Gill			
Chair of Governors	Mr Elliot Lipton			
Age range	4 to 13			
Number of pupils on roll	129			
	EYFS	36	Juniors	27
	Seniors	66		
Date of inspection	25 November 2022			

1. Introduction

Characteristics of the school

- 1.1 Keble Preparatory School is an independent day school for male pupils aged between 4 and 13 years. It is a registered charity administered by a board of governors. The school is organised as follows: the pre-preparatory school for Reception to Year 2, which incorporates an Early Years Foundation Stage (EYFS) setting; the junior school for Years 3 and 4; and the senior school for Years 5 to 8. The three sections are accommodated in separate buildings. The school has 23 pupils who require support for special educational needs and/or disabilities (SEND). Three pupils have an education, health and care plan. There are 15 pupils for whom English is an additional language. The school's previous inspection was a focused compliance and educational quality inspection in February 2022.

Purpose of the inspection

- 1.2 This was an announced material change inspection at the request of the Department for Education (DfE) to assess the school's proposal to become co-educational and open a nursery for children aged three. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 2a (relationships and sex education)	Met
Part 1, paragraph 3 (teaching)	Met
Part 1, paragraph 4 (framework for assessment)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural education)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 6, paragraph 32 (1) (c) (provision of information)	Met
Part 8 paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 School leaders provide an appropriate curriculum and schemes of work for the ages and needs of current pupils, including for children aged three in the EYFS. These provide pupils with suitable experience in the required areas of the curriculum. The school takes into account pupils' individual needs, including those with SEND. It ensures that all pupils have the opportunity to make progress. Pupils receive appropriate personal, social and health education. The school has prepared suitable curricular and other plans to meet the needs of children aged three in the EYFS and for the admission of female pupils. It is likely to continue to meet requirements when the proposed changes are made.

Quality of education provided – relationships and sex education [ISSR Part 1, paragraph 2A]

- 2.3 The school meets the standard.
- 2.4 The school provides suitable schemes of work for RSE which reference statutory guidance appropriately. These are implemented effectively. The school has successfully focused on the promotion of positive relationships and placed this at the heart of its provision. This includes consideration of positive relationships between genders in preparation for co-education. Work in lessons is supported effectively by school assemblies and tutorial work in form periods. In response to this, pupils have a strong understanding of how to manage their relationships with others. Provision is likely to continue to meet requirements when the proposed changes are made.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 Teaching at the school enables pupils to acquire new knowledge and make good progress across the curriculum. It ensures effective classroom behaviour and pupils' self-motivation. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school is likely to continue to meet requirements when the proposed changes are made.

Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.7 The school meets the standard.
- 2.8 School leaders have established an effective system of regular testing against suitable benchmarks to give pupils an appropriate sense of how well they are progressing and how to improve their work further. The school is likely to continue to meet requirements when the proposed changes are made.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.9 The school meets the standard.

- 2.10 The school actively promotes principles which enable pupils to have a well-developed understanding of their place in society, including in the EYFS. It promotes pupils' understanding of right and wrong and appropriate kindness and respect for others. In particular, it promotes respect for those with protected characteristics, including with regard to gender and sexuality. Pupils understand that everyone is different, and that everyone should be treated equally regardless of their beliefs or background. The school is likely to continue to meet requirements when the proposed changes are made.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

Safeguarding policy

- 2.11 The school meets the requirements.
- 2.12 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.13 The school meets the standard.
- 2.14 The school has suitable measures in place to ensure the safeguarding of pupils, including children in the EYFS. It achieves this through effective implementation of its safeguarding policy and procedures. These are suitably adapted to the context of the school. This includes the implementation of appropriate arrangements in the EYFS. The school responds consistently to any concerns raised by or about pupils. It seeks advice from external agencies and makes referrals in line with the local thresholds. Pupils can speak freely to adults in the school if they feel unsafe or unhappy, and they are confident that the school will take their concerns seriously and respond appropriately.
- 2.15 The staff at the school are appropriately trained, including the designated safeguarding leaders. They have a suitable understanding of the most recent statutory guidance, including how to respond to reports of child-on-child abuse and any concerns they may have about adults working in the school. Senior leaders in the school seek advice from the LADO when appropriate. Staff are aware of the vulnerabilities of pupils with SEND and they are alert to concerns about pupils' mental health. Pupils have a good understanding of how to keep themselves safe online.
- 2.16 All governors have received suitable safeguarding training and discharge their oversight responsibilities appropriately. This includes receiving termly reports from senior leaders at the school and conducting an annual review of policy and practice. In addition, regular informal communication supports the work of safeguarding leaders in the school. Governors ensure that all required recruitment checks are conducted on new members of staff before they start work. This process includes suitable references, checks against the barred list, and the list of those prohibited from teaching where relevant. Necessary changes to accommodation to meet the needs of female pupils and ensure their welfare have been planned for appropriately.
- 2.17 The school has suitable awareness of the safeguarding contexts of introducing female pupils, and children aged three in the EYFS. It is likely to continue to meet requirements when the proposed changes are made.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.18 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34]

2.19 The school meets the standard.

2.20 The proprietor ensures that the leadership and management of the school demonstrate good skills and knowledge. The school's plan for the proposed admission of children aged three and for the introduction of female pupils throughout the school is appropriate. Senior leaders fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

3. Recommendation with regard to material change inspection

Recommendation

- 3.1 It is recommended that the proposed changes be approved because if the school implements its plans effectively it is likely to continue to meet the standards required.

4. Summary of evidence

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and met with the chair of governors. He visited different areas of the school, observed lessons and talked with groups of pupils. He scrutinised a range of documentation, records and policies.

Inspectors

Mr Bill Burn

Reporting inspector