



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Prospect House School**

**February 2022**

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### School's Details

<b>School</b>	Prospect House School			
<b>DfE number</b>	212/6384			
<b>Address</b>	Prospect House School 75 Putney Hill London SW15 3NT			
<b>Telephone number</b>	020 8780 0456			
<b>Email address</b>	info@prospecths.org.uk			
<b>Headteacher</b>	Mr Michael Hodge			
<b>Chair of governors</b>	Mr Aatif Hassan			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	307			
	<b>EYFS</b>	<b>67</b>	<b>Juniors</b>	<b>240</b>
<b>Inspection dates</b>	1 to 4 February 2022			

## 1. Background Information

### About the school

- 1.1 Prospect House School was founded in the 1960s as a nursery in Barnes, relocating in 1991 to Putney where it became a preparatory school. In 2012, the school acquired an additional building, 76 Putney Hill, which now houses pupils from Nursery to Year 2 in the Lower School. Pupils in Years 3 to 6 are located at the Upper School at 75 Putney Hill. Since February 2020, the school has been owned by Dukes Education.
- 1.2 During the period March to May 2020, the whole school remained open only for children of key workers. Thereafter, Nursery, Reception and Years 1 and 6 returned to the school building in the second half of the summer term. Years 2, 3, 4 and 5 each had two weeks on the school site during that period.
- 1.3 During this period of closure, the school provided remote learning materials for those pupils not on site.
- 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 vulnerable pupils or the children of key workers received remote learning provision at home, with the exception of Nursery pupils, who were on site for this period.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.8 The school aims to provide a broad-based curriculum in order to facilitate the acquisition of knowledge and skills to equip pupils for the future as active, confident and responsible members of society, with a positive attitude to learning. It aims to provide a safe, supportive and well-resourced environment in which pupils develop a positive attitude towards themselves and others. It aims to develop a strong sense of self-respect, and respect for other people's property, ideas and beliefs, irrespective of gender, race, faith, disability or ability. It aims to nurture creativity, develop an appreciation of human achievements, failures and aspirations, develop a range of desirable personal qualities such as politeness, concern for others and the environment, initiative and independence, and to develop a sense of moral values which can form a framework for self-worth and relationships with others.

### About the pupils

- 1.9 The school's own assessment data indicate that the ability of pupils upon entry is broadly average. The school has identified 56 pupils who require support for their special educational needs and/or disabilities (SEND). No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 21 pupils, none of whom require additional support for their English. Where pupils are identified as being more able, 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](#) and the [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 except in so far as they are lawfully excused. 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 demonstrate high levels of academic and extra-curricular achievement as a result of consistently high expectations and a thoroughly nurturing pastoral care system.
- Pupils are excellent communicators both in the classroom and beyond.
- Pupils' skills in information and communication technology (ICT) are well above expectations for their age'.
- Pupils' attitudes towards learning are outstanding.

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

- Pupils' behaviour is excellent and their enjoyment of school life is abundantly evident in all that they do.
- Pupils demonstrate excellent awareness of the fact that the decisions they make will influence their academic success, their relationships and their well-being.
- Pupils have an excellent understanding of the personal responsibilities placed upon them to contribute positively to the lives of others in the school and wider society.

#### Recommendation

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

- Creating more opportunities for Upper School pupils to learn more independently.

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

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

3.5 Pupils demonstrate high levels of academic and extra-curricular achievement as a result of consistently high expectations, and a thoroughly nurturing pastoral care system. The commitment of governors and senior leaders, together with the sensitive and well-planned support provided by teachers, ensure that all pupils, including those with SEND and those who are most able, attain excellent results in externally standardised tests and curriculum assessments. Pupils make outstanding progress over their time in the school, in line with the school's ambitious aims. A tracking and monitoring approach which embodies a rounded view of each pupil's development enables teachers and senior leaders to identify relative areas of weakness in the performance of pupils, leading to appropriate support being provided for them.

- 3.6 Pupils' knowledge, skills and understanding across different areas of learning are excellent. Pupils are enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. They draw upon previous learning with accuracy and demonstrate success in applying this to problem-solving exercises. Reception children learn how to handle gold coins and chopsticks, for example, while Year 2 pupils understand the differences between Victorian school and their own and Year 6 use algebraic knowledge to manipulate the speed, distance, time formula to solve real-life problems. Comprehensive curriculum planning by senior leaders and curriculum co-ordinators ensures pupils develop strong literacy and numeracy skills, as well as a range of other skills across the curriculum. In their response to the pre-inspection questionnaire, most pupils felt their skills and knowledge improve in most lessons.
- 3.7 Prospect House pupils are excellent communicators. They speak with confidence and need little encouragement to contribute to a range of activities, both in the classroom and beyond. They love drama, public speaking and performing in productions and clearly relish every opportunity they are given to develop these skills. Their listening skills are well-honed, as can be observed in lessons across the school where they are respectful and engaged, listening to responses from their peers as well as their teachers. Pupils of all abilities feel able to contribute, willingly offering answers without being prompted, and are confident to express opinions as well as considering the views of others. Effective levels of engagement continue through the school's well-established approach to reading throughout the school. Examples of this include the secret 'book swap', the much-anticipated poetry reading competition, and the annual book week. Pupils' writing skills develop rapidly, and a voracious approach to creative writing, notably poetry, pervades their learning across the curriculum. By Year 6, pupils demonstrate high levels of literacy.
- 3.8 Pupils' numeracy skills are extremely well developed, consistently above age-related expectations by Year 6. They demonstrate a passion for mathematical thinking and engage enthusiastically in its application. Year 2 pupils were able to apply their understanding of angles and positions when programming a robot, while Year 3 pupils demonstrated their understanding to solve problems when finding different ways to make 20 from a range of numbers. In addition to the mathematics curriculum, pupils perform well in a wide variety of mathematical competitions and events at regional and national levels. Their enthusiasm for a wide range of mathematical activities is evident at all stages and they were keen to share how they use their numeracy skills across the curriculum. For example, they are skilful at manipulating graphs in geography, calculating temperature changes in science, using tally charts in English to record the number of adjectives and adverbs, and dealing with 2D shapes and symmetry when creating African tribal masks in art.
- 3.9 Pupils' use of ICT in a wide range of activities across the curriculum, including data manipulation, research and presentations, is of a very high standard. Reception children show an excellent ability to use ICT to enhance their learning, independently accessing, saving and retrieving their work. A few were able to colour their picture of a rabbit, name the file and then save it. ICT is a well-established aspect of pupils' learning across the whole school, supporting pupils' additional needs, and helping to ensure all pupils make maximum progress and feel confident in their learning. The older pupils' use of their own devices further develops this and engenders an even greater sense of pride in their learning. Pupils spoke enthusiastically and knowledgeably about coding and animation work that they have enjoyed. The pupils have an excellent understanding of online safety and the correct use of technology due to the quality of ICT provision.
- 3.10 Pupils develop extended thinking skills throughout their learning in the school and respond positively and creatively to independent tasks, driven by their sheer enthusiasm for learning and their willingness to be challenged. Their ability to investigate, understand then apply their understanding develops at an early stage. In science, pupils respond effectively to opportunities to predict what they think will happen and to justify their opinions. For example, in Year 4, pupils showed that they were able to make predictions about which surfaces would have the highest level of friction, which material would be the best insulator, and which liquid would evaporate most quickly. When given the

opportunity, pupils work independently, ask critical and reflective questions, and embrace challenge. However, these opportunities are less common. In response to the questionnaire, all parents felt that the school equips pupils with the team-working, collaborative and research skills they need in later life.

- 3.11 Pupils' achievements outside the formal curriculum are outstanding. As a result of the school's inclusive philosophy, pupils are involved in a wide range of sports, including judo, gymnastics, swimming, netball, hockey, football, golf, triathlon, athletics, cross-country and cricket. They are successful in securing awards, medals and other successes in school, in the local community and at national events. Pupils' excellent achievements in music are evident in their successful results in instrumental examinations and an abundance of music scholarships, as well as membership of local and national youth orchestras. The school's musicians regularly perform in prestigious London venues as well as attending professional concerts in the major concert halls of the capital. Prospect House pupils love to perform, and their excellent achievements on stage in assemblies, concerts, productions and carol services are manifest in the enthusiasm and extremely high standards they demonstrate whilst rehearsing for such events and competitions. The vast majority of Year 6 pupils successfully gain places at a wide range of independent schools with high standards of entry, and a large proportion of pupils are awarded academic and other scholarships.
- 3.12 Pupils' attitudes towards learning are outstanding. Pupils of all ages love to learn and want to find out as much as they possibly can whilst demonstrating a genuine desire to embrace challenge. They show resilience in their learning; for example, trying to find the solutions to mathematical problems in Year 4, when sequencing a street dance in Year 5, when composing music in Year 4, and when singing challenging repertoire in Year 6. When given more open-ended opportunities, pupils demonstrate initiative and take an active part in their own learning, as well as successfully working collaboratively with others. They enjoy being given the opportunity to decide which level of task to tackle, for example in the times-table competitions. They never shy away from challenge. Pupils' engaging and positive attitudes towards collective consideration of a range of topics, such as in assemblies, is a hallmark of Prospect House pupils. In response to the questionnaire, all pupils felt that their teachers are supportive.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' enjoyment of school life is abundantly evident in all that they do, fulfilling the school's ambitious aims. They are appreciative of the special environment in which they learn, and this is a result of the outstanding pastoral care provided by senior leaders and form teachers throughout the school from the earliest age. Pupils of all abilities develop a sense of self-knowledge which enables them to express their ideas and opinions, which they do clearly and coherently. For example, in Year 1, a pupil explained the reason they had been awarded a golden leaf was to help them grow emotionally, while an Upper School pupil explained in assembly that 'fail' stands for 'first attempt in learning' and that it is important to try and fail, rather than not to try at all. Pupils demonstrate self-esteem and self-confidence in a respectful manner, as seen in their participation in live performances and their preparation for the poetry reading and public-speaking competitions. Their finely tuned self-discipline is evident in their approach to understanding how to improve their own learning and performance, in response to consistently supportive guidance from their teachers. In the pre-inspection questionnaire, almost all parents felt their children are well prepared for life in senior school.
- 3.15 Pupils' awareness of the impact that their decisions have on their academic success, their relationships and their well-being is highly developed. Whilst teachers consistently create an environment of high expectation and challenge, the relationships pupils create between themselves and their teachers engender a highly productive learning atmosphere. From the earliest age, children demonstrate

excellent decision-making skills when they choose which activity to do in Nursery. For example, children happily chose whether to make fortune cookies out of dough, or to practise writing their sound of the week with a feather. Pupils are considered in the decisions they make regarding the relationships they have with others and are aware of the need to listen to their peers. They relish the opportunities they are given to make decisions in the school council which offers pupils the chance to make changes through their own decisions. For example, pupils chose which charities to support at Christmas, enabled girls to be allowed to play football, and instigated a pupil-led dance club.

- 3.16 Pupils' spiritual understanding develops rapidly through a wide range of experiences and events in their school lives. The introduction of outdoor learning in the woodland area develops the younger pupils' appreciation of the outside world and the nature in it. This has a positive impact on pupils' well-being and how they see the world around them. Pupils have an appreciation of non-material aspects of life. For example, Upper School pupils expressed the view that having a wide range of opportunities is better than having wealth or possessions. They enjoy celebrating religious festivals from different faiths, and their knowledge, understanding, and sensitive appreciation of the beliefs of others is strong.
- 3.17 Pupils' behaviour is excellent, both in the classroom and at other times around the school. They have strong moral values and clearly want to respect the school rules, which creates a consistently positive atmosphere. Pupils expressed gratitude for the opportunities they are lucky enough to enjoy as members of their much-loved school. The pupils confidently expressed the view that they behave well towards one another and described their own behaviour using a variety of superlatives. Pupils feel that sanctions are used fairly but that their use is rarely required, thus supporting the school's rounded approach to discipline. Through the use of a reflection sheet when pupils make wrong decisions, allowing pupils time to think about their actions and to consider their thoughts and understanding, the school reinforces the high expectations set by teachers and senior leaders and helps to promote and develop pupils' moral values.
- 3.18 Pupils of all ages are socially aware and, when given the opportunity to do so, demonstrate excellent collaborative skills, which enable them to solve problems and achieve common goals. Reception children enjoy working together, for example, creating a display board based on people who help us, while Year 1 pupils collectively created a storyboard. Older pupils show strong leadership skills when working collaboratively on tasks and allow each team member to play their part in discussions. In response to the questionnaire, all parents felt that the school helps their children to develop strong teamwork and social skills.
- 3.19 Pupils show excellent awareness of the personal responsibilities placed upon them to contribute positively to the lives of others in the school and wider society. As pupils move through the school, they have increased engagement with members of the Lower School, showing care, responsibility and interest in their lives and acting as excellent role models. Year 6 pupils take care of younger ones during mixed-age clubs, for example, and librarians read with pupils from the younger years. Whilst this arrangement contributes effectively to the successful transition between different sections of the school, it also serves to inspire and engender confidence in the younger pupils, and a sense of pride and responsibility in the older ones. The school and its parent body select charities which they support through various activities. The school's long-established link with a nursery in The Gambia helps pupils to understand the direct impact that the money raised can have on the lives of others.
- 3.20 Pupils' sensitive appreciation of the beliefs of others' faiths and religions is an evident quality of Prospect House pupils. They spoke enthusiastically about assemblies in which parents of different faiths shared their experiences and beliefs. Through the study of different religions in the curriculum and visits to local places of worship, pupils come to understand that everyone is different and that it is these differences that they as a community and as individuals need to celebrate. This understanding is further developed through the promotion of equality, and pupils spoke warmly about recent assemblies and lessons which focused on male and female stereotypes, and the role of women in society.

3.21 Pupils know how to stay safe, both in the real world and online. They respond maturely to the focus on online safety in ICT lessons from a very early age and speak confidently of the need to protect passwords and identity. Year 1 pupils knew that they could share their passwords with 'trusted adults'. They understand the importance of being physically healthy and value the opportunities they have in school and beyond to participate in team and individual sports and activities. Pupils' appreciation of staying safe in the hustle and bustle of city life is underpinned by activities such as scooter training for the younger children, and safety talks by Transport for London and local police officers, in preparation for the Year 6 pupils moving on to senior schools. They also develop an understanding of how to be mentally healthy, and the school creates an environment in which this aspect of their lives is taken seriously and is seen as an area for all pupils to nurture. This is supported by a number of staff trained in mental health first aid. During the inspection, the pupils were engaged enthusiastically in a mental health week. Mindfulness and yoga activities enhance the pupils' sense of well-being, exemplified by the Nursery children's access to a 'yoga retreat' in a role play area. Pupils understand the importance of a healthy diet and most are appreciative of the home-cooked school lunches. In response to the questionnaire, almost all parents felt that the school encourages their children to adopt a healthy lifestyle.

## 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 a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registrations and 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

Mr Alexander Mitchell	Reporting inspector
Mr Christian Pritchard	Compliance team inspector (Head, IAPS school)
Mrs Helen Chalmers	Team inspector (Head, ISA school)
Mrs Emma Haworth	Team inspector (Head, ISA school)