

Eaton House Belgravia Pre-Preparatory School

3–5 Eaton Gate, Eaton Square, London SW1W 9BA

Inspection dates

6–8 February 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher ensures that pupils receive a consistently good quality of education. He has high expectations of himself, staff and pupils. Staff value the strong leadership he provides.
- Safeguarding is effective. The proprietor has a 'hands-on' approach which ensures that safeguarding procedures are followed rigorously. Pupils feel safe and are kept safe.
- The curriculum is broad and offers pupils effective learning opportunities in a wide range of subjects. Pupils enjoy and value their education. They told inspectors that the wide range of experiences at school motivates them to learn and do their best.
- Teaching across the school is consistently good. As a result, pupils make strong progress in a range of subjects. The teaching of mathematics is a strength.
- Pupils' behaviour is exemplary. They are extremely polite, friendly and respectful. Pupils demonstrate excellent attitudes to learning.
- Leadership of the early years is effective. Leaders and teachers ensure that children make strong progress and have the skills and understanding that they need to progress well in Year 1.
- Leaders' work to promote pupils' spiritual, moral, social and cultural development is effective. Pupils understand their rights and responsibilities as British citizens.
- While pupils' progress in writing is typically good, pupils are capable of more. In subjects other than English, pupils do not have sufficient opportunities to write at length and deepen their skills. Consequently, pupils do not reach their full potential in writing.
- The headteacher is working closely alongside the newly appointed year group coordinators to develop their expertise in strengthening teaching and raising standards. Nevertheless, this work is relatively recent and it is too soon to evaluate its impact on pupils' outcomes over time.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by ensuring that:
 - pupils benefit from high-quality opportunities to practise and improve their writing skills across the curriculum.
- Increase the impact of year group coordinators by ensuring that:
 - they actively monitor the quality of teaching and learning in their year groups and take timely and effective action to strengthen pupils' outcomes when it is needed.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and proprietor have ensured that all the independent school standards are met.
- The recently appointed headteacher is an inspirational leader with clear vision and strategic direction. He knows what needs to be done to improve the quality of education at the school further. For example, he regularly checks the quality of teaching and learning to make sure that it is consistently good. This is ensuring that pupils continue to make strong progress. He has the trust and confidence of the staff, who subscribe to the culture of high aspirations that fills the school.
- Staff morale is high. Teachers value the opportunities they are given to contribute to the strategic planning for the school and their own professional development. Leaders have created a culture whereby teachers are encouraged to take risks to maximise how well pupils learn.
- The curriculum offers pupils a breadth of learning opportunities in a range of subjects, such as history and geography. Specialist teachers deliver lessons in physical education (PE), science, music and computing, with a strong focus on subject-related skills and knowledge. As a result, pupils typically make good gains in their learning and attain at least the standard expected for their age across the curriculum.
- Through frequent meetings and discussions with teachers, leaders keep a close watch on pupils' achievement in English and mathematics. This ensures that teachers know what they need to do to adapt learning tasks to pupils' different abilities. At the same time, pupils who may be falling behind are identified quickly and their needs are met. This approach enables all groups of pupils to make strong progress.
- Leaders ensure that pupils' learning is enhanced through educational trips, such as visits to the local fire station. Additionally, pupils participate frequently in extra-curricular activities, including yoga and football clubs, which contribute to their enjoyment of school life and eagerness to succeed.
- The school's work to promote pupils' spiritual, moral, social and cultural development is effective. Pupils are given meaningful opportunities to contribute to the local community. For example, most recently pupils sang Christmas carols in the local area to raise funds for a charity. Such events instil pupils with an understanding of their roles as citizens in modern Britain.
- While year group coordinators are keen to support the headteacher's efforts to strengthen teaching and pupils' achievement, their work is at an early stage. Together with the headteacher, they have begun to review the quality of work in pupils' books and use this information to identify priorities for improvement. For example, leaders recognise that pupils have insufficient opportunities to write at length across the curriculum, and this is preventing pupils from making substantial gains in their writing skills over time. While leaders are clear how they intend to tackle this, it is too soon to ascertain the impact of their actions.
- During the inspection, inspectors considered a material change request on behalf of the Department for Education (DfE) for the school to admit three-year-old children into its

early years provision. Inspectors consider that the independent school standards and requirements of the early years foundation stage would continue to be met if this change is approved by the registration authority.

Governance

- The proprietor, ably supported by the board of directors, holds leaders to account effectively on all aspects of the school. She meets with the headteacher regularly to discuss a range of matters, such as the curriculum and pupils' progress. This ensures that leaders maintain their focus on the school's key priorities and tackle the areas that need strengthening effectively.
- The proprietor checks on the welfare and safety of pupils through her regular visits to the school. This ensures that the school maintains high levels of care and vigilance with regard to pupils' welfare.

Safeguarding

- The arrangements for safeguarding are effective. There is a strong culture of vigilance to ensure pupils' safety. Visitors are given a safeguarding guide which sets out the school's procedures for raising a safeguarding concern. It also provides information on safeguarding matters such as online safety and the types of harm that could pose a risk to pupils.
- Staff are well trained on safeguarding matters. They receive regular updates from leaders on a range of topics, such as the 'Prevent' duty. This ensures that they can readily spot any changes in pupils' behaviour and raise a safeguarding concern. Staff know the school's internal procedures well and are clear what to do, should they be concerned about the safety and welfare of pupils.
- The safeguarding policy is published on the school's website. It is reviewed annually and updated in line with the latest statutory requirements. The majority of parents and carers agree that their children feel safe in school and that leaders respond well to any concerns they raise.

Quality of teaching, learning and assessment

Good

- Teaching is consistently good across the school. Teachers make effective use of their regular assessments to set tasks that are well matched to pupils' learning needs. This includes pupils who have special educational needs (SEN) and/or disabilities. As a result, pupils typically make strong gains in their skills and knowledge across a wide range of subjects.
- The good quality of teaching is underpinned by teachers' strong subject knowledge. This ensures that teachers plan activities which enable pupils to build progressively on what they already know or can do. Similarly, teachers provide clear explanations and model effectively the subject matter they are teaching. Pupils are therefore clear about what is expected of them in their learning.
- The teaching of mathematics is particularly effective in challenging pupils to achieve to the best of their abilities. Teachers have high expectations and plan tasks that stretch

pupils' understanding. Well-selected resources help to develop and reinforce pupils' knowledge of key concepts. For example, in Year 3, pupils used protractors accurately to measure the angles of different shapes and explore mathematical rules, such as that the angles in a triangle always equal 180 degrees.

- Reading is taught well. Younger pupils use their phonics knowledge effectively to read unfamiliar words. Teachers typically select suitable texts which enable pupils to build their reading fluency and make good gains in their comprehension skills.
- The teaching of music is a strength of the school. Pupils benefit from the opportunity to take individual instrument lessons, such as the piano and guitar. Leaders ensure that they practise and improve their skills by performing in front of an audience. This enables them to play with increasing confidence and expression.
- Additional staff are deployed effectively to support pupils who have SEN and/or disabilities. Adults routinely provide these pupils with timely and well-targeted support to ensure they are successful in the activities teachers plan. Consequently, this group of pupils make good progress.
- Effective teaching of writing means that pupils learn to write in a range of styles and contexts. For example, Year 1 pupils composed poems about autumn, selecting phrases and vocabulary that were appropriate to the genre. Teachers ensure that pupils use their good knowledge of grammar, punctuation and spelling to produce high-quality writing at the standard expected for their age. However, when pupils write in subjects other than English, teachers do not routinely expect them to write to the same standard. In part, this is because pupils have insufficient opportunities to write at length and apply their skills and knowledge.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are self-assured, articulate learners who demonstrate impressive attitudes to their education. They exude pride in their school and achievements. During visits to classrooms, pupils discussed their learning with both eloquence and enthusiasm, drawing on a sound knowledge of the skills and knowledge they had been taught.
- Leaders and staff share an unwavering commitment to promoting pupils' social and emotional well-being. They have created a culture where pupils do not hesitate to share their concerns, for example through 'worry boxes' in classrooms or the library. Pupils are confident that adults will do all that they can to resolve any issues they raise.
- Pupils are aware of the different forms bullying can take, including cyber bullying. They told inspectors that bullying is a rare occurrence and that staff resolve issues promptly and fairly if they arise. School records confirm that there are no incidents of bullying or unkind behaviour.
- Pupils have an age-appropriate understanding of how to keep themselves safe online. They know not to divulge personal information. They learn about online safety in computing lessons and from the regular visitors to the school.
- Leaders provide pupils with a range of opportunities to take on additional roles and

responsibilities, such as heads of house, library monitors and 'eco-eagles', who take responsibility for recycling and saving energy. These roles strengthen pupils' social skills and prepare them exceptionally well to be responsible members of their community.

- The school's personal, social, health and economic education is effective in promoting pupils' physical and emotional well-being. Pupils are extremely knowledgeable about the positive effect of exercise on their health. The school provides many well-planned opportunities for pupils to participate in a range of physical activities.
- Pupils reflect deeply and talk with increasing maturity on complex moral issues and current affairs. They debate issues with sensitivity, both with each other and in discussions with adults. During conversations with inspectors, pupils talked knowledgeably about a wide range of topics, such as the freedom to vote over the age of 18. They listen attentively to each other's views, showing high levels of respect.

Behaviour

- The behaviour of pupils is outstanding.
- The school's approach to promoting excellent behaviour is highly effective. Pupils are fully conversant with the system of rewards on offer and explained how these motivate them to behave in the way that leaders and staff expect. As a result, pupils behave sensibly during lessons and around the school site, requiring few reminders from adults. As the school records show, pupils' learning is rarely disrupted by poor or off-task behaviour.
- Pupils share their learning with each other and remain highly focused on tasks so their learning time is optimised.
- Pupils are polite, friendly and well mannered. They take great pride in presenting themselves neatly and look very smart in their uniforms.
- Pupils value their learning and this is reflected in their regular attendance.

Outcomes for pupils

Good

- In all year groups and in a wide range of subjects, pupils make good progress over time. This is a result of consistently effective teaching.
- Across the school, pupils' attainment is high. Almost all pupils meet or exceed the standard expected for their age. School assessment information and work in pupils' books show that pupils' attainment is well above average in reading, spelling and mathematics. This represents good progress from pupils' starting points on joining the school.
- Pupils read with fluency, accuracy and with a good understanding of the texts that they read. Effective phonics teaching means that pupils develop the skills they need to read unfamiliar words with confidence. Equally, pupils check the meaning of words they have not encountered before to expand their vocabulary. Pupils enjoy reading and practise their skills through regular reading, both at home and in school.
- Pupils make excellent progress in mathematics and are typically working at standards above those expected for their age. Pupils learn to use calculation strategies very efficiently and apply these accurately to solve different mathematical problems. They demonstrate strong subject knowledge and use mathematical vocabulary correctly.

- In the humanities, pupils make good gains in their skills and knowledge. For example, in history, pupils explored different sources of information to ask and answer questions on Ancient Egypt. Teachers ensure that pupils practise their skills and knowledge in different contexts. For example, in geography pupils used their understanding of maps to locate the seven continents.
- Teachers use their assessments effectively to set tasks that demand more of the most able pupils. These pupils rise to the challenges set for them, make strong progress and achieve highly in a range of subjects.
- Pupils who have SEN and/or disabilities make strong progress in their learning from their individual starting points. This is because they benefit from both additional support and clear targets that meet their needs effectively.
- Overall, pupils, including the most able, make good progress in their writing and develop skills at the standards expected for their age. However, staff do not provide sufficient opportunities for pupils to apply and extend their writing skills across the curriculum. This hampers pupils from achieving to the very best of their ability.

Early years provision

Good

- Leaders have made sure that the independent school standards relating to the early years are met. Similarly, the statutory early years safeguarding and welfare requirements are met.
- The new leaders have a good understanding of the strengths and areas for development in the early years. Since their appointment, they have taken effective steps to address their priorities for improvement and ensure that children continue to receive strong teaching and an exciting curriculum. They have rightly identified the need to strengthen opportunities for children to learn and explore outdoors. Leaders have suitable plans in place to tackle this.
- Children make good gains in all areas of their learning and are well prepared for their move to Year 1. Children's progress in mathematics is particularly strong, with many exceeding the standard expected for their age.
- Leaders check the quality of children's learning rigorously to ensure that no child falls behind in their learning. As a result, all groups of children, including the most able, achieve equally well during their time in the early years provision.
- Children are well behaved. They understand and follow the routines that adults have put in place to support their learning. Adults provide exciting opportunities that capture children's interest and motivate them to learn. Children listen attentively to each other and adults, and clearly enjoy their learning. They waste no time in tidying up quickly and efficiently, when adults ask them to do so.
- Teaching is effective in the early years. Teachers have high expectations of what children can do. They use their assessments of children's achievement to plan exciting learning activities which challenge children's thinking. For example, in mathematics children used both standard and non-standard measures such as tape measures and cubes to find out the length of objects such as pencils, toys and tables. As a result, all children make good progress, including the most able children.

- The teaching of phonics promotes strong gains in children’s early reading and writing skills. Children use their phonics knowledge confidently to read and write words and sentences.
- Adults in the early years forge strong links with parents. Parents are kept well informed about their children’s learning through regular meetings and detailed newsletters. This ensures that parents know how best to support their children’s learning outside of school.

School details

Unique reference number	101160
DfE registration number	213/6045
Inspection number	10020764

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 8
Gender of pupils	Boys
Number of pupils on the school roll	211
Number of part-time pupils	10
Proprietor	Eaton House School Belgravia Ltd
Chair	Luchie Cawood
Headteacher	Huw May
Annual fees (day pupils)	£16,380
Telephone number	020 7730 9343
Website	www.eatonhouseschools.com
Email address	lcawood@eatonhouseschools.com
Date of previous inspection	23–24 November 2011

Information about this school

- There have been significant staff changes at Eaton House Belgravia Pre-Preparatory School since September 2017, and the previous inspection. The headteacher and 16 members of staff are new to the school.
- The school's last standard inspection was in November 2011. The school was judged to provide a good quality of education.
- The school has recently expanded its early years department to offer provision for three-year-old children. On behalf of the school's registration authority, a material change request to accommodate the expansion was considered as part of this full standard

inspection.

- Eaton House Belgravia Pre-Preparatory School is broadly a Christian and non-denominational school. It aims to provide 'a caring and secure environment where the emphasis is on treating each child as an individual, so they can blossom academically, socially and behaviourally'. It is part of the Eaton House Group of schools.
- There are no pupils who are looked after by the local authority.
- Few pupils have SEN and/or disabilities, and none have an education, health and care plan. Pupils' needs relate mainly to speech and language difficulties.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The school's application for a material change to its registration regarding the age range of pupils admitted to the school was considered during this standard inspection.
- Inspectors visited classrooms to observe pupils' learning across a wide range of subjects, some jointly with the headteacher. Inspectors scrutinised pupils' work within and outside of lessons.
- Inspectors spoke with pupils about their learning during lesson time and lunchtimes. They met formally with two groups of pupils from Year 3. The head and deputy head boys accompanied an inspector on a tour of the school and gave their views on school life. Inspectors also listened to pupils read from Years 2 and 3.
- Meetings were held with the headteacher and other leaders, including the proprietor. Inspectors also met with a group of staff members.
- Inspectors considered 17 responses to Parent View, Ofsted's online survey, which included 14 written responses. Additionally, they met with parents at the start of the school day.
- Inspectors analysed the 15 responses to Ofsted's staff survey.
- Inspectors reviewed a range of school documentation, including documents related to safeguarding, the school's self-evaluation and plans for school improvement.

Inspection team

Rajeshree Mehta, lead inspector

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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