



**BENEDICT HOUSE  
PREPARATORY SCHOOL**



*ISI SCHOOL INSPECTION REPORT*



Dear Parents and Guardians,

I am pleased to share the outcome of our recent inspection by the Independent Schools Inspectorate (ISI). I can report that the findings were positive and reflect the dedication, care and commitment of our entire school community.

The inspectors carried out a thorough and comprehensive evaluation, examining all aspects of school life, including academic achievement, the quality of teaching, pastoral care, safeguarding and leadership. The feedback we received highlights the many strengths of our school and affirms our commitment to providing an excellent education for your children. I am incredibly proud of our pupils, staff and wider school community, all of whom contribute to making Benedict House a wonderful place to learn and grow.

Thank you for your ongoing support, which plays a vital role in our continued success. I look forward to working together as we build on these positive outcomes and continue to provide the best possible educational experience for our pupils.

Best wishes

Laura Baker  
Head







## SUMMARY OF **INSPECTION FINDINGS**

The new headteacher has a clear vision and plan for school development. This builds on the school's previous self-evaluation as well as the effective review of practice through discussion with Chatsworth directors. The plan for school development is effectively communicated to and supported by the leadership team and disseminated to staff and parents.


Leaders are effectively supported, and their practice is monitored and challenged by directors. However, monitoring and oversight of practice has not identified errors in maintaining the attendance registers in line with statutory guidance. The attendance policy was not on the school's website or in line with the requirements of statutory guidance.

The school's curriculum is effective in supporting learning across a broad range of subjects. It is supplemented with the Chatsworth schools' 'Tapestry' curriculum which focuses on a range of cross-curricular elements, including health and wellbeing and digital literacy. This encourages teachers to plan links between areas of the curriculum and develop pupils' awareness of their place in the global community. This approach includes a particular emphasis on entrepreneurial skills, which contributes to supporting pupils' preparation for the next stages in their education.









The early years curriculum is well planned and effectively delivered, with a focus on early reading skills. Teachers know the children well and tailor activities to match their individual needs and interests.

Teachers plan well-sequenced lessons. Feedback to pupils about their work and teachers' use of effective questions encourages pupils to review their learning or extend their skills. Pupils make good progress from their starting points.

There is less consistency in the use of assessment by teachers to inform their planning. Not all teaching makes effective use of assessment information to meet the needs of pupils.

The personal, social, health and economic (PSHE) curriculum is taught in cyclical themes which include those relating to relationships and sex education (RSE). This allows pupils to revisit topics in an age-appropriate context and learning builds on prior understanding. Links are made with learning in other subjects and with the wider school assembly and visits programmes. This ensures learning is embedded and made relevant to pupils' lives in a British culture.

Leaders make sure that suitable policies are in place providing clear guidance to pupils on the expectations of positive behaviour. Teachers set high expectations and use a variety of well-chosen techniques to manage behaviour. This encourages pupils to act responsibly. Strategies to help pupils understand and manage their emotions are embedded from the early years. Leaders monitor behaviour logs to help ensure consistency in approach to behaviour management. They identify and mitigate risk when small groups of pupils in some year groups do not consistently meet the school's high expectations. Any bullying or serious incidents are swiftly dealt with on the rare occasions that they occur.

Teachers encourage pupils to value one another's cultural heritage. Pupils share their diverse experiences confidently. They value the differences between one another and appreciate how this sharing helps them to develop respect and tolerance.

Appropriate staff recruitment processes are in place. Staff are suitably trained in safeguarding awareness. The safeguarding team swiftly act on any reported safeguarding concerns to ensure pupils get the help they may need. Pupils are encouraged to discuss any concerns and know who to go to for support.

# LEADERSHIP

“Leaders ensure that the school’s aims and family ethos are understood and appropriately actioned across many aspects of the curriculum and wider school life.”

“Leaders take action to promote the wellbeing of pupils following a process of effective self-evaluation.”

“Leaders have enabled more opportunities for competitive sport and physical education to improve physical activity and the promotion of a healthy lifestyle.”

“Directors have comprehensive oversight of risk management.”

“Leaders are appropriately aware of the contextual safeguarding risks for a school in its location. They plan for and carry out suitable actions to mitigate these risks and monitor the resulting impact.”

“The school complies appropriately with the Equality Act, 2010.”

“There is an effective complaints policy. The school keeps suitable records which show that any complaints are managed in line with the policy.”

“Supervision of staff in the early years is appropriate and provides suitable opportunity for professional dialogue and development.”









## QUALITY OF **EDUCATION**

“The curriculum for pupils in Years 1 to 6 continues to focus on the development of literacy and numeracy skills. Pupils study a broad range of subjects across all the required areas including Spanish.”

“Pupils read with expression. Teachers encourage the use of increasingly complex vocabulary with accuracy. Pupils write with imagination and understanding of a variety of writing genres.”

“Positive classroom relationships, encouragement and an ethos of inclusion support pupils to participate.”

“Teachers establish a positive ethos in classes enabling pupils to enjoy learning and to feel confident in contributing to discussion and activities with resilience.”

“Secure subject knowledge allows staff to ask increasingly complex questions, extending the thinking of pupils with high prior attainment in some subjects.”

“Staff use a variety of effective strategies to support pupils who speak English as an additional language (EAL).”

# PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING

"Pupils' emotional wellbeing and positive mental health is supported effectively."

"Staff understand and follow school policies to help pupils to acknowledge and express their feelings and emotions and manage behaviour."

"Pupils know the school's expectations... so that apologies are given, pupils settle and move on swiftly."

"The physical education curriculum includes opportunities to learn activities such as archery, fencing and swimming as well as sports such as football, netball and tennis."

"Pupils acquire a positive attitude to health. They understand, in an age-appropriate context, how certain lifestyle choices may have adverse effects on health."

"Effective communication between key people and [PE] staff ensures children experience cohesive support and develop key skills such as throwing and catching with increasing accuracy."

"Pupils gain age-appropriate understanding of the range of relationships in British society. This helps prepare pupils effectively for future experiences and promotes understanding, tolerance and inclusivity."

"Affirming classroom relationships encourage pupils to contribute to discussion and accept that they may make mistakes. They build resilience and improve their self-confidence."

"Pupils learn about different world faiths... They develop respect for their peers, alongside tolerance and empathy for different views and opinions."







# PUPILS' SOCIAL AND ECONOMIC EDUCATION AND **CONTRIBUTION TO SOCIETY**

"Pupils learn about the human and social influences in British and world societies... This helps pupils to value people's individuality and develop respect and tolerance."

"Special events such as 'Ancestry Day' raise pupils' awareness of the different cultures in their own community and wider British society."

"Pupils raise money for a variety of local and national charities and support national events, to help make their own contribution to wider society."

"The pupils' mini senior leadership team enables individuals with particular skills or interests to take a lead in their school community."

"Pupils contribute to their school including by running the school stationery shop, acting as librarians or lunchtime monitors."

"Pupils develop an increasing understanding of the British legal system and the origins of democracy."

"Pupils in Year 6 study a topic looking at crime and punishment through time. They gain an understanding of the current British jury system and develop respect for public institutions and services."

"Pupils develop a sense of justice and awareness of what is right and wrong."

"Leaders integrate an entrepreneurial element into the curriculum... Pupils participate in inter-Chatsworth group competitions... Pupils develop effective awareness of economic and business influences."

# SAFEGUARDING

“Chatsworth directors have appropriate safeguarding training. They carry out an annual review of safeguarding policy and practice, in line with statutory requirements.”

“Additional governance support is available across the group of schools with a regular forum for discussions between designated safeguarding leads. This ensures opportunities to share and learn from effective practice.”

“Leaders follow rigorous staff recruitment procedures which are in line with statutory guidance.”

“The single central record of appointments (SCR)... is reviewed by a director to give effective oversight and monitoring of recruitment processes.”

“Leaders with appropriate experience and training have specific safeguarding responsibilities in line with requirements. They keep suitably detailed records of actions and decisions, which are appropriately reviewed.”

“The detailed and comprehensive safeguarding policy... is also suitably adapted to meet the specific needs of the school and is in line with statutory legislation.”

“Staff are trained effectively by the safeguarding team, who ensure appropriate safeguarding practices are embedded in school culture.”

“Pupils are taught how to raise concerns and keep themselves safe including when online... These systems support pupils to raise any worries effectively.”

“Staff monitor pupils’ use of school computers appropriately and are supported by the school’s effective filtering and monitoring systems.”







**LIMITED PLACES AVAILABLE**

A proud member of the  
Chatsworth Schools Family

**CHATSWORTH  
SCHOOLS** 

[hello@benedicthouse.co.uk](mailto:hello@benedicthouse.co.uk)

[www.benedicthouse.co.uk](http://www.benedicthouse.co.uk)

020 8300 7206

27 Station Road

Sidcup, Kent DA15 7EB

