

School inspection report

13 to 15 May 2025

Parsons Green Prep School

1 Fulham Park Road

London

SW6 4LJ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietor, advisory board and school leaders work closely together. School policies are systematically reviewed. The educational provision is carefully evaluated. Leaders demonstrate thorough knowledge and effective skills which means they understand and fulfil their responsibilities. As a result, the Standards are met consistently.
2. Leaders prioritise pupils' wellbeing in all aspects of the school's provision. They implement an exceptionally ambitious wellbeing and mental health programme which supports pupils' deep understanding of emotional wellbeing very effectively. As a result, pupils have a secure and very mature understanding of how to regulate their own emotions, while also recognising and supporting the emotional wellbeing of others. This is a significant strength of the school.
3. Leaders implement a broad curriculum which includes an appropriate programme of extra-curricular activities. Pupils demonstrate consistent and responsible attitudes towards their learning. They make good progress in their work and typically gain places at their chosen senior schools.
4. Staff have secure subject knowledge and plan interesting lessons. They use a range of resources and teaching styles so that pupils engage well with their learning. In many lessons, teachers provide pupils with guidance, often through marking, in a way which helps the pupils to easily understand how to make further progress. However, on some occasions, this guidance is less focused so that pupils are not always as clear how to improve.
5. Leaders in the early years are experienced and knowledgeable. They plan a stimulating curriculum of activities and lessons which help children to learn and develop effectively. Staff know the children well and adapt planning to meet their individual needs. Children develop independence, make good progress and are prepared well for Year 1.
6. Leaders implement thorough systems to manage health and safety procedures and risk effectively. Staff report any health and safety concerns quickly. Leaders identify and assess risks carefully and take appropriate actions to reduce them. The health and safety of pupils is given high priority.
7. Leaders provide a range of opportunities for pupils to develop leadership and to provide service to others within the school. Year 6 pupils take on responsible roles such as prefects, sports captains and library monitors. Many pupils across year groups serve the school community diligently through their involvement with a range of well-developed committees. Pupils learn to be kind and considerate towards others through raising funds for different charities. However, opportunities for pupils to develop their understanding of social responsibility and to engage with communities and organisations beyond the school are currently limited.
8. Leaders promote a robust and thorough approach to safeguarding throughout the school. Staff are trained effectively and have a confident understanding of how to respond to any safeguarding concerns which may arise. Leaders maintain a systematic approach to safer recruitment.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

The proprietor should:

- ensure that teachers' guidance to pupils, including through marking and feedback, consistently informs pupils about the steps they should take to improve their work
- increase the range of opportunities for pupils to engage with communities beyond school so that they widen their understanding of social responsibility.

Section 1: Leadership and management, and governance

9. School leaders, the experienced advisory board and the proprietor work well together to evaluate and develop the quality of the school's provision. School leaders demonstrate secure knowledge and skills so that school policies, practices and procedures are understood and implemented effectively by staff, parents and pupils. As a result, leaders fulfil their responsibilities and ensure that the Standards are met consistently.
10. Leaders promote the school's aims effectively. Pupils have rewritten their version of the school's aims. The aims are confidently known, understood and followed by pupils throughout the school. Staff act as positive role models so that pupils learn to interact with consistent kindness towards others. Leaders support pupils' personal wellbeing academically and pastorally. Staff and pupils, for example, actively celebrate 'marvellous mistakes'. This means that pupils are keen and willing to attempt and experience a range of challenging tasks without fear of getting something wrong. As a result of these measures, pupils' wellbeing is supported very effectively. They approach their education with self-esteem and confidence.
11. Leaders provide oversight of the curriculum through learning walks and visiting lessons. They ask staff to share books and teaching strategies which work well in their subjects. Leaders actively consult with pupils, parents and staff when they evaluate the school's educational provision. For example, leaders respond positively to pupils' feedback and provide a range of outdoor wellbeing resources for pupils who prefer quieter breaktime activities. Staff share and discuss new ideas with leaders at weekly meetings. Leaders, for instance, supported a revision of the Year 6 history curriculum so that it continues to meet pupils' needs effectively.
12. Staff in the early years consult closely with parents. Leaders conduct regular supervision meetings so that teachers and key people share ideas, knowledge and the progress children are making. This means that children's individual, academic and pastoral needs are understood and supported consistently well.
13. Parents are informed about school practices, policies and events effectively. In addition to the school's website, for example, parents receive interesting and informative weekly newsletters and attend events such as a mathematics workshop. Parents receive written reports every term and attend a regular schedule of parents' meetings so that they are informed about the progress their child is making.
14. Leaders maintain constructive and positive links with external agencies. They regularly meet with the local authority designated officer (LADO). This means leaders receive updated information about any emerging local safeguarding risks. Academic leaders consult, when necessary, with external specialist teams, such as educational psychologists and speech and language therapists so that pupils' individual needs are supported consistently well.
15. Leaders maintain a systematic and thorough approach to managing risks. A comprehensive schedule of risk assessments covers the school's premises and off-site excursions. Staff are provided with support and guidance when writing risk assessments, including for off-site activities. Leaders scrutinise risk assessments to ensure they are suitable before any trips take place. These off-site risk assessments are reviewed carefully after trips have taken place so that lessons learned inform

subsequent planning. As a result of these actions, pupils' wellbeing and security are promoted effectively.

16. Leaders implement a suitable complaints policy which includes appropriate timescales and a three-stage complaints procedure. Leaders and staff respond promptly to any informal complaints which means that formal complaints are rare. Any formal complaints are investigated in a timely manner. Suitable records are maintained, including of actions taken and successful resolutions reached.
17. Leaders fulfil their responsibilities under the Equality Act 2010. The school maintains a suitable accessibility plan which considers the suitability of the premises and educational provision for pupils and visitors. Fire alarms in the toilets, for example, activate flashing lights to ensure that deaf people are alerted to potential danger. Pupils who have special educational needs and/or disabilities (SEND) are supported well through precise and carefully crafted support plans.

The extent to which the school meets Standards relating to leadership and management, and governance

- 18. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

19. The school implements a well-planned curriculum which helps pupils to learn essential skills, broaden their knowledge and access a wide range of subjects. Leaders ensure that the curriculum supports pupils' understanding of important values, such as democracy and liberty. For example, in history, when exploring the consequences of slavery, or in English, through considering the viewpoints of others by participating in respectful debates. Leaders also invest in subject-specific resources to help pupils learn. For example, in science, technology, engineering, arts and mathematics (STEAM) lessons, pupils access a well-resourced practical room which caters specifically for topic-based STEAM lessons.
20. Staff have secure subject knowledge which they use to plan and teach interesting lessons. In mathematics, for example, staff teach and support younger pupils to read clocks by practising counting in multiples of five. In English, teachers encourage pupils to select their own creative writing topics and support their planning by clearly explaining the required success criteria. In many lessons, teachers provide precise guidance, often through marking and feedback, so that pupils know what they do well and how to improve. However, guidance does not consistently help pupils to understand how to improve.
21. Pupils demonstrate responsible and motivated attitudes to their learning. Pupils in Year 6, for example, explore how to extend creative writing by using ambitious metaphors and expanding their vocabulary. They collaborate effectively and listen respectfully when pupils read and share their writing. Some pupils attend an 'advanced French programme'. This extends their understanding and skills so that they are confident in a second language. In art, pupils explore light and shade in photography and apply this knowledge carefully when blending colours using chalk. As a result of pupils' diligent approach to their learning, they make consistently good progress in their work.
22. Leaders maintain an effective assessment framework which tracks the progress of pupils systematically. Assessment information is used carefully to inform staff about pupils who require further support or additional challenge. Leaders analyse and respond quickly and adapt the curriculum provision, when necessary. For example, in mathematics, algebra is introduced to younger pupils whose assessment data shows they are ready for greater challenge. Pupils are prepared well for the next stage of their education.
23. Leaders in the early years plan lessons carefully so that the youngest children have a good start to their education. Leaders invest heavily, for example, in developing children's language and communication. Children learn and practise letters and the sounds they represent and apply this to their writing. They enjoy reading books to their teachers and answer questions about the characters they read about. Teachers encourage children to discuss their work with each other, such as when they consider the value of different numbers. Children develop effective communication and language skills which they use with confidence.
24. Leaders provide pupils who have SEND with effective support. Pupils receive personal support plans which set appropriate learning and development goals and targets. Experienced leaders disseminate information to staff so that pupils' specific learning needs are understood and supported well. Leaders implement thorough systems to track the progress of pupils who have SEND and revise learning targets, when required. As a result, pupils with SEND learn well alongside their peers.

25. The school supports pupils who speak English as an additional language (EAL) effectively. Leaders assess pupils frequently to check their progress and ensure support and provision appropriately meets their needs. Pupils are provided, for instance, with translated resources, reduced text and helpful topic vocabulary. Pupils who speak EAL quickly extend their communication and language skills and make good progress.
26. The school provides an appropriate programme of extra-curricular activities. In computing club, for example, younger pupils create posters and learn to combine images with text. Older pupils practise and improve complicated steps, movements and routines in Irish dancing. Pupils attend sports clubs where they enhance and develop skills and music activities where they learn and rehearse new repertoire. Pupils' participation in extra-curricular activities helps them to develop new skills and interests.

The extent to which the school meets Standards relating to the quality of education, training and recreation

27. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

28. Leaders invest extensively in supporting pupils' mental health and emotional wellbeing. They plan meticulously and provide consistently high-quality support for pupils. For example, children in the early years use a 'breathing ball' in their classroom's regulation area to help them regulate their feelings. Pupils are taught strategies, such as to pause and reflect, so that they learn to take time to consider how best to respond positively to difficult situations. Leaders arrange regular mindfulness assemblies which reinforce pupils' understanding of positive mental health. Year 6 pupils, elected as wellbeing ambassadors, lead the wellbeing committee and effectively support staff in maintaining a positive, nurturing and compassionate school community. Pupils develop a sophisticated understanding so that they promote, nurture and support their own and others' emotional wellbeing extremely well.
29. Leaders implement a broad personal, social, health and economic (PSHE) curriculum which includes appropriate relationships and sex education (RSE). Pupils learn about maintaining a healthy and balanced lifestyle effectively. For example, they are taught, at an age-appropriate level, about personal hygiene, the dangers of drug misuse, the onset of puberty and consent. Pupils explore how to build and maintain inclusive and respectful friendships, such as when they learn about respecting alternative opinions and viewpoints. They learn about respect for those with different faiths, beliefs and lifestyles. Leaders assess and carefully track pupils' understanding of the topics covered.
30. Leaders provide effective opportunities for pupils to learn about spirituality, faiths and beliefs. Staff organise visits to a Buddhist temple and a Sikh gurdwara, for example, so that pupils learn about the practices of different religions. In religious education (RE) lessons, pupils study all the major religions of the world. Pupils prepare presentations about the religions they follow which they present in assemblies. As a result, pupils appreciate, understand and respect cultural and religious diversity.
31. Leaders promote pupils' physical health through a well-planned and varied physical education (PE) curriculum. Pupils participate in a range of school fixtures and regional tournaments. Staff teach pupils specific sporting skills which they practise and use effectively in matches. Pupils develop co-ordination and agility in PE lessons. Year 6 sports captains write and present match reports and certificates in assemblies which celebrate pupil's sportsmanship and achievements.
32. Leaders set pupils high behaviour expectations and support staff so that they apply the behaviour policy consistently. Pupils' positive behaviour is celebrated, for example, with house points and weekly certificates. Children in the early years are awarded stickers. Leaders maintain, analyse and respond to meticulous pastoral records which identify any concerning behaviour patterns. As a result of these measures, pupils behave in a supportive, kind and morally responsible manner within the school community.
33. Leaders teach pupils effectively about the harmful consequences of bullying. Pupils closely adhere to the school's aims and treat others in a fair, inclusive and respectful manner. They learn how to respond to bullying during an annual anti-bullying week and by exploring different bullying scenarios in PSHE lessons. As a result, bullying incidents at the school are rare and dealt with effectively.
34. Leaders in the early years plan a careful programme of lessons and activities. Children, for example, plant seeds in clear bags so that they learn about germination and watch roots develop and plants

grow. They explore the medical profession and make stethoscopes using pipe cleaners and tin foil. Children develop agility and balance when they use the indoor climbing wall. The range of activities helps children to approach new opportunities and experiences with self-esteem and confidence.

35. Leaders maintain a thorough and systematic approach to health and safety. They are well trained and vigilant in discharging their responsibilities. For example, several staff are trained as fire wardens and pupils regularly rehearse the school's fire evacuation and lockdown procedures. Staff quickly raise any health and safety concerns which are prioritised and investigated. Detailed records are maintained of any actions taken. As a result, the premises and accommodation remain suitable and secure for pupils.
36. Leaders supervise pupils carefully. For example, leaders are approachable and visible at the start and end of each day so that pupils enter and leave school in a secure, supportive and orderly manner. Staff supervise breaktimes vigilantly and quickly support pupils when needed. Appropriate ratios are maintained when supervising children in the early years.
37. The school provides suitable first aid and medical facilities which are managed in a competent manner by experienced staff. Some staff are trained in mental health first aid. All staff hold appropriate first aid qualifications, including in paediatric first aid for the youngest children.
38. The school maintains suitable admission and attendance registers which reflect the latest regulatory guidance. Leaders analyse attendance information closely and respond appropriately to any concerning trends. The school notifies the local authority when pupils join or leave the school at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 39. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

40. Leaders plan the curriculum carefully so that pupils learn the value of cultural diversity, respect and global understanding. Teachers reflect the diverse school community by calling morning registers in pupils' first languages. Staff discuss current global issues appropriately with pupils in form time, PSHE and assemblies. Pupils investigate and research countries in different continents to broaden their perspectives about other regions of the world. In science, pupils learn about the world's deepest oceans, their changing ecosystems and the impact of this on animals and humans. Pupils develop a thorough understanding of the wider world, learn to value difference between people and societies, and demonstrate kindness and respect for others.
41. The curriculum teaches pupils about economic matters effectively. Pupils design an imaginary playground and use spreadsheets to record cost control and budgeting decisions. Children in the early years are taught a finance topic and learn to pay for items using coins from their money belts. Pupils develop understanding of profit and loss, discounting and debt when they purchase resources and make products to sell at the school's 'enterprise afternoon'.
42. Pupils are prepared well for their next steps and for life in British society. Leaders invite visitors to talk to pupils about their careers. For example, a senior representative from the financial sector discussed investment and running a successful business. Year 6 pupils attend a joint local authority and police event which teaches them about personal safety in preparation for joining their senior schools. Younger pupils are provided with structured transition days before they move into the next school year.
43. Pupils learn about law and order and the difference between right and wrong through the PSHE curriculum and the wider curriculum. For example, pupils write and follow rules which explain how to play appropriately on the outside recreational climbing resources. Children in the early years write and adhere to classroom rules so they understand how to treat others in an inclusive manner. In RE lessons, pupils debate injustice when studying the imprisonment of the ninth Guru for promoting peace. As a result, pupils develop an understanding of justice, rules and moral responsibility.
44. Leaders provide a wide range of opportunities within school for pupils to demonstrate leadership and service to others. Pupils from all year groups serve on the school council and the wellbeing and eco committees. Pupils are elected democratically for these positions and are careful to represent the views of others during committee meetings. The school's four houses each select a different local charity every year and pupils raise funds to support the work of these charities. Pupils in Year 6 hold positions of responsibility and provide help and service towards the school community. However, opportunities for pupils to engage with and support communities beyond the school are less well developed.
45. Staff in the early years consistently demonstrate kind conversations and supportive actions. Children learn well from their teachers and develop social confidence. Children are encouraged to be independent such as when they hang coats on their pegs. Leaders plan a range of creative activities and children willingly help to sweep and clear away any mess afterwards. As a result, children learn to play kindly, share happily and work collaboratively.

46. Pupils develop a suitable understanding of British institutions. Children in the early years visit the local fire station, for instance, and learn how firefighters help to keep communities safe. Older pupils explore the role of government and write letters to the prime minister about local and national issues such as mobile phone theft. Leaders invite the local member of Parliament to visit the school to inform pupils about the role of government, democracy and some of the roles undertaken by elected politicians. Pupils begin to develop an appropriate understanding of the work of British institutions within society.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 47. All the relevant Standards are met.**

Safeguarding

48. Leaders promote a robust safeguarding culture throughout the school. The safeguarding policy is detailed, comprehensive and reflects the latest statutory guidance. The advisory board provide regular oversight of the school's safeguarding procedures.
49. Staff receive effective and thorough induction training. Staff training includes the 'Prevent' duty, a comprehensive introduction to the staff code of conduct and how to respond to and record any safeguarding concerns. Leaders provide staff with ongoing safeguarding information at weekly meetings. As a result, staff have a confident and competent understanding of the school's safeguarding policies and procedures and provide pupils with consistent and effective support.
50. Those with designated safeguarding responsibilities are trained appropriately for the role. Leaders consult in a timely manner and establish constructive links with local safeguarding partners when any safeguarding concerns arise. Leaders maintain detailed safeguarding records which reflect the latest regulatory guidance.
51. The school implements well-developed systems so that pupils can seek help, if required. Leaders provide, for example, 'worry boxes' in every classroom. Pupils have a secure and thorough understanding about the importance of raising a worry or concern. Leaders respond quickly and effectively to any pupils who need support. Staff support pupils' emotional wellbeing consistently.
52. Pupils are taught effectively about personal safety. Pupils attend, for example, cycling safety workshops so that they learn how to cycle on roads in a safe manner. Leaders teach online safety through PSHE lessons, assemblies and an annual online safety day. Pupils learn, for instance, the importance of maintaining secure passwords, not sharing personal details and the dangers of phishing emails. The school implements a robust monitoring and filtering system. Leaders investigate any alerts quickly and maintain thorough records of any actions which are taken.
53. The school systematically carries out all required safer recruitment checks on adults who begin working at the school. These checks are recorded on a suitable single central record. Staff files are maintained appropriately. Senior staff are specifically trained so that the school's safer recruitment practices are thorough.

The extent to which the school meets Standards relating to safeguarding

- 54. All the relevant Standards are met.**

School details

School	Parsons Green Prep School
Department for Education number	205/6401
Address	Parsons Green Prep School 1, Fulham Park Road London SW6 4LJ
Phone number	020 7371 9009
Email address	office@parsonsgreenprep.co.uk
Website	www.parsonsgreenprep.co.uk
Proprietor	Mrs Lucinda Waring
Headteacher	Dr Pamela Edmonds
Age range	4 to 11
Number of pupils	134
Date of previous inspection	17 to 20 May 2022

Information about the school

55. Parsons Green Prep School is a co-educational day school situated in Fulham in south-west London. The school was founded in 2001 by the proprietor. The proprietor is supported by a team of advisors led by the head of governance. The school has appointed a new headteacher since the previous inspection.
56. There are 27 children in Reception, arranged into two classes.
57. The school has identified 21 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
58. The school has identified English as an additional language for 15 pupils.
59. The school aims to amplify potential and inspire a love of learning in a safe, stimulating and harmonious environment. The school endeavours to teach pupils to be respectful towards others, to develop a sense of social responsibility and to prioritise their emotional wellbeing. Pupils are encouraged to develop as creative, curious and reflective thinkers who embrace challenge in all that they do.

Inspection details

Inspection dates

13 to 15 May 2025

60. A team of three inspectors visited the school for two and a half days.

61. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor and the head of governance
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour and scrutiny of related documentation
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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