

Prestwich Preparatory School

400 Bury Old Road, Prestwich, Manchester, Lancashire M25 1PZ

Inspection dates

20 June 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 3, 3(g)

- At the inspection in February 2017, inspectors found that this standard was not met. Leaders did not have an assessment policy or clear systems in place to track the rate of pupils' progress or their attainment. This meant that teachers did not have sufficient information on pupils' progress to enable them to plan suitable learning activities.
- The action plan evaluation, of August 2017, judged that the standard was unlikely to be met if the leaders' proposed actions were implemented. Plans did not explain how leaders would support staff in the development and implementation of a new assessment framework. Nor were procedures to monitor and evaluate progress detailed or clear.
- At the progress monitoring inspection of November 2017, the inspector found that this standard was still not met. Leaders had taken some action towards developing an assessment framework. Teachers were starting to use the information to inform their planning. However, this was not consistent across all classes. Additionally, the system for tracking attainment included English, mathematics and science, but not subjects in the wider curriculum.
- Leaders have successfully raised the importance of assessment among all staff. Leaders visited other schools to research different assessment models and shared their ideas with staff. Consequently, staff have a much better understanding of the benefits of regular, thorough and accurate assessment of pupils' work. A written assessment policy guides the work of the staff and all adhere to it. Assessment is in place across subjects and year groups. Pupils' progress and attainment are recorded in a tracking system. This information enables teachers to plan learning so that pupils can make progress.
- Leaders have worked more swiftly since the previous monitoring inspection to embed an assessment framework on which they can build further. Improved tracking of children's progress in the early years, noted at the previous monitoring inspection, remains effective.
- As part of the implementation of the assessment framework, leaders and staff have successfully reviewed the curriculum, removed any overlap of work and added topics

that were missing. Learning objectives are set for each lesson and pupils know what is expected of them. Pupils are assessed against the objectives weekly and this information is gathered at the end of each half term. Staff use the individual progress that each pupil is making to plan learning activities which best match the pupils' needs. Staff say that this is much better, as previously teaching was not so specifically targeted. Additionally, the recorded assessment information enables leaders and staff to identify quickly when a pupil is falling behind and to organise extra support.

- Pupils' self-assessment is now the norm. Pupils assess their own progress against the learning objectives and discuss this with the teacher. Pupils say that teachers give them feedback about their work throughout a lesson and give them time to correct their work. Pupils believe that the improved feedback process helps them to make progress and know how teachers record their progress and attainment.
- During this inspection, all pupils were involved in assessment activities. Leaders have introduced an annual timetable of assessment activities, with a dedicated week for assessment in the summer term.
- Leaders acknowledge that the system is in its infancy, having been implemented just over six months ago. However, leaders and staff are totally committed to making this work and are continually discussing how it can be made even more effective.
- This standard is met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

- At the inspection in February 2017, inspectors found that these standards were met.
- The school's safeguarding procedures remain effective. The safeguarding policy, which is available on the school's website, is up to date and refers to current guidance issued by the Secretary of State. Leaders are aware that the Department for Education (DfE) has published an updated guidance document to be implemented from September 2018 and they plan to update the school's policy to reflect these changes.
- Staff know exactly what action to take if they are concerned about a pupil's well-being. This is because they have received training to help them to recognise any signs which indicate that a pupil may be at risk and they receive regular updates from leaders.
- This standard continues to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- At the inspection in February 2017 and the progress monitoring inspection in November 2017, this standard was not met. This was because leaders had not ensured that all the independent standards had been met. Neither did they have secure plans in place that would enable leaders to determine the success of any planned actions.
- Leaders have improved the quality of tracking and assessment of pupils' achievement. They use a range of information, such as lesson observations, scrutiny of pupils' work and pupils' self-assessment, to monitor the effectiveness of teaching. Leaders are starting to gather this information more effectively to gain a strategic overview of how

well pupils are doing as a whole and to set incisive improvement plans.

- The headteacher has introduced pupil progress meetings with every member of staff at which the progress of each pupil is discussed. This means that she is in a much stronger position to hold teachers to account for the progress their pupils are making.
- Leaders and staff have significantly increased their knowledge and understanding of the independent school standards. Leaders have used the independent school standards to complete an audit of the school's provision and paid particular attention to the unmet standards. This has led leaders and staff to gain a comprehensive understanding of what is needed to consistently meet the standards.
- The headteacher knows the strengths and weaknesses of the provision. She can clearly articulate what needs to be done and how this can be achieved. Such evaluation is not yet fully recorded in a written strategic action plan. Leaders acknowledge that in order to build on the momentum of improvement such a plan needs to be fully in place, and they are taking steps to complete it.
- This standard is met.

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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- The proprietor must ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(g)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a), 34(1)(b)).

School details

Unique reference number	105997
DfE registration number	351/6012
Inspection number	10052711

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 status	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Number of part-time pupils	None
Proprietor	Friesner Education Ltd
Headteacher	Miss Patricia Shiels
Annual fees (day pupils)	£6,048
Telephone number	0161 773 1223
Website	www.prestwichprepschool.net
Email address	enquires@prestwichprepschool.co.uk
Date of previous standard inspection	7–9 February 2017

Information about this school

- Prestwich Preparatory School is a small independent co-educational primary school which is housed in a Victorian building. This building is leased from the local authority.
- Pupils are organised into four classes of mixed ages.
- Before- and after-school care is available on the school site.
- A small proportion of pupils speak English as an additional language.
- No pupils who are known to be disadvantaged attend the school.
- Two consultant directors, both of whom work at the school, advise the proprietor.
- A progress monitoring inspection was conducted on 8 November 2017.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the second progress monitoring inspection following the school's previous monitoring inspection in November 2017.
- The inspection was conducted with no notice to the school.
- The DfE rejected the school's first action plan in August 2017 and the second action plan in February 2018.
- During this inspection, Her Majesty's Inspector (HMI) held meetings with the headteacher, a group of four members of staff and a group of four pupils. HMI conducted a learning walk with the headteacher, observing pupils taking part in assessment activities. She scrutinised a variety of documents, including the safeguarding policy, teachers' lesson planning, a sample of pupils' work and assessment records.

Inspection team

Eileen Mulgrew, lead inspector

Her Majesty's Inspector

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