

# Prestwich Preparatory School

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

## Inspection dates

12–14 February 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and staff have worked together successfully to improve teaching and ensure that pupils make good progress. All the independent school standards are now met.
- The curriculum is broad and rich. It supports pupils to develop their knowledge and skills progressively in a range of subjects.
- Teachers have strong subject knowledge and plan activities that motivate pupils. The new assessment system ensures that teaching builds on pupils' knowledge and skills systematically.
- Pupils make good progress in subjects across the curriculum. They attain high standards in reading, writing and mathematics. However, their computing skills are not developed as effectively as their skills in other subjects.
- Teachers use a range of good-quality resources to support teaching and learning, although technology is not currently used widely.
- The deputy headteacher leads the early years effectively. She plans exciting activities to capture children's interest. Children enjoy learning and make good progress.
- The headteacher provides useful feedback following her checks on teaching and pupils' progress. However, her good knowledge of teachers' capabilities is not used well enough to ensure further improvements to teaching.
- Staff are encouraging and nurturing. They ensure pupils are safe and happy. Personal, social and health education (PSHE) is developed effectively through individual activities but it is not taught progressively as pupils move through the school.
- Pupils' behaviour is good. They are considerate towards each other and persevere and concentrate on their work.
- The rich curriculum and the development of pupils' personal and learning skills prepare pupils well for the next stage of their education. Pupils typically pass entrance examinations to local grammar schools and attend their first choice of secondary school.
- Leaders have developed some useful links with other providers and are keen to embrace further external support and challenge.

### 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?

- Build on the improvements made in teaching by:
  - developing the use of technology to support teaching and learning
  - ensuring that pupils develop their skills in computing systematically.
- Develop the personal, social and health education curriculum to support the progressive development of pupils' personal skills.
- Improve leadership by:
  - using leaders' good knowledge of teachers' capabilities more effectively to bring about further improvements to teaching.
  - extending the use of external support and challenge and work with other schools to share effective practice.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have taken effective action to ensure that all the independent school standards, including those that were unmet at the last inspection, are now met in full. The areas for improvement identified at that inspection have been dealt with effectively. The improvements noted at the last progress monitoring inspection have been built on further. Leaders have been supported in their drive to secure improvements by all staff.
- The school's main aims, as stated on the website, are to support pupils to achieve high academic standards and pass entrance examinations to local grammar schools, while developing their personal skills in a friendly, nurturing environment. These aims are achieved. Pupils typically gain a place in the grammar school of their choice.
- School improvement planning is based on accurate evaluation of the quality of teaching and the school's performance. Teaching has improved since the last inspection following a full curriculum review, staff training, and the introduction of new systems to assess pupils' learning and track their progress over time.
- Leaders have changed and improved the approach to assessment and tracking of pupils' progress as they move through school. All staff track pupils' progress closely from their starting points in each year group. The new tracking system ensures that pupils' progress is tracked against the school's curriculum targets in each subject every school term. The targets are ambitious and suitable for pupils' age and abilities, ensuring that pupils make good progress.
- The curriculum has been reviewed in detail and amended appropriately. Pupils experience a broad and relevant curriculum that provides the foundations for further learning when they move to their next school. Pupils develop their knowledge and skills progressively in a range of subjects including physical education, swimming, drama, French, science, history, geography, art, technology and music. Pupils' computing skills are not taught as systematically as other subjects, however.
- Extra-curricular activities, provided through before- and after-school provision, are well attended and have a positive impact on pupils' learning. For example, pupils learn Arabic and develop their skills in art and drama. Pupils' learning is also enhanced through visits, events and visitors to the school. For example, pupils enjoy regular nature walks in the adjacent park. They learn about keeping safe and healthy through visits to school by nursing and fire-fighting professionals.
- The school prepares pupils positively for life in modern Britain. Pupils learn about British values such as the rule of law, democracy, respect and freedom of speech in various subjects. Older pupils have written to the Queen, the Prime Minister and the Royal Mint, and received replies, to learn more about British government and sovereignty. Leaders ensure that the requirements of the Equality Act 2010 are met. Pupils are taught about all the protected characteristics in an age-appropriate way.
- Pupils' spiritual, moral, social and cultural understanding is developed effectively. The diverse backgrounds of pupils in the school are celebrated and respected. Pupils enjoy sharing information about their various faiths, food and cultural heritage. Pupils show respect for each other and for people from different backgrounds, faiths and family

circumstances. They discuss moral issues and global events thoughtfully. The active 'Charities Group' has raised funds for various local, national and global charities through its imaginative events.

- The headteacher has oversight of the quality of teaching and learning across the school. This is based on termly checks on teaching, scrutiny of teachers' planning and pupils' work, discussion with pupils and discussion with staff based on the progress tracking data. She provides good-quality feedback to teachers, to support improvements in teaching and learning, based on this information. However, this good knowledge of teachers' capabilities is not used consistently well to bring about further improvements in teaching. Some teachers do not have a clear enough understanding of how they can further improve their teaching and raise pupils' achievement.
- Training for staff is linked with school improvement priorities. Teachers have benefited from training to develop their skills in teaching mathematics and science, provided by specialists within the school. However, training is not currently linked to the appraisal of teachers' work or their specific professional development needs. Staff are highly motivated and are keen to develop their skills further.
- Leaders are at the early stages of developing links with local schools. Some staff have visited primary schools to learn about effective practice in assessment, progress tracking and teaching and have found visits helpful. Leaders are keen to develop partnerships, for example with the receiving secondary schools, and to gain further help from external expertise.
- Parents who made their views known to inspectors are very pleased with the education their children receive. They say for example, 'the teaching is tailored to each child's ability and I have seen a wonderful progression in my child not just in their work but in their understanding of the world.' Parents also expressed the view that, 'the school has high moral standards and there is a strong emphasis placed on treating people with respect and equality.' Inspection evidence endorses parents' views.

## **Governance**

- The headteacher is the school proprietor and is solely responsible for governance and the strategic direction of the school.
- Since the last inspection, the proprietor has developed the procedures to check the quality of teaching and learning and track pupils' progress. She is well informed and has the knowledge and skills to quality assure the work of the school.
- Two school directors provide support and challenge for the headteacher and provide effective training for staff. However, the school currently lacks external support and challenge and leaders are aware that this is an aspect they could develop further to ensure that leaders are more effectively held to account.

## **Safeguarding**

- The arrangements for safeguarding are effective. Procedures to ensure the safe recruitment of staff meet requirements.
- Leaders and all staff are vigilant in ensuring the safety and well-being of pupils in school. Staff have read 'Keeping children safe in education' and are aware of potential risks and routes to follow if they have any concerns about a pupil's safety or well-being. They are

aware of other agencies they need to engage with if they have safeguarding concerns.

- The safeguarding and related policies take account of current government requirements. The safeguarding policy is available on the school's website.
- Staff have completed training relevant to their roles and have a good understanding of their responsibilities. Several staff have completed training as the designated safeguarding lead, ensuring there is always a safeguarding leader on site. Staff have also completed training in the 'Prevent' duty, in health and safety, first aid, and fire safety, commensurate with their roles.
- The school premises are safe and secure. Pupils are nurtured and cared for effectively, so they feel and are safe in school.
- Leaders engage effectively with parents and carers to make sure all pupils are supported and safe. Pupils' attendance is tracked carefully and absences are followed up immediately.

### **Quality of teaching, learning and assessment**

**Good**

- Teachers have acted on the areas for improvement identified at the last inspection. There are clear learning objectives guiding activities and topics. Pupils now have a good understanding of what they are learning, what is expected of them and how to judge the success of their work.
- The school's revised assessment policy is being used effectively to plan teaching that builds on pupils' knowledge and skills successfully from day to day. The standards pupils attain are assessed at least once a term. The improved assessment ensures that teaching supports pupils to make good progress over time as they move through the school.
- Since the last inspection teachers have introduced a more varied approach to teaching and a wider range of activities. They plan activities that interest and motivate pupils. In Years 5 and 6, for example, pupils went outside to conduct a traffic survey and enthusiastically used their data to evaluate road usage. In Years 1 and 2, pupils demonstrated their in-depth understanding of the language and features of traditional stories in their well-delivered dramatic reconstructions.
- Writing and mathematical skills are taught effectively in English and mathematics lessons and developed further in other subjects, such as science, history, geography. Pupils have frequent opportunities to apply their literacy and numeracy skills to research, reasoning and problem-solving activities.
- Effective phonics teaching in the early years helps pupils develop fluency in word recognition. Pupils' comprehension skills and vocabulary are developed effectively as they move through school. Pupils read widely to enhance their learning across the curriculum.
- Teachers have strong subject knowledge and follow the school's curriculum plans consistently. They teach a broad curriculum that supports pupils' good progress in a range of subjects including science, history, geography, art and music. Computing is not taught as systematically as other subjects in the curriculum, however. Pupils use tablets for research but their computing skills are not developed progressively from year to year.
- Teaching and learning are supported by many good-quality resources. Pupils have access to quality texts and workbooks, a range of practical equipment, science equipment,

creative materials and musical instruments. However, technology is not used widely to support teaching and learning currently.

- Homework makes a strong contribution to pupils' learning. Pupils say they find the daily homework interesting and motivating and parents are pleased to know what pupils are working on in school.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Staff are positive and encouraging. They help pupils to grow in confidence and develop their personal and social skills in a range of contexts.
- Pupils say they feel safe and staff ensure they are safe in school. Pupils have a good understanding of how to keep safe and healthy outside of school. They learn about keeping safe when using the internet and about how to keep fit and eat healthily.
- School records show there have been no incidents of bullying in the last three years and pupils confirm that this is a true reflection of their experiences. They have a good understanding of different types of bullying and understand why it is unacceptable. They value the 'family atmosphere' in school and say that 'everyone is friendly and gets along well'.
- Pupils' personal skills, such as perseverance, resilience and the ability to concentrate over sustained periods, are developed in all subjects. In discussion with inspectors, pupils were entirely positive about their school experiences and say they enjoy learning.
- Pupils' personal, social and health education (PSHE) is provided through a range of activities and events throughout school. Staff are considerate of pupils' physical and mental health and well-being in all they do. However, PSHE is not taught and developed progressively across the school currently.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils develop positive attitudes to learning and are motivated to achieve highly. In lessons, pupils respond to directions and cooperate well with each other. They show respect for the views and ideas of others. Pupils look after their books and the school's resources carefully.
- In shared areas, pupils are considerate and sociable. In the canteen, older pupils help younger pupils and make sure they have the food and drinks they would like. In the playground, pupils play together happily.
- Pupils have good attendance and are punctual.

## Outcomes for pupils

**Good**

- Pupils make good progress from their starting points. The improvements to teaching and learning and assessment ensure that progress is even in each year group and in different subjects.
- Age-standardised assessments in reading and spelling in each year group show that the vast majority of pupils are functioning above their chronological age and all are making good progress in these aspects of learning from their starting points.
- The class targets that arise from the curriculum planning in each subject are appropriate for pupils' age when compared to the national curriculum. The school's assessments and the work in pupils' books show that the vast majority of pupils are working at or above the standards expected for their age in English, mathematics, science, history and geography. Pupils also make good progress in their creative and linguistic skills.
- Pupils' handwriting and vocabulary are developed systematically from the early years onwards. Pupils are articulate and write capably for different purposes, across the curriculum.
- Pupils develop a love of reading from an early age. They read widely to support learning and for pleasure. Pupils have suggested a number of additions to the class libraries and talk about their reading with great enthusiasm.
- Pupils' mathematical skills are well developed. The development of reasoning skills is a key aspect of the school's curriculum. By the end of Year 6 the vast majority of pupils are working at or above the standards expected for their age.
- Computing skills and learning in technology are not acquired systematically enough. This means that pupils' progress in these aspects of learning is not as strong as in other subjects.
- The most able pupils in school make good progress in line with their abilities. Pupils say the work is challenging. They develop abilities to think through challenging problems, apply their knowledge and skills, correct and improve their work. Pupils who speak English as an additional language make good progress alongside their peers.
- The broad and relevant curriculum and the promotion of personal skills such as perseverance and sustained concentration ensure that pupils are prepared well for the next stage of their education. Pupils typically take and pass entrance examinations to local grammar schools, and attend their first choice of school.

## Early years provision

**Good**

- The early years leader has a good understanding of the early years curriculum and of how children learn. She knows the children extremely well. The curriculum is planned effectively to build on children's prior learning and appeal to their interests.
- Children's knowledge and skills and their personal and social needs are assessed thoroughly when they enter the early years provision. Record-keeping has been improved to ensure that children's progress from starting points is tracked carefully.
- Accurate assessment ensures that teaching builds on children's prior learning effectively from the start. Teaching is adapted to the needs of children depending on their age and

prior learning. Children enjoy their activities and make good progress in all areas of learning. They have good foundations to support further learning and are ready for the Year 1 curriculum.

- The early years leader is encouraging and nurturing. This helps children to settle in and develop positive attitudes to learning. All welfare requirements are met. Children are well behaved, take turns and play together happily. The positive environment ensures that children feel and are safe.
- Effective teaching helps children to build on their knowledge and skills in a fun way. For example, children enjoyed positioning Humpty Dumpty on the wall and used positional language accurately. Children's phonic skills are developed effectively using good-quality resources and clear exemplification by the teacher.
- The activities that children access independently are purposeful and support independent learning effectively. For example, children develop their number and writing skills using a range of apparatus. They explore and investigate natural materials in the 'exploration area'. They enjoy learning in the outdoor area, which has been planned carefully to support learning across the curriculum.
- Engagement with parents is a strength. Leaders work effectively with parents to help children settle in and help parents build on their learning at home. Parents are well informed and feel they can approach staff at any time to discuss their child.
- The early years leader is enthusiastic and is aware of where further improvements can be made. She has attended external training to develop her knowledge and skills further. There are good-quality plans in place to secure further improvement and develop the provision further.
- The independent school standards and early years safeguarding and welfare requirements are met.



## School details

Unique reference number	105997
DfE registration number	351/6012
Inspection number	10067874

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Number of part-time pupils	3
Proprietor	Friesner Education Ltd
Headteacher	Patricia Shiels
Annual fees (day pupils)	£6,300
Telephone number	0161 773 1223
Website	<a href="http://www.prestwichprepschool.net">www.prestwichprepschool.net</a>
Email address	<a href="mailto:enquiries@prestwichprepschool.co.uk">enquiries@prestwichprepschool.co.uk</a>
Date of previous inspection	7–9 February 2017

## Information about this school

- Prestwich Preparatory School is a small independent co-educational primary school. Pupils are organised into four classes of mixed ages. Before- and after-school care is available on the school site.
- Around 30% of pupils speak English as an additional language.
- No pupils who are known to be disadvantaged attend the school. There are no pupils with education, health and care plans.
- There were unmet independent school standards at the last standard inspection in February 2017. The school met all of the independent school standards that were checked during the progress monitoring inspection in June 2018.

## Information about this inspection

- Inspectors examined the premises and observed the school's work. They observed teaching and learning and scrutinised pupils' written work in each class.
- Inspectors spoke with pupils during teaching sessions and in meetings to gain their views on the work of the school.
- A range of documentation was scrutinised, including action planning, self-evaluation, monitoring of teaching and learning, tracking of pupils' progress, safeguarding policies and procedures, health and safety checks and risk assessments. School policies were seen.
- Inspectors met with the headteacher, who is also the proprietor and is responsible for governance at the school. They met with the deputy headteacher, all other teachers and groups of pupils.
- Inspectors took account of four responses to Parent View, the Ofsted online parent questionnaire. They spoke to 12 parents during the course of the inspection.

## Inspection team

Jean Olsson-Law, lead inspector

Ofsted Inspector

Bernard Robinson

Ofsted Inspector

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