

Wakefield Tutorial Preparatory School

CONTENTS

[Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

[What the school must do to comply with the Disability Discrimination Act \(DDA\) 2002](#)

[Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the DDA?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

5. The suitability of the premises and accommodation

Does the school meet the requirements for registration?

What does the school need to do to comply with the regulations?

6. The quality of information for parents and other partners

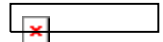
Does the school meet the requirements for registration?

7. The effectiveness of the school's procedures for handling complaints

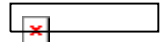
Does the school meet the requirements for registration?

School details

Introduction and summary

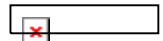


Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

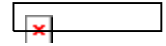
Information about the school



Wakefield Tutorial Preparatory School is a small, privately-owned, independent day school in the town centre of Morley, West Yorkshire. It is a non-denominational school for boys and girls between the ages of four and eleven. It has 37 pupils on roll. None of them has a statement of special educational needs (SEN). A small number of pupils are from minority ethnic backgrounds and all of them are fluent in English.

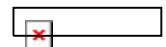
The school was founded in Wakefield in 1937, but has been located in a church building in Morley since 1958. The proprietor has a long association with the school and the headteacher took up the post in 1998. The school aims to provide 'a balanced education in a quiet, caring and secure environment' and, although its curriculum is based on Christian principles and values, it welcomes pupils from all faiths. While the school's main aim is to equip pupils well for entry to secondary education, a concentration on the performing arts gives the school its distinctive character.

Summary of main findings



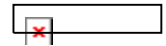
The school provides a satisfactory quality of education for its pupils. It offers a rich and interesting curriculum that promotes pupils' academic progress and their personal development successfully. The pupils enjoy their schooling and their parents hold the school in high esteem. The school is outward looking and has strong links with the local community. The teaching is satisfactory in most lessons, although there is some scope for improving lesson planning. The pupils' very good attitudes to work make a significant contribution to their good achievement.

What the school does well



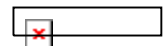
- it achieves its stated aims to enable pupils to gain admission to schools of their choice;
- it provides a good curriculum. An emphasis on the performing arts enriches the education of all pupils;
- it establishes a homely atmosphere that successfully encourages pupils to behave very well and enjoy good relationships with teachers; and
- it makes good provision for the pupils' spiritual, moral, social and cultural development.

What the school must do in order to comply with the regulations



- improve the quality of lesson planning;
- provide separate washrooms for staff and pupils; and
- improve the facilities for caring for sick or injured pupils.

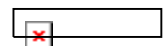
What the school must do to comply with the Disability Discrimination Act (DDA) 2002



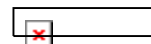
In order to comply with the requirements of the DDA, the school should:

- devise a three-year plan to improve the accessibility of the premises.

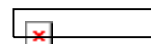
Compliance with the regulations for registration



1. The quality of education provided by the school



The quality of the curriculum



The curriculum meets all the requirements for registration. It successfully promotes the acquisition of key skills in English and mathematics, helping the pupils to achieve very well in these subjects. In addition, the curriculum includes work in science, technology, religious education, the humanities, the arts and physical education. While the teaching of English and mathematics are central to the school's work, the curriculum includes a very good balance between subjects and offers the pupils a breadth and variety of lessons, promoting positive attitudes towards schooling.

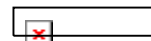
The curriculum for the arts, particularly the performing arts, is very well developed and is an important feature in giving the school its distinctive character. Spoken English, dance, drama and music have a high priority and form part of the weekly work of all classes. In music, the curriculum is particularly rich and diverse, giving the pupils experience in performance, composition and in listening to and analysing music. For example, having listened to extracts from the music of Handel, pupils in Years 5 and 6 gave their views on technical aspects of 'Zadok the Priest' and expressed perceptive opinions about the composer's success in generating growing tension in the orchestral introduction. During the inspection, the pupils were preparing enthusiastically for public performances before Christmas and had opportunities to practise work in ensemble. Some pupils also benefit from weekly instrumental lessons to extend their musical skills.

The academic curriculum is given central importance, but the school is also concerned to promote the pupils' personal development. The school does not have a formal programme of personal, social and health education (PHSE). However, the curriculum provides many opportunities to promote pupils' personal qualities and, particularly, their self-confidence. Performing in assembly, making individual contributions in lessons, and participating in the school's programme for teaching spoken English help the pupils to feel assured and at ease with their friends.

The curriculum is well planned. The school makes very good use of national guidance to ensure that all subjects are taught at the right level for the pupils' ages and in sufficient depth. Long-term plans ensure that important skills are being taught sequentially and unwanted repetition of work is avoided. This written guidance is translated successfully into plans for work to be covered in each half term. Although the pupils are given some opportunities to learn about and use information and communication technology (ICT), activities are narrow in range and the use of computers is not fully integrated into work in other subjects. The curriculum for the pupils in the Foundation Stage is very good and gives them a good start to their schooling. It addresses all the areas of learning recommended for pupils of their age and shows how the work will be broken down into small, sequential steps. Work for each half term in each subject is based around a central theme, helping to make the curriculum more meaningful for the pupils.

The formal curriculum is further enhanced by a wide range of extra-curricular activities, visits and clubs. These include links with a local rugby club, musical performances in the wider community and visits to theatres and places of interest. Clubs include German, embroidery, art, drama and First Aid. Although the school has no pupils who have a statement of special educational needs, teachers give good support to those who may need help with their work.

The quality of the teaching and assessment



The school provides a satisfactory quality of teaching. The teachers are suitably qualified and the teaching ensures that pupils achieve well and receive a good level of personal attention. During the inspection, the teaching was good in around a third of the lessons and of a satisfactory quality in the rest. Some of the lessons, notably in English, music and religious education promote very good progress among the pupils. In some others, a lack of detail and precision in the planning reduces the sense of purpose and leads to slower progress.

A number of important strengths are common to all lessons. The relationships between teachers and pupils are very good and promote positive attitudes to work. Teachers hold high expectations that the pupils will behave well and they respond accordingly, setting about tasks willingly and listening attentively to questions and explanations. A good atmosphere is established in lessons. This encourages pupils to work purposefully and allows moments of humour to be enjoyed by all.

In the most effective lessons, the teaching achieves a well-judged balance between explanations and instructions from the teacher and activities for the pupils. Teachers' plans show clearly what pupils will learn. Lessons are conducted at a lively pace and the time available is used efficiently and productively. For example, in a religious education lesson in Years 1 and 2, the pupils listened to part of the story of Christmas, had an opportunity to discuss their own ideas and then had plenty of time to tackle pictures and written work carefully. In this and other good lessons, teachers kept a close watch on pupils as they worked to identify any common errors or misunderstandings. Teachers use questions very well to make pupils think and to check that they have understood the lesson.

The teaching of music and spoken English is very good. Lessons in these subjects are characterised by a high level of participation by individual pupils, the acquisition of technical vocabulary associated with the subjects and a strong commitment to a good quality of performance. The lessons play a significant and successful part in promoting the pupils' self-confidence and their personal development.

Although many lessons are well planned and based securely on the school's curriculum, in others the planning has shortcomings in content and detail. The most significant of these is an imprecision in identifying what the pupils are intended to learn. Where this occurs, lessons lack a clear rationale and the emphasis is on the completion of tasks rather than on the skills and knowledge that might be learned or practised. While some lessons are successfully rounded up in a plenary session, this is not always the case and opportunities are missed towards the end of lessons to assess how much pupils have learned and understood. There are too few practical experiences of ICT during lessons. During the inspection, little use was made of classroom computers and lesson plans rarely identified how they might be used as a tool for learning in other subjects.

The school makes appropriate use of regular tests in English and mathematics to assess pupils' progress. At the end of each half term, teachers evaluate the progress made and record aspects in which the pupils have done particularly well or where further help will be needed. Much of the pupils' work is marked closely and, in the best examples, annotations give pupils helpful advice on how to improve.

Does the school meet the requirements for registration?

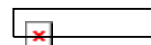
The school meets all but one of the requirements.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- improve the quality of lesson plans (paragraph 1(3)(c)).

2. The spiritual, moral, social and cultural development of pupils



Pupils' spiritual, moral, social and cultural development is good and is a strength of the school. One of the aims of the school it meets particularly successfully is: 'to prepare our children to take their place in society and this is reflected in the pastoral care we offer: every child is an individual and developing the whole person is at the heart of the school's values. Our children are taught to respect others around them, themselves and the fabric of their community.'

Although the school has a Christian outlook, other faiths are greatly respected. Opportunities are taken to celebrate diverse cultures and to acknowledge the benefits of a multi-cultural society. Pupils throughout the school are encouraged to think and reflect on a range of moral, social and cultural issues. This occurs during assemblies and is also an integral part of the curriculum, enhancing pupils' awareness of right and wrong. In Key Stage 2, as part of their history studies, pupils are asked, 'Is it right for archaeologists to remove objects from Greece?' The curriculum also includes a study of a group of people that have come to live in the United Kingdom. Pupils consider the background and look at how they have contributed to society. In art, pupils produce work that represents key festivals during the year, including Easter, Christmas and Eid.

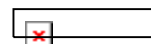
Good opportunities are given for pupils to develop their self-knowledge, self-esteem and self-confidence. The school choir performs regularly in the locality and the school orchestra and recorder ensemble take part in concerts, thereby enabling them to perform to a wider audience. Many pupils are entered for examinations each year with the English Speaking Board and prove to be extremely successful.

Pupils' behaviour is very good. The school places great emphasis on the development of social skills. As a result, pupils are polite, courteous, and at ease in conversations with adults. They work co-operatively and collaboratively both at work and play. The school operates a 'buddies' system whereby older pupils offer support to new and younger pupils in the playground. The pupils concerned take the role seriously and provide a valued and worthwhile service to the school community. The school encourages the pupils to help others in need. They have been involved in raising money for Macmillan Cancer Relief and 'Operation Christmas Shoe Box'.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



The school effectively promotes the welfare, health and safety of its pupils. Attendance is good. The admission register complies fully with the regulations. There are detailed written policies, which are updated regularly, relating to the health and safety of pupils both in school and when on educational visits. Staff implement these fully. The discipline and behaviour policy sets out clear expectations and encourages pupils to develop a sense of responsibility and respect for people and property. Sanctions to be used in the event of any pupil misbehaving are clearly explained and the school keeps records of their use. A written policy to prevent bullying reinforces the school's view that such behaviour is totally unacceptable. Pupils are confident that the school would respond promptly and effectively to any incident of bullying.

The headteacher is the designated member of staff responsible for child protection and welfare

issues. The aim of the school policy is to protect the pupils in their care by being vigilant and immediately referring any concerns they may have to the appropriate authorities. The school maintains full accident and First Aid records. It has an up-to-date First Aid policy and a suitably qualified member of staff is available at all times. School staff are suitably deployed and, as a result, pupils are properly supervised when engaged in work or at play. Policies and procedures are implemented successfully.

Fire drills are carried out on a regular basis and recorded. All the recommendations made as a result of an inspection undertaken by the local Fire Authority have been addressed.

The school has produced a statement that explains how it will organise the environment should it be necessary to make itself more accessible to pupils with disabilities. However, the plan does not make reference to timescales or resource implications.

Does the school meet the requirements for registration?

Yes.

What does the school need to do to comply with the DDA?

In order to comply with the requirements of the DDA the school should:

- devise a three-year plan to improve the accessibility of the premises.

4. The suitability of the proprietor and staff

The school has taken appropriate steps to ensure that all members of staff have been subject to a check with the Criminal Records Bureau to confirm their suitability to work with children. Prior to their appointment all staff are expected to confirm their identity, medical fitness, previous employment history and professional qualifications. In addition professional and character references are obtained.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation

The school provides appropriate accommodation in a two-storey building located near the centre of Morley. There are four classrooms, a spacious hall, school office and a staff room. The premises are well maintained and clean. There is sufficient access so that all pupils can leave the building promptly in the case of an emergency. There is a good-sized, fenced playground that is suitable for the number of pupils attending the school.

The quality of the equipment and furnishings in the classrooms is satisfactory. There is adequate space to enable effective teaching to take place. Displays of pupils' work brighten the environment and stimulate the pupils. There are specialist rooms used for the teaching of ICT and music. The

large hall is used for school assemblies, physical education, dance and drama. These features support the provision of a broad and balanced curriculum.

There are separate toilets for male and female pupils. However, while there are designated facilities for staff, they are not separate from those which the pupils use. Facilities for pupils who are ill or injured do not include a washbasin, a bed or reasonable access to a water closet.

Food is prepared on site and there are adequate amenities for its hygienic preparation. The kitchen is adjacent to the dining room which provides a suitable environment for the serving and consumption of food.

Does the school meet the requirements for registration?

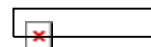
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- provide separate toilet facilities for staff and visitors (paragraph 5(k)); and
- provide appropriate facilities for the care of sick and injured pupils that includes a washbasin and is reasonably near a water closet. (paragraph 5(l)).

6. The quality of information for parents and other partners



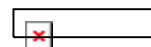
The school provides a good range of information for parents and prospective parents. The school's prospectus contains detailed information and provides a clear picture of the school's aims, ethos and curriculum. Practical matters are also covered thoroughly, for example to explain the arrangements for school meals and break-time drinks. The prospectus includes a list of school policies and explains how parents might view them on request.

Reports of pupils' progress are written termly and inform parents of the work covered in each subject. The pupils' work is evaluated and reports include information for parents to explain where further improvement is needed. Teachers also report on the pupils' behaviour and attitudes to schooling. Additional reports explain progress in aspects of music and give the results of tests in spoken English. The inspection found no justification for the view of a small proportion of parents that insufficient information is provided.

Does the school meet the requirements for registration?

Yes.

7. The effectiveness of the school's procedures for handling complaints



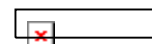
The school has suitable procedures for handling complaints. The procedures allow for complaints to be handled informally in the first instance but set out clear arrangements for formal stages. The school is open to receiving complaints and encourages parents to make contact if they have

concerns. Although almost one in five of the parents said they did not understand the school's procedures, information and a copy of the procedures are readily available on request.

Does the school meet the requirements for registration?

Yes.

School details



Name of school:	Wakefield Tutorial Preparatory School		
DfES ref number:	383/6098		
Type of school:	Preparatory		
Status:	Independent		
Age range of pupils:	4 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 20,	Girls 17,	Total 37
Number of pupils with a statement of special educational need:	Boys 0,	Girls 0,	Total 0
Annual fees (day pupils):	£3,291 - £3,651		
Address of school:	Commercial Street Morley Leeds LS27 8HY		
E-mail address:	headteacher@wtschool.co.uk		
Telephone number:	0113 2534033		
Fax number:	0113 2533581		
Headteacher:	Mrs JA Tanner		
Proprietor:	Mr R Favell & Mrs JA Tanner		
Lead Inspector:	Mr John Evans		
Dates of inspection:	29 November - 2 December 2004		

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