

Prestwich Preparatory School and Friesner Nurseries

Independent School

Inspection Report

DCSF Registration Number	351/6012
Unique Reference Number	105997
URN for registered childcare and social care	EY296663 EY296712
Inspection number	330038
Inspection dates	17 September 2008
Reporting inspector	Amraz Ali HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005). The inspection of childcare was conducted under Section 49(2) of the Childcare Act 2006.

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection (LTI) which focussed principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Prestwich Preparatory School and Freisner Nurseries cater for pupils and children from birth to eleven years. Established in 1968, it developed from the first teaching nursery in Manchester. The school has 50 full-time pupils and one part-time pupil. There are 57 children who are aged three or under who attend either full-time or part-time. Thirty six children are funded under the nursery grant scheme. No pupils have a statement of special educational needs (SEN).

The school is based on two sites. The main building is Victorian and is leased from the local authority. There is an additional nursery department on another site approximately half a mile from the main building which operates from 8 am to 6 pm and opens for fifty weeks a year. Before- and after-school care is available on both sites and play schemes are run each holiday for pupils at the school and their siblings.

The educational philosophy of the school is to promote learning in five major skill areas: literacy, numeracy, reasoning ability, physical skills and social skills through a focus on the 'Three Rs'. A further aim is to foster a work ethic whereby all children are encouraged to develop self motivation and academic interests.

The school was previously inspected in September 2004.

Evaluation of the school

This school continues to provide a good quality of education. Pupils' spiritual, moral, social and cultural development is good and is reflected in the good behaviour of pupils. The teaching, assessment and the curriculum are all of good quality, enabling pupils to make good progress, particularly in English and mathematics. The quality of provision in the Early Years Foundation Stage (EYFS) is good. The school meets almost all the regulations for registration as an independent school.

Quality of education

The quality of the curriculum is good. The provision for teaching the basic skills of reading, writing and mathematics is effective. The strong emphasis on English and mathematics throughout the school prepares pupils effectively for secondary education. There are appropriate plans and schemes of work in place to support the planning of the curriculum effectively and appropriate use is made of published schemes and work books. There is an emphasis for the oldest pupils on reasoning and problem solving to assist them in their preparation for the entrance examinations for grammar schools. The curriculum is broad and French is taught to pupils in the junior classes. For an extra charge, pupils can access after-school sports and craft clubs or learn to play the guitar.

Teaching and assessment are good. They are effective in ensuring that pupils make good progress in their learning. The staff are confident and give clear explanations which help to extend pupils' understanding and knowledge. Good relationships and clear expectations ensure that pupils are well motivated and keen to learn. Teachers have good subject knowledge and engage pupils by providing a range of appropriate activities. Classes are small and teachers know pupils well. Work is marked regularly and pupils are told how to improve their work effectively. However, there is not a clear framework in place to assess and track the progress of pupils across the whole school. Pupils make good progress from their starting points and achieve well by the time they leave the school. They make particularly good progress in reading, writing and mathematics.

Annual written reports are provided for parents on the progress made by their children. However, the quality of information about what pupils know, can do or understand is variable and a few parents indicated that they would welcome greater information about their children's progress.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of pupils is good. Pupils' behaviour is good and they have a clear understanding of right and wrong. They are polite, helpful and friendly. They cooperate well with one another and positive relationships between staff and pupils create a very welcoming and harmonious school. New pupils are made to feel welcome and settle quickly into the school's friendly community. The school recognises the importance of pupils' spiritual development, through developing interest and pleasure in the world around them. This is seen through pupils' enjoyment of learning and their appreciation of the outdoors.

Pupils say that they enjoy school and this is reflected in their consistent attendance. They enjoy opportunities to take on responsibilities. For example, older pupils show care for younger children, particularly when acting as lunchtime table monitors. Pupils contribute to the wider community by taking part in a range of fund-raising activities, for example 'Jeans for Genes Day' and 'Comic Relief'. The school teaches

pupils to appreciate diversity by recognising the many varied cultures and traditions that are represented at the school. For example pupils who visited Pakistan were encouraged to talk about and share their experiences with classmates. Teachers are sensitive to the needs of all pupils. For example, provision was made for older Muslim pupils, who were fasting, to abstain from physical education. Pupils are clear that they all get on well and that there is no racism in the school. They clearly show respect for others.

Safeguarding pupils' welfare, health and safety

This aspect of the provision is good. There are policies and procedures in place to minimise risks throughout the school and to provide a good standard of care to pupils. Regular fire drills are held and documented accurately. A generous number of staff have first aid qualifications and systems to look after pupils who have accidents are effective. In discussion with pupils, and from their responses on the pre-inspection questionnaires, it is clear that they feel safe and well cared for. Pupils are always properly supervised while on school premises and when using outdoor play areas including the adjacent park. There is an effective child protection policy in place and all necessary checks on the suitability of staff have been carried out. However there is not a written policy in place that covers the school's duty with regard to the safe recruitment of new staff.

Pupils develop a good understanding of what constitutes a healthy lifestyle. The school encourages healthy eating by providing all pupils with freshly cooked nutritious meals. Pupils are encouraged to eat fruit and vegetables and to drink water regularly. They understand the importance of regular exercise and value the opportunities provided for them to use the playground and visit nearby Heaton Park.

The before- and after-school care, along with the provision for care during the school holidays, is registered with Ofsted. The groups are well-supervised with appropriate registration and welfare procedures in place. There is a range of interesting activities available and the participants are happy and well-behaved. The school has recently devised a plan for how it will fulfil its obligations under the Disability Discrimination Act 2002.

Effectiveness of the Early Years Foundation Stage

The provision for the children in both Early Years Foundation Stage settings is good, as is the leadership of this aspect of the school. The curricular provision is interesting and relevant and closely linked to the six Early Learning Goals recommended for this age group. The children experience working with an adult, in small groups or independently. The rooms are attractive with a good, varied range of resources to meet the needs of young children. The children are encouraged to explore their ideas and be creative. A good foundation is built for future learning. Planning is good overall, but there are some inconsistencies in the amount of detail provided in some of the weekly and daily plans. The limited space for outdoor play in both settings restricts physical development. By the end of the Early Years Foundation Stage (Infant 1), the children are prepared very well for the next stage of their education. They are confident and enthusiastic and eager to learn.

Assessment procedures related to the new Early Years Foundation Stage framework are at an early stage of development, but there is a significant amount of evidence from previous assessments to indicate that staff assess the children's progress thoroughly. The children achieve well over time in the nurseries, partly due to the generous staffing ratios. Babies are attended to effectively and with care. They receive plenty of eye contact and dialogue from staff to keep them happy and contented.

The provision for the welfare of the children is conscientious. Sleeping arrangements are appropriate as are the nappy changing procedures. Required risk assessments for both settings are in place. All policies for the children's welfare and safety are implemented effectively. Staff have been checked for their suitability to work with children.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the curriculum and teaching (standard 1) and must:

- prepare a framework to assess pupils' work regularly and thoroughly and utilise information from such assessment to plan teaching so that pupils can make progress (paragraph 1(3)(g)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- prepare and implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- improve the quality of reports to parents in order that they more consistently identify what pupils know, can do, understand and need to improve
- further develop the quality of planning to ensure that provision is clearly stated for all age groups
- continue to develop the provision for outdoor play.

Inspection Judgement Recording Form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		√		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		√		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		√		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		√		
How effectively is the provision in the Early Years Foundation Stage led and managed?		√		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		√		

School details

Name of school	Prestwich Preparatory School		
DCSF number	351/6012		
Unique reference number	105997		
EY URN	EY296663		
	EY296712		
Type of school	Preparatory school with nursery		
Status	Independent		
Date school opened	1968		
Age range of pupils	0–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 19	Girls: 31	Total: 50
Number on roll (part-time pupils)	Boys: 0	Girls: 1	Total: 1
Number of pupils aged 0-3 in registered childcare provision	Boys:29	Girls:28	Total:57
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£3960		
Annual fees (childcare)	£6250		
Address of school	400 Bury Old Road Prestwich Manchester Lancashire M25 1PZ		
Telephone number	0161 773 1223		
Fax number	0161 773 1223		
Email address	enquiries@prestwichprepschool.co.uk		
Headteacher	Miss Patricia Shiels		
Proprietor	Miss Patricia Shiels		
Reporting inspector	Amraz Ali HMI		
Dates of inspection	17 September 2008		