



**Focused Compliance and Educational Quality Inspection Report**

**Wakefield Grammar Pre-Preparatory School**

**January 2022**

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### School's Details

<b>School</b>	Wakefield Grammar Pre-Preparatory School			
<b>DfE number</b>	384/6121			
<b>Registered charity number</b>	1088415			
<b>Address</b>	Wakefield Grammar Pre-Preparatory School Margaret Street Wakefield West Yorkshire WF1 2DG			
<b>Telephone number</b>	01924 231618			
<b>Email address</b>	preprep@wgsf.net			
<b>Head</b>	Mrs Emma Gill			
<b>Proprietor</b>	Wakefield Grammar School Foundation			
<b>Age range</b>	3 to 7			
<b>Number of pupils on roll</b>	210			
	<b>EYFS</b>	87	<b>Key Stage 1</b>	123
<b>Inspection dates</b>	11 to 14 January 2022			

## 1. Background Information

### About the school

- 1.1 Wakefield Grammar Pre-Preparatory School is an independent school for pupils aged 3 to 7 years of age. It is part of the Wakefield Foundation, which incorporates Wakefield Girls' High School and Queen Elizabeth Grammar School. In September 2021, the formerly named Wakefield Girls' High School, Junior School became co-educational and was renamed as Wakefield Grammar Pre-Preparatory School. Pupils from the Queen Elizabeth Grammar School, Junior School joined the Wakefield Grammar Pre-Preparatory School at that time.
- 1.2 The Foundation offers education to male and female pupils aged 3 to 18 years. All the schools share the same governing body, whilst maintaining individuality and autonomy.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly onsite to reduce contact within the school setting.

### What the school seeks to do

- 1.4 The school's aim is to give every pupil the best possible foundation for life and to encourage them to explore, to be creative and to ask questions as they develop the individual talents and skills that will prepare them for their future. The school aims to build every pupil's confidence in their own abilities so that they develop as independent individuals, who embrace new challenges and have a growing awareness of the world around them.

### About the pupils

- 1.5 Pupils come from a wide geographical area and are predominantly from a range of professional and business families living within about 20 miles of the school. A range of nationalities is represented in the school reflecting the ethnic mix of the cohort area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified fourteen pupils as having special educational needs and or disabilities (SEND) who receive support from specialist teachers in the Foundation. No pupil in the school has an education, health and care plan. English is an additional language for one pupil, whose needs are supported by their classroom teacher and additional language skills development offered by learning support teachers.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19 Inspection judgement do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is sound.

- Pupils' attitudes to learning are positive; they are generally enthusiastic and motivated to learn.
- Pupils' reading skills are developing well, helped by a school-wide initiative to introduce stimulating texts across a wide range of genre.
- Older pupils present their work to a high standard.
- Pupils are not always engaged in their learning and sometimes make limited progress because activities are not always sufficiently challenging or interesting.
- Pupils that inspectors spoke to were not aware of how to improve their learning in core subjects.
- Pupils' information and communication technology (ICT) skills are not well developed by the school.

3.2 The quality of the pupils' personal development is good.

- Pupils develop respect, kindness and consideration for their peers; these qualities are actively promoted and modelled by the caring staff.
- Pupils are inclusive of those from backgrounds different to their own, mixing easily with pupils of other faiths and backgrounds.
- Pupils are proud to hold positions of responsibility but those asked could not articulate what these roles involved.

#### Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' achievement across the curriculum by ensuring teaching consistently captures their interest, provides sufficient challenge and sets clear next steps for learning.
- Develop pupils' ability to take initiative in their learning.
- Enable pupils to develop and apply their IT skills in their work across the curriculum.
- Enable pupils to develop their personal and leadership skills by taking decisions in their leadership roles.



## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 When the school became coeducational in September 2021 the leaders formed a new staff team merging staff who previously worked in Queen Elizabeth Grammar School and Wakefield Grammar Girls' High School. They also introduced a revised curriculum and new assessment procedures.
- 3.6 Initial data analysis suggests that attainment of pupils is above national average for those of a similar age, as indicated by results in the standardised tests completed in term one. The progress of pupils with SEND is tracked and as a result of the relevant support in place across the school they are making good progress.
- 3.7 The pupils' basic skills for learning are appropriate for their age and ability. Pupils' knowledge of language and vocabulary knowledge are sound. This knowledge is developed well when teachers model accurate terminology. In a music lesson, pupils accurately described an 'ostinato' and used the terms 'tempo' and 'pitch' to describe music they were appraising. They were able to accurately accompany different pieces of music, keeping in time and following a rhythm. Children in the EYFS accurately used the terms 'more' and 'fewer' during a mathematics lesson. However, progress is slower when pupils are not introduced to new vocabulary or required to answer challenging questions. Pupils' physical development is good. In a physical education (PE) lesson in Year 1, pupils were seen making good progress in developing their throwing and football control skills through well-planned, appropriate activities with helpful feedback and encouragement. Pupils' technological skills are less well developed, as opportunities to develop these skills are limited. Pupils are not always aware of how they can improve their work in core subjects.
- 3.8 Pupils' attitudes to learning are generally positive and they are keen to make progress. However, pupils lack opportunities to exercise their initiative as some lessons are very teacher led and pupils can lose focus so progress is slower. In some whole-class activities, pupils are not always fully engaged in the task and this can lead to a lack of concentration. Opportunities to engage are limited through a lack of pace, open-ended questioning or insufficient opportunities to collaborate, leading to some lost learning opportunities. In Foundation Stage 1 (nursery aged children), opportunities to develop the children's independence are missed, limiting their decision-making skills and initiative completing everyday tasks. Pupils' practical independence skills are developed in lessons where resources are effectively organised in the classroom and pupils are encouraged to access them themselves. For example, in an EYFS lesson children were encouraged to choose the stationery items they needed to complete their learning task.
- 3.9 Recent assessment data confirm that pupils' reading and comprehension skills are developing well across the school. Senior leaders are focused on developing a love of reading. Pupils spoke enthusiastically about the variety of books in the school and the group reading sessions that they enjoy. In the EYFS, children quickly develop the skills to decode words and most children are able to recall key sounds swiftly. They are helped to recall them by learning accompanying actions. Pupils selected for extension reading groups show well-developed comprehension skills when analysing a text. Some pupils communicate well and speak confidently about their work and favourite topics in school, such as learning about The Plague. Others respond with less confidence and need coaxing to expand upon their answers. In Years 1 and 2, pupils present their work well. Pupils have regular handwriting lessons and are encouraged, and given time, to present their work to a high standard. Pupils in Year 2 write well using appropriate vocabulary and following the teachers effective modelling, as seen in a literacy lesson on letter writing. At times, pupils listen well but, in some lessons, pupils call out or talk when the teacher is talking, or fail to follow direct instructions at an appropriate time. This can lead to some unchecked low-level disruption, which has an adverse impact on pupils' progress in these lessons.
- 3.10 Pupils' numeracy skills are appropriate for their age. Pupils recall relevant information when required and are able to apply their mathematical knowledge in other subjects. For example, in a science lesson

in Reception, pupils were able to use their mathematical knowledge of time to measure accurately the length of time an ice cube took to melt in different conditions. Some of the teaching of mathematics does not take into account the prior knowledge of pupils well enough. This limits the opportunities for problem solving or for attempting challenging work. In some mathematics lessons, progress is limited as challenge is lacking. Most children in the EYFS have secure recognition of numbers 1 to 20 and some can recall these out of order. By Year 2, most pupils are able to add and subtract 9 and 11 from two-digit numbers accurately because of whole class opportunities provided to practise these numeracy skills.

- 3.11 Pupils' ICT skills are not well developed by the school as they have had little opportunity to use the equipment available or to apply their skills in other subjects. Pupils' skills develop slowly. For example, in a lesson in Year 1, pupils were not all able to log on to the computers independently.
- 3.12 Pupils display a level of study skills appropriate for their age. They draw knowledge effectively from sources to which they have been directed, though often they are very reliant on the teachers' questioning to elicit the information. When given the opportunity, pupils like to collaborate, but research skills are often restricted to finding out facts from books. In Year 2, pupils worked productively with a partner to research lifecycles of animals, accurately recalling the terms 'mammals' and 'amphibians' and were knowledgeable about their young. More able pupils are identifiable by the quality and frequency of their answers to the teachers' questioning. For example, in a lesson in Year 1, more able pupils demonstrated good prior knowledge in response to a teacher's questioning about the equator and the location of the continents. Pupils develop higher-order thinking skills when the opportunities are planned for them. An example seen was in Year 2 when pupils were encouraged to hypothesise about what it would have been like to be alive during the Great Plague.
- 3.13 Pupils' individual achievements in activities such as class music and available clubs are typical for their age. The extra-curricular clubs offered are popular with the pupils and they benefit from the variety of lunchtime clubs available. A small minority of parents who responded to the pre-inspection questionnaire felt that the school did not provide a suitable range of extra-curricular clubs

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is good.
- 3.15 The leadership team has successfully created a positive ethos at the school. Pupils are happy at school and develop good levels of self-esteem. Through regular celebration of their achievements and the use of positive praise, they feel valued and cared for. When asked, pupils in Year 2 were able to articulate their thoughts and feelings and express their opinions. In a PE lesson in the EYFS, children were delighted to be able to cross a ladder between two heights and were proud to develop their self-confidence and resilience. The PE equipment was thoughtfully set up to develop challenging opportunities for resilience, problem solving and confidence building for the children.
- 3.16 Pupils are aware that working hard supports their success. When given the opportunity, pupils make practical decisions in lessons, such as selecting their equipment and resources. In cookery club, the pupils were able to articulate why a metal bowl would be a more appropriate choice than plastic. Across the school, pupils are developing their oracy skills through the senior leadership's recent initiative of providing pupils with a lesson where the pupils are given opportunities to reason and develop their own arguments to explain their opinions. Children in the EYFS were seen deciding about the outcome in a story based on their opinion, working out if it is fair that the bigger rat gets to eat the cheese. These lessons are encouraging the pupils, from the youngest age, to justify their answers using 'because' to explain their thought processes and to articulate their ideas.
- 3.17 Pupils have a developing appreciation of non-material aspects of life. There was a sense of awe and wonder from pupils in Year 2 when a teacher presented the Koran in an RE lesson displaying its importance to Muslims. In a PE lesson, learning Scottish dance, pupils were able to self-reflect about

how the music made them feel. Children in the EYFS enjoy laughing and sharing in the number songs together when watching a number video. Pupils enjoy the non-materialistic aspects of life by collaboratively singing in choir club and are enthusiastic about planned future performances. They followed instructions accurately to adjust their volume and tone throughout the choir session. In Year 2, pupils enjoy singing together as a class, understanding and experimenting with tempo and were able to sing in a round when competing with the teacher.

- 3.18 From the earliest age, children develop a clear understanding of right and wrong through the consistent use of positive behaviour strategies by the staff. Pupils generally play well together, and most self-regulate their behaviour in the playground. Pupils are polite and ask for things that they need. Teachers praise polite manners and actively encourage these behaviours. Kindness is fostered and modelled by the caring staff. Children apologise if they accidentally hurt one another and say 'please' and 'thank you' when given their snack or when selecting their lunch. Pupils are developing an understanding of the school values of 'respect, resilience and kindness'. Pupils in Year 2 made friendship flags to help reinforce the values with others in the school. Pupils' moral understanding and empathy are developed through stories and where the teacher asks open-ended questions to allow the pupils to develop their understanding. Pupils are developing effective strategies for dealing with conflict. In the playground, pupils are encouraged to walk away from a disagreement and then resolve the issue later in the day. Pupils in Year 2 express the view that if someone is unkind you should give them a second chance. Behaviour around the school is good but is variable in some lessons where there is opportunity for pupils to lose focus.
- 3.19 The pupils demonstrate good social awareness and form productive relationships with each other. Nursery children played independently in a role-play situation, negotiating who would be the teacher and, without adult intervention, decided that it would be fair to take it in turns. Pupils support each other to remember to do key things like putting away their books if they have forgotten. Being kind to others is actively encouraged, and staff praise this behaviour and reinforce good manners in all social interactions. In assembly, pupils were pleased to celebrate the achievements of their peers who had raised money for charities. Pupils can work well together in lessons, when given the opportunity. When collaborative opportunities are enabled, the pupils happily try to complete the tasks set, as seen in Year 1 who sorted words together in a group in a phonics activity and in Year 2, they worked with a partner to sequence life cycles in science.
- 3.20 Pupils are proud of their achievements raising money for others and supporting the school charities. Pupils mentioned sponsored events and, in assembly, individual pupils' initiatives to support those less fortunate than themselves are celebrated. Pupils have the opportunity to be involved in activities instigated by the school that benefit others, within school, or through charitable enterprises. They are keen to take on the numerous developing roles of responsibility in the school and to be a member of school council. The recently created positions of responsibility held by pupils in Years 1 and 2 do not currently allow the pupils to develop their leadership and decision-making skills as their roles are yet to be developed. However, the sports ambassadors helped plan a 'Feel Good Friday,' linked to developing mental and physical well-being.
- 3.21 Pupils are respectful and inclusive and welcome others to join their games as observed on the playground. Pupils from all cultures, backgrounds and religions play together across the school. All parents who completed the pre-inspection questionnaire agreed that the school actively promotes the values of respect and tolerance of other people. Staff and pupils are respectful and kind to each other. Festivals are celebrated, such as Chinese New Year, through involving the pupils' personal experiences where possible. For example, pupils are encouraged to share examples of their culture through special food and celebrations which the whole class enjoy and those who are able to speak other languages teach their class mates to answer the register and count in their native language. Pupils know the differences and similarities between world religions.
- 3.22 Pupils understand how to be physically and mentally healthy, particularly in terms of recognising the need for exercise and making healthy diet choices. Pupils know how to stay safe online and are aware

of other dangers and risks to their safety. Most parents in the pre-inspection questionnaire, and evidence from the inspection, agreed that the school encourages pupils to adopt a healthy lifestyle. During a PE lesson, pupils in Year 2 discussed how raising your pulse leads to a healthier heart. At lunch, older pupils recognised their food choices made for a healthy or unhealthy diet. Some pupils in Year 1 know what constitutes a healthy choice, and named blueberries and grapes as healthy foods. At playtime in the EYFS, the resources set up for the children enabled them to develop their physical skills and gross-motor skills as they crawled through tunnels, used balance bikes and had access to materials to dig and explore.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assembly. Inspectors visited the facilities for the youngest pupils. The responses of parents and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Susan La Farge	Reporting inspector
Mr Ian Sterling	Compliance team inspector (Headteacher, ISA school)
Dr Zoe Dunn	Team inspector (Headmistress, IAPS school)