



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The Gleddings Preparatory School**

**May 2023**

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### School's Details

<b>School</b>	The Gleddings Preparatory School			
<b>DfE number</b>	381/6000			
<b>Address</b>	The Gleddings Preparatory School Birdcage Lane Savile Park Halifax HX3 0JB			
<b>Telephone number</b>	01422 354605			
<b>Email address</b>	admin@thegleddings.co.uk			
<b>Headteacher</b>	Mrs Jill Wilson CBE			
<b>Chairman</b>	Mr John Forsyth			
<b>Proprietor</b>	The Gleddings Ltd (Forfar Education Group)			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	200			
	<b>EYFS</b>	25	<b>Juniors</b>	175
<b>Inspection dates</b>	16 to 18 May 2023			

## **1. Background Information**

### **About the school**

- 1.1 The Gleddings Preparatory School is an independent, co-educational day school. The school was founded in 1961 and is located in a suburb of Halifax with an Early Years Foundation Stage (EYFS) for pupils aged 3 to 5 years and a junior school which educates pupils aged 5 to 11 years. Since the previous inspection, the school has become part of the Forfar Education group of schools with governance provided by the Forfar Education Group Governance Board.

### **What the school seeks to do**

- 1.2 The school aims to recognise and celebrate the uniqueness of each pupil. It seeks to provide a safe and caring environment in which pupils develop their thinking skills and make good choices, so that they can become as successful as possible, academically and socially.

### **About the pupils**

- 1.3 Pupils come from families with a wide range of backgrounds and live within a 20-mile radius of the school. The school's own assessment data indicate that the ability of the pupils on entry is average. The school has identified 31 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 11 of whom receive additional specialist help. No pupils have an education, health and care plan (EHCP). English is an additional language (EAL) for 46 pupils. The school has identified 11 pupils as being the most able in its population and their needs are met within the curriculum and in the extra-curricular activities provided by the school.

## 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.

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](#).

## 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. 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 wellbeing 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Nursery	Nursery
Lower 1	Reception
Form 1	Year 1
Form 2	Year 2
Form 3	Year 3
Lower 1V	Year 4
Middle 1V	Year 5
Upper 1V	Year 6

#### Key findings

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

- Pupils demonstrate high levels of knowledge, skills and understanding across the curriculum.
- Pupils are highly effective communicators, both orally and in their written work.
- Pupils are confident, independent thinkers, and effectively apply their skills to further their understanding.
- Pupils approach their studies with highly positive attitudes and an evident desire to succeed.

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

- Pupils are self-confident and self-disciplined; demonstrating resilience and perseverance to improve their learning.
- Pupils demonstrate a mature awareness of and appreciation for the non-tangible aspects of the world around them.
- Pupils are highly successful in their independent and collaborative studies.
- Pupils are respectful of each other in keeping with the school's ethos of kindness and care.



## Recommendation

3.3 The school is advised to make the following improvement.

- To further develop the life skills programme to enable pupils to extend their appreciation of the ever-changing world around them.

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

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils demonstrate excellent levels of academic achievement as a result of highly supportive teaching and nurturing pastoral care. Pupils attain strong results in externally standardised tests. Their performance in senior school entrance examinations is highly successful, in line with the aims of the school to foster their academic abilities. Pupils' attainment in The Halifax Grammar Schools examinations and in scholarship awards to a range of secondary schools, is consistently at an extremely high level. Tracking and monitoring procedures are comprehensive and allow teachers and leaders to identify relative areas of weakness in the performance of cohorts and individual pupils, leading to effective interventions being provided to support those pupils. Pupils make rapid and consistent progress in both individual lessons and over longer periods, due to the well-planned support provided by the school. Pupils with SEND and EAL make equally good progress, often from considerably lower starting points. The most able pupils' academic achievements are in line with their ability. Every parent responding to the pre-inspection questionnaire agreed that they are satisfied with the progress their children make throughout the school.

3.6 The knowledge, skills and understanding of pupils develop strongly as they progress through the school, supported by high-quality resources, a broad curriculum and teaching which builds on the keen understanding teachers have of the individual needs of their pupils. All pupils responding to the questionnaire say that they are happy in school and that their teachers help them to learn. They all agreed that their knowledge and skills improve in their lessons. In Reception, children competently used a variety of methods to illustrate which numbers are divisible by two. Year 5 pupils employed appropriate scientific terminology to illustrate their understanding of the properties of a diverse range of materials. Pupils sang with evident enjoyment in the school assembly, taking pleasure in their ability to sing successfully in parts. Pupils gain further confidence in their ability to apply their knowledge and skills through the wide range of activities arranged for them as seen in a tennis activity when pupils successfully incorporated the slice into their forehand techniques.

3.7 Pupils throughout the school are extremely articulate communicators, with highly developed reading, writing, speaking and listening skills. Children in the Nursery confidently put together letters to correctly spell words such as dog, cat and fish. In a Year 6 design and technology lesson, pupils debated the ethics of packaging, competently explaining their thought processes. Year 5 pupils displayed a high level of vocabulary, syntax and linguistic skills as they analysed the first draft of their creative writing work. In a Year 4 English lesson, pupils demonstrated an acute understanding of etymology as they assessed word stems and connections. In assembly, pupils used their skills with great effect to communicate with the audience through their music and poetry recitations. Pupils are proud of their work, and individual written work across the school demonstrates a high standard of research, writing skills and imaginative presentation styles.

3.8 Pupils display high levels of competency in their numeracy and apply their skills effectively across a range of subjects. They make rapid progress in the development of their mathematical skills supported by a well-planned curriculum and imaginative teaching, which stretches their numerical competence as they transition through the school. In the Nursery, children happily sold items from their café, exchanging goods for play money. Year 3 pupils displayed a high level of competence in sorting out coins of various denominations, identifying pence in terms of decimals of a pound, and then efficiently adding pence and pounds to reach correct totals. In a Year 6 mathematics lesson, pupils demonstrated

an excellent ability to understand costs in terms of profit and margin. Scrutiny of pupils' work indicated a comprehensive grasp of numerical skills including geometry, measures and statistics, and a routine application of these skills across the curriculum, such as graphs and data manipulation in science and geography, and timelines in history.

- 3.9 Pupils are confident in their use of information and communication technology (ICT) to assist their learning. Pupils gain basic skills through discrete ICT lessons and apply these with competence across the curriculum. Nursery children displayed their developing skills as they used technology to navigate ladybirds onto leaves. Year 3 pupils demonstrated excellent ability to apply block coding to a maze challenge, adeptly logging on, locating and saving work. In a mathematics lesson, Year 6 pupils made excellent use of their devices to research material costs and design images such as cylinder versus cuboid. Pupils are encouraged to be part of the production team, operating slides with confidence and aplomb, videoing key moments and faultlessly presenting these in assembly. Pupils routinely use ICT to access work online, to research and present their ideas, successfully employing a wide range of techniques.
- 3.10 Pupils' study skills are strongly accelerated through the school's 'I Can' programme, which focuses on promoting the values of curiosity and academic enquiry. Through this learning programme, pupils learn how to approach their studies as confident, reflective and proactive learners. Nursery children understood the basic requirements for plant growth, pointing to the sun as a major factor in successful germination of their sunflower seeds. In their 'WOW' cross curricular topic work, pupils ably synthesized what is needed to create a healthy planet, demonstrating a mature hypothesis of the negative effects of greenhouse gases, global warming and melting ice caps. In an oracy lesson, pupils in Year 3 discussed the attributes of blob fish, effectively analysing the effect of water pressure at different depths on fish and humans. Year 6 pupils displayed a high level of rational thinking as they debated conspiracy theories and the ultimate good to mankind of artificial intelligence. For their WOW programme Year 4 pupils explored the topic 'I am a thinker', gaining rich opportunities to think outside the box and develop their non-verbal reasoning. Across all ages, pupils make rapid progress as they challenge their understanding through applying higher-order thinking skills.
- 3.11 Pupils achieve considerable success within the formal curriculum and beyond. Pupils consistently achieve success in a wide variety of sports. They attain a high level of success in external music examinations in a wide range of instruments and are highly successful in external examinations in speech and drama with almost every pupil achieving a distinction since 2020. Of particular note, is the success gained in national mathematics challenges where, over the years, pupils have consistently achieved gold and silver medals.
- 3.12 Pupils of all ages demonstrate highly positive attitudes towards their learning. They work hard in their lessons and display a strong desire to succeed in all they attempt. From the youngest to the oldest, pupils are highly involved in their learning, engaged in tasks and enthusiastic in their participation in lessons. Studying Mandarin, Reception children keenly applied themselves to learning new vocabulary to describe their family members. In a Year 4 history lesson, pupils worked conscientiously as they studied the polytheism of the Aztecs, effectively likening this with ancient Greek and Roman religious beliefs. During their personal, social, health and economic (PSHE) lesson, Year 1 pupils reflected on the positive benefits they achieve through perseverance in their studies. Pupils are highly effective learners, both as individuals and when working collaboratively. In the questionnaires, all parents agreed that the school equips their children with the team-working and collaborative skills they will need in later life.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate high levels of self-confidence and self-esteem, supported by the strong pastoral care they receive from their teachers. Pupils respond to challenge with courage

and perseverance, confident that the school will support them in their endeavours. Pupils of all ages are encouraged to challenge themselves and to learn from their mistakes, and this ethos effectively fosters their strong work ethic and develops their intellectual confidence. Children in Reception displayed great perseverance as they worked on their co-ordination skills counting and throwing balls into containers. Pupils in a Year 1 history lesson demonstrated a high level of self-knowledge and understanding as they recalled personal timelines and key milestones such as losing a tooth or riding a bicycle. Pupils are proud of belonging to their school and say they feel valued as individuals. Every parent in their questionnaire responses agreed that the school helps their children to be confident and independent, fulfilling the school's aim to nurture each pupil in a safe and caring environment.

- 3.15 Pupils understand the importance of making the right decisions and appreciate how their choices may affect their own success and impact on those around them. In a PSHE lesson, pupils in Year 5 sensibly discussed the proposition of introducing table football, listening to each other carefully before a class vote to raise the suggestion at school council. Pupils in a Year 6 mathematics lesson showed a high level of initiative as they tackled an enterprise task, refining and revising ideas as they progressed. In discussions, pupils described their individual projects, explaining reasons for their choice of topics and methods of presentation. Pupils are mature in their collaboration as they share and exchange ideas, sensitively offering suggestions to help each other improve their work. Throughout the school, pupils develop a robust understanding of how to make good choices through the 'You Choose' programme which is strongly embedded in all aspects of their school lives.
- 3.16 Pupils display a strong awareness of the non-material elements of life. Nursery children were gentle with their seeds, understanding the need to be careful in their handling. Pupils gain a secure knowledge of major world religions with key messages reinforced in the many colourful displays around the school. Year 4 pupils spoke knowledgeably about the importance of the solar calendar to ancient people. Year 5 pupils demonstrated a keen awareness of how emotions are reflected in actions, citing the traveller's double knock in the poem *The Listeners* and describing how this action conveys a sense of impatience to the reader. In their WOW folders, pupils effectively described the circumstances they felt necessary to engender happiness, including family, home, love and friendship. The artwork displayed in pupils' folders and around the school, evidences the pupils' ability to express themselves through the medium of colour and design. Throughout the school pupils gain a mature awareness of their own strengths and weaknesses as they reflect on their role within their community.
- 3.17 Pupils demonstrate an extremely highly developed sense of moral responsibility. All pupils, and the overwhelming majority of parents, agreed that the school expects pupils to behave well. Pupils understand the need to be kind towards each other and they have a clear understanding of what is right and wrong. They develop a mature approach to making good choices in their behaviour and are appreciative of the opportunities they are given to correct their mistakes and to make better choices next time. Behaviour in the classroom and around the campus is excellent. Pupils approach their work with diligence and maturity and behave respectfully towards each other during break and lunchtimes. Children in the EYFS understand about moving calmly and sensibly around the setting. Older pupils demonstrate a sensible attitude in technical and science rooms, understanding the need to keep themselves and each other safe. Pupils are consistently polite and pleasant in all aspects of school life. They understand the school's system of rewards and sanctions, taking ownership of the class rules themselves. They say that sanctions are rarely required. Pupils of all ages value their community and understand the importance of their behaviour in making the school a happy place for everyone.
- 3.18 Pupils develop strong collaborative and social skills. They routinely work together with purpose and enjoyment in their lessons and activities. Pupils learn the advantages of teamwork as they participate in the many sporting and extra-curricular opportunities arranged by the school. Pupils in Year 2 demonstrated high levels of collaboration as they engaged in a series of challenges designed to improve their catching skills, co-operating as they bounced balls between each other, recognising that teamwork was the key to success. In their lessons pupils of all ages work highly effectively together with their talking partners. They say that sharing thoughts and ideas helps them to improve and

deepen their understanding. At break times, snack monitors are well organised as they work together to deliver their snacks.

- 3.19 Pupils are highly aware of the needs of others and show great willingness to help each other both in the classroom and around the school. They gain valuable leadership skills in a variety of formal roles, as prefects, monitors, school councillors and buddies. All pupils stated in their questionnaire responses that the school listens to their requests. This reflects the many opportunities pupils have to influence their experiences through the school council and the open-door policy which encourages them to share their concerns with their teachers. Pupils are proud of the roles they undertake, describing them as important for their community. They understand the need to be good role models for younger pupils and are always available as buddies to share in games or as a listening ear. Pupils gain valuable life skills through the 'You Choose' life skills programme; however, wider opportunities to extend their experiences in the local community and within the extra-curricular provision would further enhance the quality of their understanding. Pupils engage enthusiastically in their efforts to support those less fortunate than themselves, organising many fundraising activities for local and national charities of their choice.
- 3.20 Pupils strongly value the welcoming, inclusive atmosphere of their school and they speak confidently of the importance of each individual within it. In a history lesson, Year 1 pupils discussed King Charles III and his earlier divorce, speaking with sensitivity of different family dynamics. Reception children assimilated the similarities and differences in Chinese families, confidently expressing their love for each other and how to express this. Subject portfolios evidenced a high level of engagement with the European Day of Languages, citing different anthems and sharing topics with their French partnership schools. In their 'You Choose' workbooks, pupils imagined how they might feel in a new environment, writing with empathy of the treatment of the Jewish people during the Anschluss. Pupils openly discuss issues such as gender, race and inequality in PSHE lessons, listening to each other with patience and understanding. They are respectful of each other, supported by the curriculum which is carefully structured to promote these excellent outcomes, and by the culture of respect and kindness which is strongly embedded throughout the school. In the questionnaires, every parent agreed that the school actively promotes the values of democracy, respect and tolerance.
- 3.21 Pupils demonstrate excellent understanding of how to keep themselves safe physically, mentally and online and, in the questionnaires, all parents agreed that the school encourages their children to adopt a healthy lifestyle. Pupils learn about the benefits of a balanced diet in their science and PSHE lessons and appreciate the excellent choices they are given at snack and lunchtimes. Pupils understand how exercise can help to keep them fit and participate willingly in the many sporting activities available to them. They appreciate the value of quiet times and enjoy the opportunities for reflection which are built into the school day. Pupils display competence about how to keep themselves safe online, supported by discrete ICT lessons and guidance from their teachers. Pupils are proud of their community; they are grateful to the staff who support them and say that they feel well cared for and safe in their school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the Chief Executive Officer and Director of Education, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Pamela Johnson	Reporting inspector
Mr Christopher Emmott	Compliance team inspector (Former head, ISA head)
Mr Thomas Mylne	Team inspector (Former head, IAPS school)