



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

WAVERLEY PREPARATORY SCHOOL AND NURSERY

OCTOBER 2017



CONTENTS

SCHOOL’S DETAILS	3
1. BACKGROUND INFORMATION	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	8
THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE	9
Effectiveness of leadership and management	9
Quality of teaching, learning and assessment	10
Personal development, behaviour and welfare	11
Outcomes for children	11
Compliance with statutory requirements	12
Recommendations for further improvement	12
3. INSPECTION EVIDENCE	13

SCHOOL'S DETAILS

School College	Waverley Preparatory School and Nursery			
DfE number	872/6003			
Registered charity number	309102			
Address	Waverley Way Finchampstead Wokingham Berkshire RG40 4YD			
Telephone number	0118 973 1131			
Email address	info@waverleyschool.co.uk			
Headteacher	Mr Guy Shore			
Chair of governors	Mr Blair Jenkins			
Age range	3 months to 11 years			
Number of pupils on roll	239			
	Boys	100	Girls	139
	EYFS (0-2)	83	EYFS (3-5)	50
	Prep	106		
Inspection dates	17 to 19 October			

1. BACKGROUND INFORMATION

- 1.1 Waverley Preparatory School and Nursery is a co-educational independent day school for pupils aged from three months to eleven years. Founded in Crowthorne in 1945, it became a charitable trust in 1975. The school moved to purpose-built accommodation on its present site at Finchampstead in Berkshire in 1997, and shares its playing fields and sports pavilion with the local community. It was purchased by the Centre for British Teachers in 2006. In 2011 the school became an independent charitable trust, governed by three trustees who were current parents. Since the previous inspection a further two trustees have been appointed, and a new headteacher appointed in 2015. A new playground and library have been constructed and the Nursery has been extended.

What the school seeks to do

- 1.2 The school aims to teach the individual child, recognising that all children are unique with different strengths and areas for development. It strives to prepare pupils for entrance examinations and scholarships whilst at the same time supporting their academic and personal development, enabling them to be confident, polite and rounded individuals.

About the pupils

- 1.3 Pupils live in the surrounding towns and villages. They are from a range of professional, business and cultural backgrounds. Data provided by the school from nationally standardised tests and internal assessments indicate that the ability of the pupils is above the national average. The number of pupils identified as having special educational needs and/or disabilities (SEND) is 23, of which 13 receive additional support for literacy and the development of core skills. No pupils have a statement of special educational needs or education and health care plan. Also, 5 pupils are identified as having English as an additional language EAL, none of whom pupils receive additional support. Data analysis of standardised tests and school assessments are used to identify more able pupils. For such pupils, challenge and extension work are provided within lessons and through grouping for some English and mathematics lessons. Talented pupils in the creative arts, sport and other areas receive specialist coaching through clubs, and the opportunity to take part in a range of county and national competitions.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such 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.

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 full regulations 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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the preparatory school, the school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were well above the national average for maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 Arrangements to safeguard and promote the welfare of pupils are not monitored sufficiently by governance. Individual governors, supported by external contractors, undertake some monitoring of safeguarding arrangements, but monitoring does not include a regular review of all aspects of safeguarding that is approved by the full board.
- 2.9 **The standards relating to welfare, health and safety in paragraphs 8-16, 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, but those in paragraphs 7a and b are not met.**

Action point 1

- **the school must ensure effective monitoring of safeguarding by governance, to include a regular review of procedures and their implementation, that has due regard to guidance issued by the Secretary of State [paragraphs 7a and b]**

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, changing and showering facilities for pupils and appropriate accommodation for their 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 actively promote the well-being of the pupils.
- 2.19 The formation of a separate company from that registered with the DfE and the transference of several staff to this company have made governance of the school unclear. Appropriate expertise within the governing board is limited, and key decisions are not always approved by the full board. Monitoring of school policies and procedures by governance, including the necessary monitoring of safeguarding and the recording of recruitment checks, is not sufficiently rigorous to ensure standards are met consistently
- 2.20 The standards relating to actively promoting the well-being of pupils [paragraph 34(c)] are met, but those relating to demonstrating sufficient skills and knowledge to ensure that other standards are consistently met [paragraph 34(a) and (b)] are not met.**

Action point 2

- **the school must ensure that leadership and management, particularly in relation to governance, demonstrate sufficient skills and knowledge to fulfil their responsibilities effectively to ensure that the Independent School Standards are met consistently [paragraph 34(a) and (b)]**

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

- 2.21 The overall effectiveness of the early years provision is good.
- 2.22 Children are well prepared to move on to the next stage of their education. The needs of all the children are well met, including those with particular identified needs. Children make good and often outstanding progress relative to their starting points. The recent improvements and modifications to the provision have served to create a high-quality learning environment in which all children thrive and enjoy their learning. Children's needs and interests are central to the approach to teaching and learning, and a culture of review and evaluation contributes to the rapid progress they make relative to their starting points.
- 2.23 The highly skilled team are committed to ensuring that the children in their care are nurtured, happy and secure in the setting. Children's personal, social and emotional development is outstanding as a result of the calm, caring environment and the very good support and understanding given. Parents value the welcoming, caring atmosphere and the daily contact with staff.
- 2.24 The requirements for children's safeguarding and welfare are fully met. All staff have up-to-date safeguarding training and paediatric first-aid training. Overall, they are aware of their responsibilities to ensure the safety of children. Parents arriving with their children do not always sign them in. Registers are completed accurately once children are in the setting. Children enjoy the social experience of lunch and snack times. When children move to their next session, there can be an imbalance of staff supervision during the changeover.
- 2.25 Reflective practice and a commitment to continuous improvement are evident throughout the setting. Leaders and managers ensure that all staff are involved in evaluating the effectiveness of the provision to ensure that the learning environment leads to children making excellent progress and enjoying their learning. Staff have ensured that all recommendations from the previous inspection have been met.

Effectiveness of leadership and management

- 2.26 The effectiveness of leadership and management is good.
- 2.27 A clear vision statement places a significant focus on nurturing and valuing children. In practice this is reflected in the calm, stimulating learning environment which challenges and inspires children. High expectations are evident throughout the setting particularly with regard to children's physical development.
- 2.28 All staff work well together and are able to use formal and informal opportunities for assessment of children's learning, and the on-going evaluation of the setting's approach to delivering the Early Years curriculum.
- 2.29 Effective systems are in place for staff supervision and appraisal which lead to the identification of professional development training, which benefits individuals and the setting.
- 2.30 All key people monitor children's progress through careful observation of their needs and interests. The breadth of learning opportunities provided promotes the children's enjoyment and interest, and encourages them to explore. Children with SEND or EAL are particularly well supported, and regular communication with parents ensures that they make good progress in their development.
- 2.31 Before children join the setting, information about their current development and learning preferences is gathered through talking to parents and a series of short settling in sessions. This ensures that a relevant curriculum is put in place to meet the needs and interests of each child.

- 2.32 British values are actively promoted across all aspects of the provision. Children have opportunities to make decisions in a variety of contexts, such as choosing a book to read and making choices at mealtimes. They recognise the difference between right and wrong, and understand that actions have consequences. Children are encouraged to develop their own ideas and celebrate different cultural festivals.
- 2.33 Staff demonstrate consistent approaches to managing children's behaviour. Throwing toys or not displaying consideration for one another is dealt with calmly using a firm 'no', and children are then encouraged to get involved in another activity. Positive language is used when children show consideration for others and behave well. Babies are watched constantly to ensure that in pushing the boundaries in their exploration of the environment they don't hurt themselves or others.
- 2.34 Policies and procedures are in place to ensure children's safety and welfare. Safeguarding training is up to date and is an agenda item at every staff meeting.
- 2.35 The safeguarding of children is afforded high priority, but some organisational factors do not have sufficient rigour. Not all parents sign their children in on entry to the setting, although registers are taken accurately once the children are inside. The current organisation of snack and lunch times where children move to another room when they have finished can lead to crowding in one room and unbalanced staff supervision.

Quality of teaching, learning and assessment

- 2.36 The quality of teaching, learning and assessment is outstanding.
- 2.37 High expectations are evident throughout the setting in the thoughtful and appropriately challenging interventions of adults and the specific targets set for children. For example, babies who are not walking are encouraged to crawl through a short tunnel and to navigate simple obstacles in the room. The communication and language skills of older children are developed through listening and responding to a wide range of fiction and non-fiction. All staff have in-depth knowledge of the key children for whom they are responsible. Each child's stage of development in the prime areas of learning is monitored closely to track their progress and to identify the next steps. The daily use of the outside environment makes a significant contribution to children's progress in all areas of learning, particularly their physical and personal development.
- 2.38 Highly qualified staff throughout the setting have the appropriate training and are very well attuned to the needs of the age group. The use of appropriate body language, gesture and tone of voice promotes children's confidence when they engage with the broad range of available activities. The quality of interactions with very young children encourages them to observe closely and enjoy the results of their investigations. This was observed when two babies who were pressing buttons on a till showing a digital display were delighted to see the different numbers appear on the screen.
- 2.39 Effective assessment practices are in place which track children's engagement and interests. Regular observations identify their needs and responses in different learning contexts. These are used effectively to plan children's next steps of learning. Staff work in partnership with parents and keep them fully informed of their children's progress. At the end of each day, parents receive a feedback form which provides details of their children's participation in the routines of the setting and any significant achievements. Parents have the opportunity to speak to staff at handover time at the beginning and end of the day. The highly effective use of an online learning journey enables parents to understand how their children are progressing and how they can support their children's learning at home.
- 2.40 Both the indoor and outdoor environment have been developed to meet the needs of all children, and are successful in making everyone feel welcome and valued. The design of the curriculum is underpinned by the characteristics of effective learning, which ensures that all children are provided equal opportunities to develop as enthusiastic and independent learners.

Personal development, behaviour and welfare

- 2.41 The personal development, behaviour and welfare of children are outstanding.
- 2.42 The Nursery staff provide excellent role models which encourages the children to listen, engage and enjoy their learning. They have an excellent understanding of how to support the development of children's confidence and well-being, and provide time for them to explore and persevere with ideas and activities. For example, in the outside area a very young child was totally absorbed as she tried to carefully feed fallen leaves through a narrow gap in the outdoor decking.
- 2.43 Children display high levels of confidence and independence as they feed themselves and learn to clean their hands before eating. The layout of the rooms and the high-quality resources serve to encourage even the youngest children to begin to explore their surroundings independently. Children's excellent relationships with the adults around them are built on strong, secure attachments. This contributes to successful transitions for children between the different Nursery buildings. The process is well managed to ensure familiarity and a feeling of security in the new surroundings. At least two visits are arranged, although the exact number is determined by each child's needs. Parents are well informed about the transition process and involved at every stage.
- 2.44 Practices within the setting contribute to the development of healthy lifestyles with a strong focus on developing good eating habits. Children eat a wide range of healthy meals and have access to water throughout the day. They show confidence and enjoyment when playing in the well-resourced outdoor environment, and manage risk very well as they pull themselves up on the equipment and navigate their way around it.
- 2.45 The children are developing an awareness of one another and are beginning to happily engage in activities together. They express their feelings and respond well when gently guided to modify their behaviour. The very good communication between key workers in the setting and the emphasis on children's emotional well-being provides children a sense of security which promotes their confident engagement with their surroundings.

Outcomes for children

- 2.46 Outcomes for children are outstanding.
- 2.47 All children make good and often excellent progress in their learning and development. Assessments carried out on entry to the setting identify appropriate starting points in response to individual needs. The introduction of a new approach to the Early Years curriculum is already having an impact on outcomes for children. This is evident in their attitudes to learning and the good progress they are making. They join in enthusiastically with the actions to rhymes and songs, listen attentively to stories and learn to investigate the properties of different resources. This was observed during the inspection as a group of children were excitedly trying to find objects that would roll a long distance. By the end of the EYFS, all children meet the Early Learning Goals for this stage of education and a significant number exceed them.
- 2.48 Knowledgeable staff and a focus on the development of secure relationships which build confidence and independence ensure that the children make high levels of progress. The excellent learning environment is effective in encouraging children to be confident learners who are motivated to explore and investigate, and are therefore well prepared for the next stage in their education.

Compliance with statutory requirements

2.49 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendations for further improvement

2.49 The school is advised to make the following improvements to its provision for children in the early years.

- Strengthen procedures for the registration of children on entry to the setting.
- Review the organisation and supervision of mealtimes in order to ensure the required staff ratios are maintained.

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors, and with the governors with responsibility for health and safety and safeguarding, observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Patricia Preedy	Reporting inspector
Mr Rhys Johnston	Compliance team inspector (Deputy head, IAPS school)
Mrs Kathryn Henry	Co-ordinating inspector for early years (Former deputy head, IAPS school)