



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Waverley Preparatory School and Nursery**

**January 2022**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
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	6
PART 5 – Premises of and accommodation at schools	6
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	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
<b>4. Inspection Evidence</b>	<b>13</b>

### School's Details

<b>School</b>	Waverley School			
<b>DfE number</b>	872/6003			
<b>Early Years registration number</b>	EY430947			
<b>Address</b>	Waverley Preparatory School and Nursery Waverley Way Finchampstead Wokingham Berkshire RG40 4YD			
<b>Telephone number</b>	0118 973 1121			
<b>Email address</b>	info@waverleyschool.co.uk			
<b>Headteacher</b>	Mr Guy Shore			
<b>Proprietor</b>	Mr Blair Jenkins			
<b>Age range</b>	0 to 11			
<b>Number of pupils on roll</b>	236			
	<b>EYFS</b>	116	<b>Juniors</b>	120
<b>Inspection dates</b>	25 to 28 January 2022			

## 1. Background Information

### About the school

- 1.1 Waverley Preparatory School and Nursery is an independent co-educational day school situated in a rural location in Wokingham. It moved to its present site in 1997. The school is overseen by the proprietor, supported by a board of governors. It comprises two sections: the Early Years Foundation Stage (EYFS), which includes Nursery and Reception, for children aged three months to 5 years; and the prep, for pupils aged 5 to 11 years.
- 1.2 Since the previous inspection the school has refurbished nursery classrooms and gardens and appointed the current bursar. The school ceased to be a registered charity in May 2021.
- 1.3 The registered EYFS provision was not included in this inspection.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for pupils in Reception to Year 6.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school's aim is to 'educate the individual'. It strives for high academic achievement through what it intends as a rich and challenging curriculum. The school seeks to produce a passion for learning through the development of critical, creative thinking. It aims to prepare pupils for and promote an appreciation of life in modern Britain.

### About the pupils

- 1.10 Most pupils come from local families representing a range of professional and business backgrounds. The school's own assessment data indicate that the ability of pupils on entry is above average compared to those taking the same tests nationally. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and other conditions. Of these, 12 receive additional specialist help. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, whose needs are met by their classroom teachers. The school has identified 23 pupils as being the most able in its population, and the curriculum is modified for them and for six other pupils because of their particular talents in art, games, music, speech and drama.

## 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 statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 judgements 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. 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 excellent.

- Pupils' attainment is very high. They make at least good and often excellent progress over time.
- The communication skills exhibited by pupils are outstanding. Pupils are extremely articulate and able to express their thoughts and feelings very well.
- Pupils' skills, knowledge and understanding are excellent.
- Pupils' attitudes to learning and achievement are outstanding. They are keen to work independently and show extremely high and sustained levels of concentration.

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

- Pupils exhibit excellent self-awareness and self-confidence.
- Pupils' spiritual and moral understanding are notably strong for their age.
- Pupils demonstrate deep respect for diversity and excellent understanding of the principle of equality.
- Pupils display an advanced understanding of how to stay safe and keep healthy.

#### Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Strengthen further the depth of pupils' learning by encouraging their consistent attention to detail, as seen in the most effective teaching.

#### 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' achievement is excellent. Nationally standardised test data confirm that pupils' results in end of infant and junior school assessments from 2018 and 2019 were well above average. The school's own assessment data show that pupils attained highly in 2020 and 2021 and confirm that all groups of pupils make at least good and often rapid progress from their starting points. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Inspection evidence supports this view. Work seen from across a wide range of subjects demonstrates at least good and often excellent progress over time. Pupils, including the most able



and those with SEND, were observed to make typically good or better progress during lessons. Observations also show that pupils' progress is strongest when they are given the opportunity to express or record their ideas in depth. Pupils also achieve well because leaders make effective use of assessment data to identify and meet their learning needs. Most school leavers succeed in gaining places at selective senior or grammar schools of their choice. The school fully meets its aim of high academic achievement.

- 3.6 Pupils throughout the school exhibit an outstanding ability to communicate. For instance, older Nursery children demonstrated advanced speaking skills for their age during their conversations while putting on their boots. This is because staff encourage them to speak and ask them questions in a warm and encouraging manner. In an English lesson, younger pupils displayed advanced inference skills for their age when reading *The Wind in the Willows*. Pupils in the middle of the school exhibit excellent communication skills by allowing their peers time to explain their thoughts, such as when engaged in construction work. The oldest pupils' letters to the NHS and their World War 2 evacuation stories demonstrate outstanding choices of vocabulary and use of features such as ellipsis and similes. Writing is strongest when verbal or written feedback focuses pupils' attention on precise details of their work, including with regard to its structure and use of vocabulary. The quality of pupils' writing is also high because teachers expect pupils to edit their work carefully. Throughout the inspection, pupils who spoke to the inspectors were extremely articulate and able to express their thoughts and feelings very well.
- 3.7 Pupils demonstrate outstanding skills, knowledge and understanding. For example, the children in Reception are able to use the French language to introduce their names and other details about themselves. Pupils in the middle of the school were able to suggest very observant ideas about how the Viking stave relates to some writing tools today. Younger pupils' art, such as work inspired by the artist Rizzi, is carefully executed and features highly effective use of colour. Older pupils' coastal landscapes feature confident and expressive use of acrylic paint and pens. In physical education (PE) lessons, junior pupils demonstrated accurate basketball shooting techniques. The oldest pupils' newspaper reports about Chamberlain's declaration of war on Germany demonstrate advanced attention to historical detail for the pupils' age. In science, the oldest pupils are able to classify different types of vertebrates by sequencing the use of branching keys very effectively. All pupils who responded to the questionnaire agreed that their teachers know their subjects well and how to help them learn. Inspection evidence supports this view. Pupils' subject knowledge is developed most strongly when staff encourage pupils to pay attention to detail. Staff continually support and encourage the pupils and structure their learning well. Much feedback encourages pupils' effective reflection about their own progress.
- 3.8 Pupils' attitudes to learning and achievement are exemplary. Children in Reception listen attentively and engage enthusiastically in all activities. In all lessons seen, pupils were eager to answer questions and share their ideas. They are keen to work independently and show extremely high and sustained levels of concentration, needing little encouragement to persevere. Pupils who spoke to the inspectors were extremely enthusiastic about their individual achievements. These highly positive attitudes develop because staff motivate pupils through well-chosen activities and resources that capture their attention and stimulate learning. Staff encourage pupils to take responsibility for their own learning, while maintaining high expectations of work. The school fully meets its aim to produce a passion for learning.
- 3.9 Pupils exhibit advanced mathematical skills for their age. This is confirmed by the school's own assessment data, observations of lessons, and scrutiny of their work. For example, younger Nursery children were very absorbed in extending a train track and making it go in different directions, showing strong mathematical interest. Children in Reception succeed in writing subtraction number sentences based on rolls of dice, showing secure understanding of numbers up to 15. Work scrutiny shows that pupils in the middle of the school can apply their understanding of graphs very well; for example, to a geographical survey comparing daylight hours across the year. Pupils' books confirm the high level of

mathematical knowledge and understanding indicated by the school's assessment data. In lessons, the oldest pupils were able to explain a wide range of methods of algebraic calculation clearly. Younger pupils' mathematical competence is enhanced through well-resourced practical problem-solving activities. Pupils' mathematical skills and understanding develop well because staff expect pupils to explain their reasoning and methodology.

- 3.10 Pupils' academic and other achievements are good for the size of the school. Twelve leavers have accepted academic, sports, drama, music and art scholarships over the past three years. Almost all pupils who enter external music and drama examinations achieve distinctions, with the rest gaining merits. Pupils have taken part in the *Young Voices* concert at the O2 arena successfully. They have contributed well to the Woodley Festival as part of the mime and prose competition. Pupils who spoke to the inspectors conveyed a strong sense of the value of the sports events and fixtures in which they take part.
- 3.11 Information and communication technology (ICT) work across all age groups shows high levels of competence for the pupils' ages. Work also shows that pupils apply their ICT skills well across a range of subjects, such as music, science, English, mathematics, and geography, to develop their learning. Scrutiny of pupils' books confirms that they utilise technology very well to enhance and extend their writing. Leaders and governors have contributed to the development of pupils' ICT skills by providing laptops for use by individual pupils.
- 3.12 Pupils' study skills are outstanding. Younger pupils express very thoughtful and sensible ideas about which sources of information might be used to find out about modern day exploration. Older pupils demonstrated an excellent ability to research online to identify key geographical facts about Newfoundland. They planned their research extremely well to ensure that they gathered the most pertinent information. The quality of pupils' research is enhanced because advice from the teacher alerts them to the features of plagiarism. This ensures that pupil's resultant writing is their own work and reflects their own understanding. Pupils who spoke to the inspectors demonstrated substantial understanding about the varying levels of reliability of different websites. They were able to suggest very sensible strategies for checking the veracity of information presented online. The school fully meets its aim to promote critical and creative thinking.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-awareness. For example, EYFS children are extremely confident to choose their own activities and speak to the inspectors, explaining what they were doing during their self-chosen activities. In an art lesson, pupils in the middle of the school demonstrate strong resilience when their sketches did not go quite to plan. They analyse how to improve their artwork calmly before altering their creations. During a construction activity, younger pupils persevere to build and then improve their marble runs. They show strong determination to solve the challenges for themselves without adult intervention. All pupils who spoke to the inspectors were self-assured. Younger pupils can give examples of their targets. All pupils convey a very strong understanding of what they need to do to improve their own learning. They speak confidently about their own strengths and areas for development in front of each other. Pupils' self-confidence develops as a result of leaders' and staff's constant reassurance that they are allowed to make mistakes as part of improving their own learning. The *Waverley Way* code of the school reinforces the values of persistence and determination. Highly effective pastoral care and mutually respectful relationships between staff and pupils strengthen pupils' confidence and self-assurance.
- 3.15 Pupils demonstrate notably strong spiritual awareness. For example, children in Reception were clearly entranced by a violin being demonstrated by the teacher. They remarked with much enthusiasm and delight about its different features. Older pupils expressed their joy in being outside during lessons in the woodland. They communicated a deep appreciation of the changing seasons. In

discussion with inspectors, the oldest pupils spoke extremely reflectively and thoughtfully about concepts such as karma and one's own actions being visited back on oneself in the future. The maturity of this discussion was one typically found more commonly in much older pupils. Pupils' spiritual development is informed by staff who encourage pupils to explore and discuss spiritual and philosophical ideas in depth.

- 3.16 Pupils demonstrate outstanding moral development. Younger pupils' work shows a good understanding of the role of the police and the importance of following laws. Older pupils' work contains very thoughtful suggestions of how people might feel if subjected to different types of bullying. In an English lesson, in response to the book *Come from Away*, pupils showed substantial empathy for the many people affected by the terrorist attack on World Trade Centre in 2001. Leaders and staff have successfully embedded the *Waverley Way* code of behaviour into the school. As a result, pupils across the school convey an excellent understanding of this code. The oldest pupils who spoke to the inspectors were able to explain in depth why moral values such as kindness, honesty, loyalty and compassion are important. Most pupils who responded to the questionnaire agreed that pupils are kind and respect each other. Inspection evidence confirms this view. Pupils were observed to demonstrate excellent courtesy and entirely positive behaviour towards one another and adults during the inspection.
- 3.17 Pupils demonstrate deep respect for diversity and an excellent understanding of the principle of equality. Older pupils' work demonstrates their strong sense of the unfairness of some female children in different parts of the world being forced to stay at home and denied an education. In discussions with the inspectors, the oldest pupils spoke passionately about the importance of rights. They communicated entirely positive and sophisticated ideas about women's rights, transgender rights, and the equality of those with different skin colours and from different backgrounds. Pupils convey very reflective ideas about 'having the right to be the person you think you are' and how respect for different groups' rights has changed over time. Inspection evidence supports the view of an overwhelming majority of parents that the school actively promotes values of democracy, respect and tolerance of other people. Pupils' highly developed attitudes are informed by leaders and staff who model the behaviour and values that they expect pupils to adopt. In addition, personal, social, health and economic education and other work invite pupils to explore themes of equal treatment in a highly reflective manner. The school entirely meets its aim to prepare pupils for, and promote, an appreciation of life in modern Britain.
- 3.18 Pupils display an advanced understanding of how to stay safe and keep healthy. In a literacy lesson, in response to the book *The Bear Under the Stairs*, younger pupils could articulate what makes them frightened and what they can do to minimise their fears. Younger pupils spoke to the inspectors about Childline and when to use it. They spoke confidently about sharing worries with adults they can trust. The oldest pupils' work in science shows them competently taking on the role of counsellor. In this role, they advised other pupils to talk to a trusted adult, stand up for themselves, and not to smoke to avoid conditions such as emphysema. The most able pupils demonstrated depth in their knowledge by talking about smoking's effect on the heart. Older pupils exhibit mature understanding of the importance of relationships and sex education and how it would help them to sustain healthy relationships in the future. All pupils who responded to the questionnaire said that they understand how to stay safe when online. Pupils' understanding of how to stay safe and keep healthy is strengthened by leaders' and staff's encouragement to share any concerns and their effective guidance about well-being. Pupils who spoke to the inspectors said that they feel well supported by the staff and are very confident to talk to them.
- 3.19 Pupils exhibit an excellent understanding of the importance of good decision-making. In an art lesson, for instance, pupils in the middle of the school made informed individual choices about the colours to use to improve their artwork. Younger pupils make very good choices of activity when arriving for registration. In several lessons, pupils chose how best to group themselves to promote their own learning. Pupils who spoke to the inspectors demonstrated a strong understanding of the expectations

made of them in order to progress further up the school. The oldest pupils discussed sensibly what they would look for in their next school and how they would prepare themselves to have the best chance of obtaining a place there. They are able to speak articulately about how their own choices of behaviour enhance or inhibit their learning.

- 3.20 In lessons and discussions, pupils work together very well and listen to each other with respect. They respond in a measured way when others offer views different to their own. For example, in a physical education lesson, pupils demonstrated excellent teamwork, supporting and encouraging each other when practising basketball skills. Similarly, in a geography lesson, older pupils used highly effective collaborative skills and sharing out of different tasks to successfully find about the River Thames. Pupils' collaborative skills are enhanced by the constant opportunities for them to learn and work together, and because staff expect high standards of teamwork. Almost all parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Inspection evidence supports this view.
- 3.21 Pupils contribute strongly to the well-being of those around them. The oldest pupils value the responsibilities that they are presented with, such as helping younger pupils during lunchtime and organising the library. The Green Council, which has members from year groups across the school, has prompted the extension of rubbish bins around the school. The youngest pupils talked with pride about how they planted bulbs to enhance the school environment. Pupils spoke with enthusiasm about their work supporting charities such as Race for Life and Macmillan. The oldest pupils explained to the inspectors how important it was for them to look after younger ones, to set a good example and develop their confidence. Pupils' commitment to looking after the environment is demonstrated in their sustainability pledge, displayed in the school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and safeguarding governor, 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Steven Popper	Reporting inspector
Mrs Virginia Jackson	Compliance team inspector (Former deputy head, IAPS school)
Miss Joanna Gay	Team inspector (Deputy head, IAPS and ISA school)