ISI Independent Schools Inspectorate

School Inspection Report

9 to 11 June 2026

The Gleddings Preparatory School

Birdcage Lane

Halifax

HX3 0JB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS **3**

THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS **5**

AREAS FOR ACTION 5
RECOMMENDED NEXT STEPS 5
MATERIAL CHANGE REQUEST 5

SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE **7**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE 8

SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION **9**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION 10

SECTION 3: PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING **11**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING 12

SECTION 4: PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY **13**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY 14

SAFEGUARDING **15**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING 15

SCHEDULE OF UNMET STANDARDS **16**

Section 1: Leadership and management, and governance *16*
Section 3: Pupils' physical and mental health and emotional wellbeing *16*
Safeguarding *16*

SCHOOL DETAILS **17**

INFORMATION ABOUT THE SCHOOL **18**

INSPECTION DETAILS **19**

Summary of inspection findings

1. The proprietor and leaders are dedicated and ambitious for the school's development. They provide pupils with an effective learning environment that supports them academically and pastorally.

2. However, proprietors do not ensure that leaders have the appropriate skills and knowledge to ensure that all of the Standards are met consistently. Leaders do not ensure that the school meets current statutory requirements relating to attendance. They do not monitor absenteeism effectively to be able to always inform the local authority whenever there are serious concerns about attendance. Leaders do not ensure that the attendance policy reflects current statutory guidance.

3. Leaders create a motivating ethos centred around the school's core philosophy of 'you choose', which is embedded in the life and culture of the school. They foster an inclusive and aspirational learning environment that supports pupils' overall personal and academic development. Initiatives designed to promote an 'I can succeed' attitude and positive mental health and emotional wellbeing are prioritised. Pupils are supported by a pastoral system that fosters positive relationships, kindness, confidence and mutual respect.

4. Pupils learn through a well-designed curriculum that is centred around clear success criteria for each subject. This informs a coherent and consistent approach to planning, teaching, marking, assessment and feedback, which enables pupils to take ownership of their learning. This is further underpinned by the school's 'I can' ethos, which promotes a positive attitude amongst pupils, who enjoy their learning and take steps to improve their work. Pupils gain a broad range of learning experiences, including through the wider curriculum. This well-planned approach supports pupils in gaining a depth of knowledge, skills and confidence, and becoming successful learners who produce highly accomplished work. Pupils achieve highly from their starting points. This includes pupils who have special educational needs and/or disabilities (SEND) and is a significant strength of the school.

5. Leaders ensure that pupils' mental and emotional health are well supported. Staff promote inclusive and respectful relationships, know the pupils' individual needs and support them effectively. Relationships between staff and pupils, and friendship and respect between pupils contribute positively to pupils' self-esteem and self-confidence. Comprehensive personal, social, health and economic education (PSHE) and relationships education programmes equip pupils with the self-knowledge to make informed personal choices. A well-planned physical education (PE) programme helps pupils to develop sports-related and team skills, as well as supporting their physical fitness.

6. Leaders implement effective health and safety measures. Leaders deploy staff effectively, so that pupils throughout the school are well supervised at all times. Leaders in the early years maintain appropriate ratios. Suitable fire safety measures, first aid and medical provision help to promote a secure environment for pupils.

7. Pupils are well supported to develop an age-appropriate understanding of British values and institutions and are encouraged to experience democracy in action through school council activities. Pupils gain a broad spiritual, cultural and moral awareness through assemblies and PSHE. Pupils develop economic and financial understanding and are suitably prepared for the next stage of their educational journey.

8. Leaders ensure that the daily safeguarding of pupils is managed effectively. The proprietor and leaders ensure that all required safer recruitment checks are carried out methodically on adults

before they begin work at the school and are recorded accurately on the single central record of appointments (SCR). The school provides pupils with lessons on how to stay safe online. However, it does not develop pupils' understanding and awareness of the wide range of online risks as fully as possible.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role, so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the attendance policy and procedures consistently reflect current statutory guidance, including with regard to monitoring absenteeism effectively and informing the local authority whenever there are serious concerns about attendance.

Recommended next steps

Leaders should:

- strengthen teaching around online risk to further support pupils in managing their online safety.

Material change request

9. Inspectors considered the school's request for a change to the details of its registration to include an increase in the maximum number of pupils from 235 to 270.

    - Most safeguarding arrangements are effective and the school typically responds appropriately to any specific safeguarding concerns that arise. The safeguarding team has sufficient capacity to cater for the proposed maximum number of pupils. However, not all aspects of safeguarding are suitable. In particular, leaders do not always respond appropriately or alert the local authority when there are serious concerns about absenteeism.

- Health and safety and fire safety procedures are suitable and likely to remain so should the material change take place. Leaders ensure that appropriate checks and maintenance of equipment, including that relating to fire safety, take place as required.
- Supervision procedures are suitable, including in the early years. The school has sufficient staff to be able to supervise the proposed maximum number of pupils.
- Suitable risk assessments are in place, including with regard to the proposed increase in the maximum number of pupils.
- The school carries out all required pre-employment checks and records these accurately in a suitable single central record of appointments.
- The premises and accommodation are appropriately maintained. They have the capacity to cater for the proposed maximum number of pupils.
- Leaders have planned effectively for the proposed material change, such as to make effective use of the school's grounds to include a new dining hall and classrooms. There are further plans to add more classrooms above the dining hall, as necessary, and to acquire neighbouring land to support sporting provision. However, governors and leaders do not ensure that all of the Standards are met. In particular, leaders do not ensure that the school adheres to current statutory guidance relating to attendance.

10. It is not recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

11. Governors oversee leaders' work relating to the school's policies and practice, and pupils' welfare. They meet with leaders regularly to discuss safeguarding, health and safety, and the school's development. Governors understand the school's contextual risks and put in place measures to mitigate these, such as interim cover for leaders' absence. They ensure that leaders are suitably trained in curriculum development, safeguarding and safer recruitment. However, governors do not ensure that leaders have sufficient understanding of all of their responsibilities relating to attendance. As a result, not all of the Standards are met consistently.

12. Leaders evaluate the school's provision and take action when they identify any area for development. They are supported by governors, who invest in developments to the school's environment when leaders' self-evaluation identifies a need. For example, they have supported the extension and adaptation of a hall to facilitate pupils' performance in drama, and skills in art and design. Leaders maintain effective oversight of the delivery of the curriculum and provide staff with guidance to achieve a unified approach across subjects towards implementing learning objectives, subject success criteria, data analysis, pupils' feedback and rewards. Collectively, these measures successfully support pupils in their learning.

13. In the early years, leaders create and utilise a stimulating and well-resourced environment to maximise children's indoor and outdoor learning opportunities. Specialist and highly skilled teaching develop children's engagement, independence, relationship building and progress, and support their transition into later years. As a result, children are carefully nurtured and develop early key skills well.

14. Leaders provide and make available to parents all required information, such as the school's ethos and values, policies and governance, mainly through the school's website. Parents receive regular written reports and attend in-person meetings with teachers about their child's progress and attainment. Communication with parents is timely and keeps them well informed about their child's wellbeing and overall development. Leaders inform the local authority whenever pupils leave or join the school at non-standard points of transition. They also provide the local authority with all required information about the use of any funding for pupils who have an education, health and care plan (EHC plan).

15. Leaders ensure that parents can access an appropriate complaints policy on the school's website. The school's complaints policy includes a suitable three-stage process and timescales for each stage. Leaders take prompt action to follow up any informal or formal complaints submitted by parents. All concerns raised and subsequent actions taken are suitably logged. Leaders implement any lessons learnt effectively.

16. Leaders liaise effectively with external agencies, such as to obtain advice about safeguarding concerns. Leaders maintain effective links with specialists, such as educational psychologists, to help secure effective support for pupils who have SEND.

17. Leaders regularly assess, review and mitigate potential risks. They implement enhanced security features, such as electronic gates. Detailed risk assessments cover areas such as the school's premises, educational visits and fire safety. Leaders review such risk assessments regularly to ensure

their continued suitability. Staff with particular responsibilities for risk assessment receive training about the school's risk assessment procedures.

18. Leaders ensure that the school fulfils its duties under the Equality Act 2010. They implement an appropriate accessibility plan that includes actions designed to ensure pupils can access the curriculum and the school site.

The extent to which the school meets Standards relating to leadership and management, and governance

19. Standards are not met consistently with respect to attendance and safeguarding.

20. Standards relating to leadership and management, and governance are not met.

21. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

19. Leaders implement a well-planned and stimulating curriculum that supports pupils' progress. Schemes of work link learning across different subjects. For example, in information and communication technology (ICT), pupils develop a toolkit, which they can use in other lessons, such as making videos in music. Leaders provide opportunities for pupils to develop coding skills, such as when they use educational software to code a marine environment in which fish and coral can thrive. Pupils develop communication skills and self-assurance through effective drama provision and use of role play. Leaders create imaginative 'wow' days, which take a thematic approach to education on various themes throughout the year, to complement the curriculum. This enables pupils to explore topics, such as money matters, in greater depth.

20. Leaders' decision to create an overarching approach to teaching, based on 'I can' success criteria for each subject, has a positive impact on pupils' progress and confidence. The school's clearly articulated learning objectives inform a consistent approach to teaching, marking, assessment and feedback, and are shared with pupils at every stage of their learning. This motivates them to have high aspirations for their own achievement. Pupils begin to take responsibility for their own progress. The highly consistent teaching approach across subjects enables pupils to become confident and successful learners who achieve highly academically and creatively in music, art and drama. Pupils, including those who have SEND, show a mature approach to learning for their age.

21. Teaching fosters pupils' motivation and enjoyment in their learning. Teachers craft engaging lessons that provide pupils with suitable challenge, as well as effective support, to enable them to make good progress in their learning. For example, in English lessons, teachers enable pupils in Year 3 to use effective adjectives and those in Year 5 to write complex sentences using sophisticated choices of vocabulary. Effective planning and questioning by teachers give pupils the skills to identify, for example, which sentences out of a selection are more effective and why. Teachers prompt pupils to explore the feelings being communicated through the language used. Pupils fluently articulate ways in which the writing can be made more dramatic or evocative through the use of techniques such as similes, adverbs and metaphors, and write clear and imaginative sentences using such techniques.

22. Teaching motivates pupils, so that they are engaged learners who are confident to work independently and to ask for help as required. For example, in Year 1 design and technology lessons, pupils quickly follow instructions on how to make a container with a base, lid and handle using coloured card. They use their imagination to design and apply their cutting and measuring skills to create individual containers with accuracy. In Year 5 science lessons, pupils work collaboratively on experiments such as dropping a spinner from a height, testing for speed and measuring different types of forces such as gravity.

23. Leaders implement a thorough assessment framework that informs teachers about pupils' individual needs, so these can be supported effectively. Teachers analyse assessment data and share detailed feedback with pupils that indicates their levels of understanding against assessed criteria. This enables pupils to understand their next steps and has a positive impact on their progress. Pupils become successful learners who achieve very well. Pupils leaving in Year 6 typically gain places at their chosen senior schools.

24. Leaders identify and support pupils who have SEND, including those who have an EHC plan, with appropriate strategies. Individuals are provided with support specific to their needs. For instance,

the use of software tools to help pupils with literacy, the use of word banks, one-to-one teaching or teaching approaches designed to meet pupils' social and emotional needs ensure that pupils who have SEND make good progress.

25. Pupils who speak English as an additional language (EAL) receive targeted support for language fluency based on their individual needs. This includes, when appropriate, the use of resources such as word banks with pictures and modelling by teachers. Specialist teaching enables these pupils to learn well and develop high levels of fluency in English.

26. Staff in the early years create a stimulating environment that supports children's development in reading, writing and numeracy. In Reception, children begin to read and build their vocabulary using phonics and well-chosen reading programmes. Children learn numeracy though an appropriately play-based approach, such as counting pretend bees in a hive. Teachers use resources creatively to prepare children successfully for the transition to Year 1.

27. The wide-ranging co-curricular programme helps pupils to develop interpersonal skills and confidence. Pupils engage with clubs such as speech and drama, guitar group, jazz band and football. Leaders plan off-timetable 'wow' days on various topics throughout the year. These include running a business or enterprise and science days, when pupils build scale models of the Saturn V rocket. These experiences enrich learning and foster in pupils an understanding of how subjects apply in practice in the modern world.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders implement a well-planned pastoral care programme that supports pupils' mental and emotional wellbeing. Staff promote positive relationships and a calm, orderly learning environment to enhance pupils' sense of safety. Professional counsellors provide further support for pupils' mental health, if required. Regular survey analysis and monitoring by pastoral leaders and form tutors ensure that pastoral provision responds appropriately to pupils' needs.

30. Leaders do not ensure that the school meets current statutory requirements relating to attendance. Leaders' monitoring of absenteeism is not always effective, as they do not consistently inform the local authority whenever there are serious concerns about attendance. Leaders do not ensure that the attendance policy reflects current statutory guidance. Otherwise, leaders maintain suitable and accurate admission and attendance registers and staff follow up absences promptly with parents on a daily basis.

31. Leaders promote the school's ethos of 'you choose', which relates the outcome of choices to personal responsibility and leadership. Pupils understand this means choosing to focus, to use their initiative, to be empathetic, curious, resilient, to persevere and to take sensible risks. For instance, pupils in Year 6 lead a popular book club. The heads of school present on fellow pupils' achievements in awards assemblies, which include awards for being kind. This builds positive self-esteem and confidence for both the oldest and youngest pupils who show responsible attitudes to learning and towards others. As a result, pupils develop a mature outlook about personal responsibility.

32. The PSHE curriculum equips pupils with the knowledge and skills to understand ways to lead healthy, fulfilling lives. The teaching of PSHE is well planned and consistently effective. Staff amend their teaching to productively address any emerging issues. Pupils learn about different forms of prejudice, such as racism, and the importance of respecting people who are protected under the Equality Act 2010. Parents are fully informed and consulted, particularly regarding relationships and sex education (RSE) provision. Pupils learn about staying healthy in PSHE, science and their 'wow' topic days.

33. Leaders promote pupils' good conduct by discussing with pupils good and poor choices, so that they learn from their actions. There is an effective anti-bullying strategy and pupils learn about the harm caused by discriminatory behaviour. As a result of this, pupils learn in a supportive, purposeful environment that promotes self-esteem. Bullying is rare and staff remain vigilant and responsive to any concerns. Leaders maintain suitable behavioural records and take appropriate actions in response to any behavioural issues that are raised. Pupils are encouraged to follow ideals such as 'You can only be happy if you make other people happy too'. Pupils are also encouraged to be 'wellbeing ambassadors'. As a result, the behaviour of the pupils in classes and around the school is polite, friendly and helpful.

34. Early years staff use their close knowledge of the children to shape praise and encouragement to bolster children's self-esteem. They encourage children to try new activities, to persevere and to wait patiently for their turn, to support emotional resilience. Children learn to work co-operatively, to lead learning and share resources such as modelling dough, paper and scissors in the craft activities.

35. Leaders provide a well-planned and broad PE curriculum that promotes pupils' physical wellbeing, communication skills and positive mental health. For example, in the early years, children develop basic skills, including their co-ordination and balance, through outdoor activities and woodland learning. They develop racquet and ball skills in Years 1 and 2, with older pupils building their abilities and techniques in a range of team sports, such as cricket and football. Leaders provide junior pupils with opportunities to enjoy archery, swimming and athletics, developing their physical skills in these areas.

36. Effective supervision during the school day promotes pupils' safety. Leaders maintain the required adult-to-child ratios in the early years and ensure that children are always within sight or sound of an adult. They implement robust handover processes to parents at the end of the school day. Appropriately trained early years and school staff eat with children and pupils at lunchtime and monitor their eating. They are alert to the dangers of choking.

37. Pupils benefit from the provision of suitable accommodation to support their medical needs. Staff qualified in first aid, including paediatric first aid, provide appropriate medical care to any pupils who are injured or unwell. They wear bright lanyards so that children can easily go to a first aider if needed. Staff ensure the safe storage of any medicines and maintain accurate records of the administration of first aid and medication.

38. Leaders ensure suitable maintenance of the premises, equipment and accommodation, in line with health and safety requirements. Staff monitor the school regularly to minimise avoidable hazards, including for fire and water safety and dangerous substances. Leaders instigate regular fire evacuation drills, so that pupils know how to respond appropriately in case of an emergency. Leaders act on the recommendations of external fire safety and health and safety specialists, so that any necessary actions are completed promptly.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

39. Standards are not met consistently with respect to attendance.

40. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

41. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 4: Pupils' social and economic education and contribution to society

42. Pupils receive a well-planned social and economic education that prepares them to contribute positively to society. Leaders provide pupils with varied opportunities to learn the importance of service to others in their local community. Pupils collaborate to raise funds in support of charities. For example, pupils complete a whole-school cycle challenge to raise money for a national children's hospice charity and run cake stalls to raise funds for a kitchen supporting people experiencing homelessness. Pupils in the choir entertain elderly residents in a local residential home.

43. Pupils explore and learn about the values of respect, inclusion and tolerance in assemblies, PSHE lessons and through the wider curriculum. Pupils deepen their understanding of different cultures and faiths by learning about world religions, such as Buddhism. Leaders share the key teaching of the major world religions, including Hinduism, Christianity and Confucianism, to foster moral awareness, respect for and tolerance towards people of diverse faiths and a sense of belonging among pupils. The curriculum includes a diverse modern foreign languages (MFL) provision that fosters pupils' awareness of language patterns and different cultures. For example, in Spanish lessons in Year 5, pupils learn about the 'La Tomatina' festival. As a result of such learning, pupils are prepared well for life in British and global society.

44. Leaders foster an understanding of democracy, citizenship and the rule of law through planned activities in PSHE and the school's oracy lessons. Pupils learn the reasons for the existence of laws and the process of lawmaking. Pupils who serve as school councillors visit the Houses of Parliament to learn about the work of MPs and the town hall to understand the work of local government. Pupils elect their school councillors, 'head boy' and 'head girl', and 'colour captains', enabling them to experience democracy in action. They learn to respect alternative opinions and to represent them fairly in council meetings. Staff ensure that any discussions that contain political themes are conducted impartially.

45. Pupils benefit from a wide range of leadership opportunities. Pupils lead the house system and older pupils in Years 5 and 6 support children in Reception when they are in the dining hall. Collectively, these opportunities develop pupils' leadership skills and promote a culture of service and social responsibility.

46. In the early years, children learn to appreciate cultures from around the world. Pupils in Reception learn to celebrate the four seasons in Mandarin and chant phrases in a new language. Children learn to take turns and to help others. They learn responsibility by taking their water cup back when they have finished their drink and by washing their hands before snack time.

47. Pupils learn about how to distinguish right from wrong. For example, pupils in Year 5learn about the 'eightfold path' in Buddhism and the importance of making the right choices in life. Through role play, they explore the consequences of making poor choices. The school's 'you choose' ethos reinforces for pupils the importance of taking personal responsibility for any poor decisions and making amends when these have upset others.

48. Pupils are provided with well-planned opportunities to learn about the role of money in society. Pupils learn about financial transactions, making savings and budgeting as they progress through the school. For example, in the early years, children learn to recognise and use money to

role-play buying things. Pupils learn to develop a positive relationship with money, such as 'earn it, save it, send it and give it'. Leaders provide a life skills programme, which supports pupils in Year 6 to learn about growing money through interest on savings, business and enterprise.

49. The school supports pupils to learn about the wider world and the many different careers and roles that adults can have. Leaders organise a careers-themed 'wow' day, where pupils take part in adult-led workshops exploring different jobs, for example in construction and architecture. Pupils in Year 4 regularly read books on different careers, such as sports, as part of their reading challenge, and meet authors who write as a career. The life skills programme equips pupils in Year 6 with a wide range of practical skills, such as early learning about joinery, electrics and plumbing. In the early years, children learn about the work of doctors, police and firefighters in keeping them safe. Collectively, these experiences broaden pupils' horizons, so that they are able to reflect on choices they might make for their own future role in society.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. The proprietor provides oversight of the school's safeguarding procedures through regular visits to the school and scrutiny of appropriate documentation. Members of the proprietor body receive detailed annual safeguarding reports, which they discuss and analyse. The proprietor reviews the safeguarding policy annually to ensure it reflects current statutory requirements and is available to parents of current and prospective pupils on the school's website.

52. Leaders with responsibility for safeguarding liaise regularly with external agencies about specific safeguarding concerns that arise and take appropriate actions so that pupils receive the support they need, including by referring concerns promptly to these agencies when required. Leaders keep detailed safeguarding records and maintain these securely. They continually reflect on ideas about best practice relating to safeguarding.

53. Leaders with responsibility for safeguarding are appropriately trained for their role. They ensure that staff are trained effectively in safeguarding, including on the 'Prevent' duty, which relates to risks of radicalisation and extremism, and provide them with updates from the local authority. As a result, staff have a secure safeguarding knowledge and know how to report any concerns they have about children. Staff understand their responsibilities to report any low-level concerns or allegations that might arise about adults working in the school.

54. Staff listen if pupils share worries or concerns and respond appropriately. Leaders ensure the school has suitable internet filtering and monitoring processes. Monitoring systems are tested regularly. Leaders advise parents on safer internet use for their children, including about popular gaming platforms and risks inherent in their use. In information and communication technology (ICT) and PSHE lessons, staff teach pupils how to keep themselves safe, including when online. However, teaching does not develop pupils' understanding and awareness of potential online risks as effectively as possible.

55. The proprietor and leaders ensure that all required safer recruitment checks are carried out methodically on adults before they begin work at the school and are recorded accurately on the SCR.

The extent to which the school meets Standards relating to safeguarding

56. Standards are not met consistently with respect to attendance.

57. Standards relating to safeguarding are not met.

58. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR[1] Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 3: Pupils' physical and mental health and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

[1] The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	The Gleddings Preparatory School
Department for Education number	381/6000
Address	The Gleddings Preparatory School Birdcage Lane Savile Park Halifax West Yorkshire HX3 0JB
Phone number	01422 354605
Email address	admin@thegleddings.co.uk
Website	www.thegleddings.co.uk
Proprietor	The Gleddings School Ltd (Forfar Education Group)
Chair	Mr John Forsyth
Headteacher	Mrs Jill Wilson
Age range	3 to 11 years
Number of pupils	217
Number of children in the early years registered setting	83
Date of previous inspection	16 to 18 May 2023

© Independent Schools Inspectorate 2026

Information about the school

59. The Gleddings Preparatory School is an independent co-educational day school situated on the south side of Halifax. The school joined the Forfar Education Group of schools in 2019, with governance now provided by the Forfar Education Group Governance Board. The school comprises an early years provision for children aged three to five years and a junior school for pupils aged five to eleven years.

60. There are 52 children in the early years, 26 of whom are taught in a Nursery class and 26 of whom are in one Reception class. There is also a separate early years setting, which is registered with Ofsted and which provides for children aged six months to three years of age. This setting was not included in this inspection.

61. The school has identified 44 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.

62. The school has identified English as an additional language for 53 pupils.

63. The school aims to recognise and celebrate the uniqueness of each child. It seeks to provide a safe and caring environment in which pupils can develop the confidence to think for themselves, make sensible choices and acquire a lifelong positive attitude towards learning. The school intends to promote harmonious relationships, based on trust and mutual respect. It seeks to provide the highest standards of education, so that pupils can become as successful as possible, academically and socially.

© Independent Schools Inspectorate 2026

Inspection details

Inspection dates	9 to 11 June 2026

64. A team of three inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net

© Independent Schools Inspectorate 2026