ISI Independent Schools Inspectorate

School inspection report

3 to 5 March 2026

Grantham Preparatory International School

Gorse Lane

Grantham

Lincolnshire

NG31 7UF

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**

RECOMMENDED NEXT STEPS 5

SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE **6**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE 7

SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION **8**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION 9

SECTION 3: PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING **10**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING 11

SECTION 4: PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY **12**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY 13

SAFEGUARDING **14**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING 14

SCHOOL DETAILS **15**

INFORMATION ABOUT THE SCHOOL **16**

INSPECTION DETAILS **17**

Summary of inspection findings

1. Leaders actively promote pupils' wellbeing by placing care, empathy and inclusion at the heart of the school's practice. They ensure that staff build positive, trusting relationships so that pupils feel valued, safe and supported within a nurturing environment. As a result, pupils' wellbeing is consistently prioritised, which enables them to develop both academically and personally.

2. Leaders and governors work closely and effectively together to provide clear strategic direction and to ensure that Standards are consistently met. Governors offer appropriate support and challenge, informed by regular meetings, school visits and scrutiny of leaders' work. This enables them to monitor the implementation of policies and to hold leaders to account. Governors support leaders' professional development and work collaboratively with them to uphold the school's values, manage risk and promote pupils' wellbeing, contributing positively to the school's continual development.

3. Leaders in the early years are effective at supporting children to feel settled, confident and ready to learn. Leaders create a nurturing and well-organised environment in which staff build warm, supportive relationships and have a secure understanding of how children learn. The curriculum is age-appropriate and stimulating, with emphasis on promoting children's communication skills and personal, social and physical development. Staff use skilled interactions and carefully planned activities to meet individual children's needs and provide them with appropriate challenge. This enables children to make good progress.

4. Leaders provide a broad and stimulating curriculum. Lessons are carefully planned and use resources well, enabling pupils to engage positively with their learning and make firm progress over time. Teachers use different teaching methods appropriately so that pupils benefit from a range of learning experiences. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND) are well supported within lessons so that they make good progress. Teachers typically provide appropriate challenge in lessons. However, this not consistent across all lessons and pupils do not always have sufficiently challenging material to extend their thinking further.

5. Leaders ensure that pupils' physical and mental health and emotional wellbeing are promoted effectively through a caring, values-led ethos. Leaders and staff implement the behaviour and anti-bullying policies consistently, resulting in positive and respectful behaviour. Leaders ensure that well-planned personal, social, health and economic education (PSHE) lessons help pupils to understand emotions, make responsible choices and develop resilience and self-esteem. Leaders provide effective pastoral care, clear supervision arrangements and a well-maintained environment to positively promote pupils' wellbeing.

6. Leaders promote pupils' understanding of diversity and different cultures effectively. Well-established international links with sister schools within the same group and well-planned curriculum opportunities enable pupils to appreciate people's similarities and differences and to show respect for others. This respect leads to pupils having confidence in their own identity within the diversity of the community.

7. Leaders promote a robust safeguarding culture underpinned by up-to-date statutory guidance and clear policies. Safeguarding is understood by staff as a shared and prioritised responsibility. Leaders complete all relevant pre-employment checks and typically record these in a suitable single central

record of appointments (SCR). However, at the start of the inspection, completed prohibition from management checks for staff promoted internally to leadership positions were not recorded on the SCR. Leaders rectified this oversight during the inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are 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 met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that teachers consistently provide challenging activities in lessons to extend pupils' thinking and learning further
- ensure that prohibition from management checks for leaders appointed internally are consistently recorded on the single central record of appointments (SCR).

© Independent Schools Inspectorate 2026

Section 1: Leadership and management, and governance

8. Leaders place the promotion of pupils' wellbeing at the heart of the school's practice. They ensure that staff show empathy so that pupils feel valued and settled within a nurturing environment. This has a positive impact on the pupils' academic progress so that they work hard and make progress within a supportive ethos. Leaders ensure that the school's values are embedded so that pupils know that these are integral to school life. Pupils apply the school's values to the way they approach their work and the way in which they interact with others.

9. Governors and leaders work well together on the strategic direction of the school. Governors provide effective support and challenge for leaders to ensure that leaders are fulfilling their roles effectively. Governors have regular meetings with leaders and visit the school. This enables them to check that policies are implemented well and that Standards are consistently met. Governors provide professional development opportunities for leaders, such as networking meetings, so that leaders can enhance their knowledge, skills and understanding. Governors support leaders to uphold the ethos and promote the aims of the school.

10. Leaders consider the views of staff, parents and pupils when evaluating the school. Staff contribute to the school's self-evaluation through regular consultation. Such consultation enables leaders to make appropriate changes, including reorganising the school timetable to provide more time to focus on core skills such as reading and mental arithmetic.

11. Leaders in the early years provide an effective learning environment that enables children to feel settled within a nurturing ethos. Leaders ensure that staff are well supported through professional development and monitoring of their work. This enables staff to have a firm understanding of how children learn and apply this understanding to enable children to make good progress.

12. Governors work with leaders to review risks and consider how they can be mitigated. Together, they implement a risk management strategy to promote the sustainability of the school. Leaders apply effective risk assessment processes, including those for premises, trips, school equipment and activities. Risk assessments identify potential risks and put in place appropriate measures to mitigate them. Staff receive training on completing risk assessments and understand the importance of being proactive in identifying and evaluating potential risks.

13. Leaders provide a suitable range of information on the school's website. This includes all required policies and procedures, as well as contact details for leaders and proprietors. Leaders keep parents informed through regular reports about their child's attainment and progress.

14. Leaders ensure that the school meets the requirements of the Equality Act 2010. They implement a suitable accessibility plan that outlines measures to increase pupils' access to the curriculum, the school's physical environment and information. Such measures include providing staff with training relating to supporting the needs of pupils who have SEND and surveying the school buildings to ensure that they are accessible.

15. Leaders liaise effectively with external agencies. They collaborate with the local authority to review education, health and care plans (EHC plans) annually and provide an account of how associated finances are utilised. Leaders also work with the attendance officer and ensure that they meet required timescales to inform the local authority of any pupils who leave or join the school at non-standard transition times.

16. Leaders implement an appropriate complaints procedure which is available on the school's website. Leaders follow a three-stage complaints process so that complaints can be raised informally before proceeding further. They maintain suitable timescales for managing complaints and keep detailed records of any complaints received and how they were handled.

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

17. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

18. Leaders provide a broad and stimulating curriculum which is well planned to typically meet the variety of needs and aptitudes. Through a range of subjects, pupils develop their knowledge, skills and understanding so that they make good progress. Leaders place emphasis on honing pupils' core skills in English and mathematics as well as proving opportunities to develop creative, technological and scientific knowledge and understanding. All year groups learn Spanish and older pupils study Latin and French so that they develop their understanding of different languages. Drama and music are key components of the curriculum and enable the pupils to develop confidence as they perform to their peers and families. Leaders evaluate the curriculum to ensure that it remains effective and make changes when required, such as introducing regular outdoor learning sessions to help develop skills such as collaboration, creativity and confidence.

19. Teachers ensure that lessons are engaging and that pupils apply themselves calmly to their work. Teachers use different teaching methods when appropriate, such as discussions, investigations and individual research, and utilise a variety of well-chosen resources to develop pupils' learning. Teachers use their secure subject knowledge to plan lessons effectively so that pupils build on previous learning and develop their understanding. Teachers praise pupils for their hard work so that pupils take pride in trying their best. Teachers give feedback to help pupils improve their work and make good progress. Typically, teachers provide appropriate challenge in lessons to extend pupils' thinking. However, this not applied consistently in all lessons. As a result, pupils do not always have sufficiently demanding material to challenge their learning and enable them to think deeply about the subject matter at hand.

20. Leaders collate assessment data to enable them to monitor pupils' progress. They collaborate with teachers to analyse this data and check how pupils are performing in class. This enables them to gather a full profile of each pupil's individual progress and needs. As a result, leaders instigate extra support sessions to assist pupils who might not be making sufficient progress or who would benefit from having their confidence boosted. Leaders monitor how pupils' work improves to ensure that any additional support provided is effective. Leaders also use assessment data to consider if there are any whole-school priorities for action, such as introducing a new spelling programme to improve outcomes for pupils.

21. Leaders identify and meet the needs of pupils who have SEND through clear individual learning plans (ILPs). These plans outline how personal targets and additional resources are utilised to support pupils who have SEND. Teachers ensure that pupils who have SEND are well supported within lessons so that they can access the curriculum alongside their peers and make good progress from their starting points. Leaders and teachers have effective monitoring systems to check that continued progress is made.

22. Leaders assess if pupils require additional support as a result of speaking English as an additional language (EAL). Teachers provide work matched to pupils' needs and, when required, specific resources in their lessons so that pupils who speak EAL can access the curriculum. Targeted additional support enables pupils who speak EAL to improve their competence and fluency in English. Leaders monitor pupils carefully to ensure that they make progress.

23. Leaders in the early years provide a stimulating and age-appropriate curriculum. Teachers focus on promoting communication through high-quality interactions with the children. They ask probing

questions to extend children's oral language and thinking. They immerse children in books and stories to develop their language further. This is supported by weekly reading sessions with pupils from Year 6 which enables both year groups to enjoy reading and talking about stories. Children learn phonic sounds and key words which they apply to their reading and writing. Teachers promote knowledge of numbers, quantities and comparative vocabulary so that children develop their mathematical understanding. Teachers provide targets which are matched to individual children's needs and challenge children to extend their learning. As a result, children make good progress during the early years and are well prepared for the transition to Year 1.

24. Leaders provide a breadth of after-school clubs, including gymnastics, chess and dance. These clubs enable pupils to develop new skills, such as calligraphy, and also spend more time on subjects they find rewarding, such as art and drama. Leaders are responsive to pupils' suggestions and have implemented new clubs as a result, such as construction brick and film clubs.

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

25. All the relevant Standards are met.

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

26. The school's behaviour policy is underpinned by the school's values of being respectful and caring. Leaders and staff implement the policy effectively, applying rewards and sanctions fairly. As a result, pupils display empathy and respect in the way that they behave and interact with others. Leaders establish an appropriate anti-bullying strategy that results in pupils having a secure understanding of the different forms of bullying and their harmful consequences. Pupils sign an anti-bullying charter annually to reinforce their understanding. As a result, incidents of bullying are rare and resolved effectively when they do arise.

27. Leaders support pupils' spiritual development by providing opportunities for quiet moments of reflection, such as during 'mindfulness' sessions. Through assemblies and PSHE lessons, pupils explore themes such as contentment, gratitude and the extent to which material goods influence their happiness. They think about their connection to the world around them during outdoor learning sessions. As a result, pupils develop deeper reflection about what gives meaning and happiness to their lives.

28. Leaders support pupils' self-esteem and sense of identity effectively through a caring, inclusive ethos that recognises and values individuals. Staff model positive relationships so that pupils develop their self-worth. Through completing their 'learning journey and achievements' book, pupils reflect on their identity, personal development and successes. This leads them to develop confidence, self-knowledge and pride in being unique individuals within their school community.

29. Teachers plan well-structured PSHE lessons to support pupils' personal development, physical health and emotional wellbeing. Pupils develop knowledge about topics such as recognising and responding to feelings and emotions, the dangers of harmful substances and the importance of eating a balanced diet. Pupils are encouraged to reflect, discuss and apply their learning in a nurturing and supportive environment. This leads to them demonstrating growing confidence, resilience and an understanding of how to make responsible choices. Pupils know how to seek help should they experience any concerns.

30. Teachers in the early years enable children to develop their personal and emotional skills. Staff build warm and supportive relationships with children so that they feel valued and comfortable to speak up. Children are encouraged to be independent which develops their confidence as they learn to see themselves as capable individuals. Children learn about different emotions, such as anger and surprise, and how to manage emotions such as talking to an adult or accessing an activity that makes them feel calm.

31. Leaders provide an effective physical education (PE) curriculum so that pupils develop their fitness and co-ordination. Pupils take part in a variety of sports, from netball and football to tennis and squash. This enables them to develop their teamwork skills as well as further develop their agility, co-ordination and overall fitness. Pupils gain confidence from playing sports because they receive constructive feedback about how to improve their skills and strategies and become a better player.

32. Teachers in the early years plan a range of activities for children to develop fine and gross motor skills. Children use malleable materials, such as modelling dough, and take part in threading activities to develop hand co-ordination. In their play, children run, climb and ride bikes to develop

their physical stamina. Children have specialist PE sessions that enable them to develop key skills for the different sports they will experience from Year 1.

33. The relationships and sex education (RSE) programme is age-appropriate and taught effectively. Pupils develop their understanding of topics such as healthy relationships, respect and personal wellbeing. Teaching is sensitive, inclusive and responsive to pupils' needs, enabling them to develop knowledge about friendships, consent and supporting their and others' safety. This enables them to form positive relationships and learn how to make informed, responsible choices.

34. Leaders maintain the school buildings and equipment effectively, with comprehensive systems for managing health and safety and promoting fire safety. Leaders keep detailed records of checks and maintenance. They conduct termly fire drills. Leaders commission external audits of health and safety and take appropriate action as a result of these, when required.

35. Leaders ensure that staff supervise pupils closely throughout the school day. They maintain suitable staff-to-child ratios in the early years, including when children are eating and drinking.

36. Leaders accurately compile admission and attendance registers in line with regulatory guidance. They promote the importance of school attendance and work proactively with families if there are any concerns about a pupil's attendance.

37. Leaders provide suitable medical facilities so that they can look after pupils who are injured or feeling unwell. They ensure that a sufficient number of staff have relevant first aid qualifications, including paediatric first aid for staff in the early years.

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

38. All the relevant Standards are met.

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

39. Leaders ensure that British values are promoted within the school's respectful and inclusive culture. Through well-taught PSHE lessons, pupils develop a secure understanding of democracy and the rule of law. Pupils in Year 6 visit the Houses of Parliament and meet their local MP so that they can learn how democracy operates. They apply this knowledge to the way that they elect members of school council, who ensure that they represent the views of all pupils at school. Leaders promote individual liberty, mutual respect and tolerance through well-structured assemblies and curriculum opportunities where pupils learn to understand their own identity and celebrate the similarities and differences between themselves and others. Staff consistently reinforce the values of respect and inclusion. As a result, pupils display these values towards others and understand the importance of respecting the diversity of their community.

40. The school's links with international schools enables pupils to appreciate different cultures. Leaders create opportunities for pupils to interact with pupils from some of the international schools in the group, through writing to pen pals and having online meetings. Within religious studies (RS) lessons, pupils learn about different world religions and their key beliefs. Pupils are encouraged to share personal accounts with their peers about their cultural identity or religious festivals. This enables pupils to develop their understanding of different cultures.

41. Leaders actively promote pupils' commitment to charity and support for the local community. Pupils are encouraged to show kindness, generosity and social responsibility through regular fundraising events, such as cake sales and collecting items for the food bank. Pupils engage in community-based activities, such as visiting a local care home and carol singing in the local community. These experiences help pupils to develop an understanding of the needs of others and the positive impact they can have through collective action. As a result, pupils demonstrate empathy, compassion and a growing sense of social responsibility.

42. Leaders promote a clear understanding of right and wrong and support pupils to take responsibility for their actions. The school's values provide a framework to guide pupils' moral reflection and discussions about ethical issues to help pupils recognise how their actions affect others. Staff model empathy so that pupils learn to treat others the way that they would like to be treated.

43. Teachers in the early years help children to develop their social skills and interact positively with each other. Teachers use puppets and role play to enable children to understand skills such as taking turns and being kind. Children learn to apply these skills when playing with each other, such as sharing equipment and waiting patiently for their turn. Teachers encourage children to be respectful and sensitive to the needs of others so that they can be considerate friends. Children learn that courteous manners and saying sorry for any poor choices are part of being considerate to others.

44. Leaders provide pupils with appropriate economic education, ensuring that pupils develop the knowledge and skills needed to manage money responsibly. Through PSHE lessons, pupils learn about budgeting, saving, taxation and how debt operates. Opportunities to apply this learning in real-life contexts, such as an enterprise projects and spending money at the summer fete, help pupils to develop confidence and independence. As a result, pupils are increasingly well prepared to make informed financial decisions.

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

45. All the relevant Standards are met.

Safeguarding

46. Leaders promote a robust safeguarding culture and ensure that policies and procedures are based on current statutory guidance. They ensure that staff understand that safeguarding is everyone's responsibility. Governors have effective oversight of safeguarding through meeting leaders regularly and scrutinising safeguarding reports.

47. Leaders ensure that all staff have appropriate knowledge and training to implement the safeguarding procedures across the school. Training takes place at induction and is regularly updated. Training includes procedures for reporting concerns about pupils or adults working with pupils, whistleblowing and the 'Prevent' duty that concerns the risks of radicalisation and extremism. Training ensures that staff understand the importance of vigilance with regard to safeguarding pupils.

48. Leaders with responsibility for safeguarding fulfil their roles effectively. They are readily available should staff or pupils wish to discuss any concerns. They respond appropriately to concerns and keep detailed records of their actions. The safeguarding team ensures that vulnerable pupils receive suitable support which they monitor to check its effectiveness. They actively engage with the local authority and seek guidance to enhance the school's practice. The safeguarding team refers concerns to appropriate external agencies when required.

49. Leaders complete all required pre-employment checks to establish the suitability of adults before they commence working with the pupils. Leaders typically record these checks on the SCR. Leaders undertake prohibition from management checks for relevant members of staff, including those who are internally promoted. However, at the start of the inspection, leaders had not recorded these particular checks on the SCR. Leaders amended the SCR effectively during the course of the inspection.

50. Leaders enable pupils to understand that speaking to a trusted adult is important for their wellbeing. Pupils know who the members of the safeguarding team are and also know that they can talk to any member of staff at school should they have any concerns. They can raise any issues via worry boxes if they prefer. Staff are responsive to pupils' concerns and ensure that sensitive and effective help is provided when required.

51. Leaders ensure that there are robust internet filtering and monitoring systems in place. they conduct regular checks to ensure that these systems remain effective. Pupils have a secure understanding of keeping themselves safe online, such as protecting their identity and being wary of making contact with people online.

The extent to which the school meets Standards relating to safeguarding

52. All the relevant Standards are met.

School details

School	Grantham Preparatory International School
Department for Education number	925/6031
Address	Grantham Preparatory International School Gorse Lane Grantham Lincolnshire NG31 7UF
Phone number	01476 593293
Email address	contact.grantham@iesmail.com
Website	www.tgps.co.uk
Proprietor	A for E Ltd
Chair	Dr Jorge Segovia Bonet
Headteacher	Mr Martyn Wilkins
Age range	3 to 11
Number of pupils	104
Date of previous inspection	17 to 19 January 2023

Information about the school

53. Grantham Preparatory International School is an independent co-educational day school located on the outskirts of Grantham, Lincolnshire. Founded in 1981, it is operated by A for E Ltd, a subsidiary of International Education Systems (IES) Ltd. The directors of A for E Ltd fulfil the role of governance for the school. The school comprises three sections: the foundation department for children aged 3 to 5 years; the infant department for pupils aged 5 to 7 years; and the junior department for pupils aged 7 to 11 years. The current headteacher commenced his role in September 2024.

54. There are 23 children in the early years comprising one Nursery class and one Reception class.

55. The school has identified 16 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.

56. The school has identified English as an additional language for five pupils.

57. The school states its aims are to inspire and nurture children, develop independent, confident individuals, value tolerance and respect, provide the best opportunities for all children, provide a broad and balanced curriculum and be committed to excellence in all that the pupils do.

© Independent Schools Inspectorate 2026

Inspection details

Inspection dates	3 to 5 March 2026

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

59. 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.

60. 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