



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Woodford Green Preparatory School

May 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	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
3. Educational Quality Inspection	8
Preface	8
Key findings	8
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	13

School's Details

School	Woodford Green Preparatory School			
DfE number	317/6006			
Registered charity number	310930			
Address	Woodford Green Preparatory School Glengall Rd Woodford Green Essex IG8 0BZ			
Telephone number	0208 504 5045			
Email address	admin@wgprep.co.uk			
Headmaster	Mr Jonathan Wadge			
Chair of governors	Mrs Gillian Haddon			
Proprietor	Woodford Green Prep School			
Age range	3 to 11			
Number of pupils on roll	379			
	EYFS	99	Juniors	280
Inspection dates	16 to 18 May 2023			

1. Background Information

About the school

- 1.1 Woodford Green Preparatory School is an independent, co-educational day school in the London Borough of Redbridge. Founded in 1932 the school moved to its current site in 1935. The school is a registered charity, overseen by a board of governors, who are also trustees of the charity. The school is divided into three sections: Early Years Foundation Stage (EYFS), phase one for pupils in Years 1 to 3, and phase two for pupils in Years 4 to 6. Since the previous inspection a new Chair of Governors has been appointed in April 2021.

What the school seeks to do

- 1.2 The school aims to be a place where every pupil is nurtured, encouraged to be curious and achieves their very best. It sets out to inspire a love for learning, foster the full development of each member of the school and encourage individual learning and thinking within a supportive environment.

About the pupils

- 1.3 Most pupils live within a five-mile radius of the school and come from families with professional or business backgrounds. Standardised assessment results provided by the school indicate that the ability profile of pupils upon entry to the school is above average in relation to those taking similar tests nationally. No pupils have an education, health and care plan (EHC plan). 21 pupils have been identified by the school as requiring support for special educational needs and/or disabilities (SEND) relating to cognition and learning or communication and interaction, all of whom receive additional support. 38 pupils have English as an additional language (EAL) and none require additional support with their English. Where the school has identified pupils as being the most able in the school's population the curriculum is adapted to support them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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](#).

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 except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Foundation 1	Nursery
Foundation 2	Reception

Key findings

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

- Pupils of all abilities make excellent progress over time.
- Pupils' performance in entrance examinations to senior schools with competitive entry requirements is excellent.
- Throughout the school, pupils exhibit outstanding communication skills when writing and speaking. They are highly articulate and express themselves confidently in a range of contexts.
- Pupils' attitudes to learning are highly positive; they demonstrate extremely good concentration and are willing to take risks with their learning.

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

- The development of pupils' self-knowledge, self-esteem, self-confidence, self-discipline and resilience is excellent. Pupils confidently develop in a way that suits their personalities and strengths.
- Respect for diversity and cultural understanding is excellent. Pupils view the school's diversity in a highly positive way and help create a climate of respect for all.
- The social development and collaboration of pupils is excellent. There is a profound culture of care and kindness across the whole community and relationships are warm and mutually supportive.

Recommendations

3.3 The school is advised to make the following improvement.

- Ensure pupils' learning and development is equally rapid in all lessons.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils demonstrate a well-developed curiosity for and enjoyment of learning and develop independent critical thinking skills which meet the aims of the school. From an early stage, pupils of all abilities make excellent progress. The results of internal assessments, scrutiny of books and lesson observations, show attainment and progress for pupils of all abilities and needs to be excellent, and in some cases rapid in relation to age-related expectations. Pupils achieve excellent results in entrance examinations to senior schools with competitive entry requirements. Most recently, a third of pupils gained awards for their academic success, as well as that in music, sport and art. The high quality of outcomes is supported by the wide-ranging curriculum and breadth of extra-curricular opportunities available. Almost all parents who responded to the questionnaire agreed that the range of subjects is suitable for their children and that teaching enables their children to make progress.
- 3.6 Pupils' skills for learning develop to a high level across all areas of the curriculum. A comprehensive process to track and monitor pupils' progress is used to identify pupils who require extra support so that high-quality strategies can be introduced early to narrow any gaps in their learning. Pupil needs are very well understood and regularly monitored and as a result those with SEND make similar progress to their peers. The most able children understand their own needs and successfully develop their learning and thinking in class by taking on increasingly challenging activities with great enthusiasm. All pupils are supported by high-quality teaching as a result of a programme of ongoing training which helps teachers to identify pupils' needs and provide appropriate stretch and challenge. Pupils have complete confidence in the ability of staff to find a way of helping them understand work that they find more challenging.
- 3.7 Pupils develop excellent knowledge, skills and understanding across the curriculum due to the highly reflective learning approaches they are taught from an early stage. They are curious and creative learners who acquire new knowledge quickly to develop and record their work. For example, younger children choose subjects they have a particular interest in and develop engaging presentations to share with their peers. Older pupils demonstrate excellent research skills as they compare land use across different areas of the United Kingdom using a mature process of analysis and evaluation. Regular high-quality marking and verbal feedback are provided in a way that constantly requires pupils to think for themselves, ensuring that their own process of reflection and review is a natural part of the learning process.
- 3.8 Pupils exhibit well-developed competence in their communication of both written and spoken language. From the EYFS upwards pupils are articulate and confidently express themselves in all walks of school life. Their written communication is excellent across all age groups with extended writing being highly developed across a wide range of genres. For example, younger pupils used well-formed letters in full sentences to describe what it would be like to live like a king. They worked well together to develop new adventures for their special characters using an underground map to identify the areas of London they might visit. Older pupils demonstrated a rich command of written language when writing about the Big Bang and when writing a highly charged speech as a suffragette explaining why women should be given the vote. Pupils communicate expressively through music, art, drama and a range of creative media. Opportunities for performance at all levels lead to strong outcomes for pupils. Their speaking and communicating skills are excellent as a result of high expectations of teachers and senior leaders as seen in an assembly on kindness.
- 3.9 Pupils build excellent skills for the use of number and problem-solving as they move through the school. They enjoy their mathematics lessons and thrive on attempting new challenges and working with others to solve problems. Pupils report that mathematics is fun, and this is reflected in their high levels of achievement. Younger pupils used a tally chart to gather data and record their findings in a well-presented pictogram. Older pupils demonstrated a very strong understanding of number when adding and subtracting fractions and calculating percentages. They articulate their reasoning and

apply knowledge of multiplication tables to excellent effect. The most able pupils demonstrate highly effective problem-solving skills and proudly support their peers when they need help. These skills have been effectively applied as shown when pupils reach the finals of national mathematics challenges.

- 3.10 Pupils build strong skills for the use of information and communication technology (ICT) by the time they leave the school. From the earliest stage they are effective at logging on, choosing websites and finding the information they need. Older pupils are highly adept at researching areas of interest and using the computers to word process their findings. They are skilled at coding as demonstrated through the development of their own multi-level games and interactive stories using hyperlinks and animations. Lessons and special events provide pupils with opportunities to develop skills across a range of different platforms which they apply successfully across all curriculum areas. Pupils recognise the importance of ICT as a tool to aid their learning. They value their own competency as an essential ingredient to be successful in future learning and life.
- 3.11 Pupils of all ages display excellent study skills which are a significant contributory factor to their high levels of achievement. They think for themselves, are curious and creative, and analyse data and text to synthesise information with assurance. Pupils apply their knowledge, skills and understanding effectively, for example when using what they knew about circuits to design and test a desk burglar alarm. Younger pupils confidently drew parallels between the stories of the good Samaritan and the monkey king. Older pupils researched the effect of pollution and carbon emissions to start a campaign to reduce plastic use across the school. They exhibit a demonstrably positive attitude to their learning and are highly engaged, making the most of the opportunities provided for them. They organise, plan and review their work effectively and use feedback to reflect on their understanding of the knowledge and skills learned. Knowledgeable and dedicated senior leaders and governors promote a positive learning environment which is inclusive and challenging. During the inspection, a small number of observed lessons lacked the pace and organisation of the large majority, which reduced the progress made by pupils.
- 3.12 Pupils' achievements in extra-curricular activities are considerable for the age of the pupils and size of the school. Pupils develop their own interests to a high level through an extremely broad range and number of clubs available to them at different times of day. This extensive programme allows them to try out new skills and develop others including for languages, creative enterprises, sporting opportunities, a wide range of individual and group musical clubs, as well as fencing and chess.
- 3.13 Pupils actively enjoy the wide range of team and individual sports available to them. For example, teams have been particularly successful in regional and national competitions for hockey, cross country, football and dance. All pupils have regular opportunities to perform and enjoy specialist teaching in music and drama. A large proportion of pupils from Years 1 to 6 regularly perform in concerts as members of various ensembles and choirs and older pupils revel in developing their own bands. Individual pupils develop their skills to high standards for their age and many achieve up to Grade 5 in national music examinations. In art, pupils' endeavours are extremely well developed through a wide range of materials and styles. They regularly take part in whole school installations such as the 'obliteration corner' in the style of Yayoi Kusama.
- 3.14 Pupils' attitudes to learning are exceptionally positive. They are highly enthusiastic, curious and extremely supportive of each other's achievements. They delight in working together to achieve common goals, as demonstrated through their success in productions and organisations of events where everyone takes on an important role. They demonstrate mature levels of collaborative working from an early age. Opportunities to demonstrate initiative and independence and take leadership in their learning are very well developed. They learn how to manage their learning in a way that suits them rather than follow others.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop high levels of self-esteem and self-confidence, enthusiastically challenging themselves to succeed. They understand the ethos of the school, are proud of their community, and describe it as kind. They persevere when faced with challenging tasks demonstrating resilience which meets the school aim for pupils to be their very best and learn in a nurturing and supportive environment. Year 6 pupils confirm that they feel well prepared and ready to move on to senior schools and the responsibilities they take on throughout the school are a significant factor in developing this level of maturity and readiness. This was also confirmed by parents in their responses to the questionnaire. Pupils are disciplined and realistic in their attitude to learning and actively seek opportunities to take the initiative to improve. Pupils' views are taken into consideration by senior leaders and governors, and they feel that their voices are heard, making a considerable contribution to the development of the school. Pupils develop a strong awareness of their strengths and areas for development through the well-structured assembly programme, opportunities to spend time with their class teachers and a comprehensive personal, social and health education (PSHE) curriculum.
- 3.17 The decision-making skills demonstrated by pupils across all age groups are developed to an excellent level. The well-embedded ethos of allowing pupils to develop their own way of approaching their work is a significant contributory factor to this development. Through a wide range of leadership opportunities, pupils contribute actively to the way the school works for them. For example, through communicating with the playground developers, pupils ensured that it worked for pupils of all ages. In the classroom, pupils take control of their learning, making decisions about the presentation of their work, the level of challenge they seek and how they should approach their learning to meet the desired outcomes. They report that they feel well supported to make effective decisions whether this be with their work or their own personal wellbeing.
- 3.18 Pupils have a strong awareness of the non-materialistic aspects of life. They have a robust appreciation of the world around them and their impact on it. They appreciate and respond to music and drama as a way of expressing themselves and recognise the value of these as a form of conveying emotion. They understand their emotions and actively use a colour system to recognise why they feel as they do and employ useful strategies to move from a negative zone to a more positive one. They appreciate moments of quiet reflection in green spaces understanding how this impacts on the way they feel. Pupils use current affairs as a springboard for mature discussion and demonstrate a strong empathy and concern for communities around the world struggling with the impact of global warming. Pupils actively enjoy sharing their own experiences of religion and faith, ensuring that their understanding of each other's spiritual life is strong and positive. They comment that faith is about living the best life you can and supporting your community.
- 3.19 Pupils' behaviour is excellent and high standards are maintained both in school and off-site when working in groups as part of their outdoor learning day. Pupils' conduct around school is evidence of the successful fulfilment of the school's values of nurture, curiosity, creativity and excellence. Pupils contribute to the setting of school rules, taking ownership of these and their actions, and seek to resolve problems when necessary. They quickly learn how to manage their own behaviour towards others. Playground leaders are well trained to help to resolve conflict and to ensure that pupils of all ages are included and have positive experiences. Pupils have a strong understanding of the rule of law through daily exploration of news and current affairs topics. They feel safe at school and identify any bullying as being unacceptable. Older pupils are extremely good role-models. They take on a wide range of responsibilities in a consistent way which successfully supports the development of the school community as a safe place where everyone's voice is heard.
- 3.20 Pupils' social skills are highly developed and are a strength of the school. They work collaboratively on tasks, consistently supporting each other to widen their understanding in almost all elements of life at school and in the wider community. Relationships between pupils across the school are highly

effective. Older pupils readily support their younger peers in activities such as reading with them in the library. Pupils show determination when faced with problems and believe that working together as part of a team will deliver the best outcomes, for example when organising whole school events or contributing to school council discussions. They recognise that positivity is important, that everyone will be at different stages of learning, and they delight in celebrating all pupils' achievements as seen in assemblies and during outdoor learning sessions.

- 3.21 Pupils' contribution to the life of the school and those within its community is excellent. They want to make a difference and demonstrate a strong sense of care for one another. Pupil ambassadors and buddies ensure that everyone can have a happy and productive time in the classroom and in the playground. By Year 6, pupils take on a wide range of responsibilities which contribute positively to their own wellbeing and that of pupils of all ages. School Council is recognised as a positive and proactive group where pupils can share ideas and improve the way their community works. The green team organise events to raise awareness of global issues, including reducing pollution and use of plastics. The wellbeing team discuss ways of ensuring that all members of the community feel safe and happy. Pupils are keen to raise money and devise imaginative ideas for raising money to support groups close to their hearts in the local community and more widely. This was demonstrated when pupils organised a dance event to raise money for a charity offering care for children with life-limiting conditions and when the young enterprise group raised money for a national heart charity. Almost all parents who responded to the pre-inspection questionnaire confirmed that the school helps their children to develop strong teamwork and social skills.
- 3.22 Pupils show high levels of curiosity, respect, tolerance and acceptance of the many different faiths represented in the school. They report that they actively enjoy sharing their own customs and practices with each other and visit many different places of worship. Pupils and staff develop a strong sense of community at the school and feel that it is one big family. They have a strong awareness of the negative impact that discrimination of all kinds can have on everyone's wellbeing. The inclusion and diversity group, which includes staff, parents, governors and pupils, seeks to raise awareness at all levels. The pupils' accepting and inclusive attitudes are developed through a comprehensive PSHE programme and in assemblies and regular theme days that focus on accepting everyone as individuals. Almost all parents who responded to the questionnaire agreed that the school successfully promotes values of acceptance and tolerance. All pupils warmly welcome new children to the school and are quick to offer them support to ensure that they settle in quickly and are confident in their new surroundings.
- 3.23 Pupils develop an extremely good awareness of the importance of a balanced lifestyle in terms of diet, exercise and mental and emotional health. They enjoy a wide range of sporting activities and make good choices in terms of diet and food and are supported in those choices by lunch monitors who offer advice. Pupils are aware of the need to be emotionally healthy and feel well supported by staff in developing ways in which this can be achieved. They understand that they have a wide range of people they can turn to for advice and support. Their awareness of the need to be safe when using the internet or mobile phones is strong from an early stage. Pupils have a secure awareness of what to do if they view inappropriate online material because of the effective focus on e-safety. Pupils are well prepared for the next phase of their education.

4. Inspection Evidence

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

Inspectors

Mrs Diane Gardiner	Reporting inspector
Mr Gavin Sinnott	Compliance team inspector (Head, IAPS school)
Mr Ian Raybould	Team inspector (Head, IAPS school)