

# School inspection report

11 to 13 June 2024

## **The Chadderton Preparatory School**

Broadway  
Chadderton  
Oldham  
OL9 0AD

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'.

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## Summary of inspection findings

1. The proprietor conducts regular visits to the school and communicates frequently with leaders to ensure that he is well informed about school life and able to maintain appropriate oversight. His support and challenge help leaders maintain the warm and encouraging atmosphere which prevails at the school.
2. Leaders maintain purposeful links with external agencies, take their advice as appropriate and ensure that risks to pupils' physical and emotional wellbeing are effectively mitigated. As a result, pupils feel safe and secure in school.
3. Children in the early years make a positive start to their education. Leaders know them well and plan activities which develop their intellectual and physical abilities and promote their emotional development.
4. Teachers plan lessons thoughtfully and give pupils constructive verbal and written feedback. This enables them to make good progress. However, teaching does not always stimulate and challenge pupils who have higher prior attainment effectively enough to enable them to make as much progress as possible.
5. Leaders and staff treat pupils fairly and set them a positive example through their kind, thoughtful behaviour. Their diligent supervision and attentiveness to pupils' needs contribute positively to pupils' physical and emotional wellbeing.
6. Leaders enable pupils to grow in maturity and understanding, thereby preparing them to play a positive role in the wider community. Leaders and staff teach pupils about diversity effectively, with the result that pupils develop awareness of and respect for people with different cultures and beliefs. Leaders enable pupils to acquire leadership roles in school to prepare them for the responsibilities of adult life.
7. Pupils' understanding of money and the part it plays in society begins in the early years and is further developed as they move up the school. Leaders provide opportunities for pupils to build their entrepreneurial skills and act in support of the local community.
8. Safeguarding is effective. All staff are appropriately trained and those with designated safeguarding responsibilities implement the safeguarding policy effectively.

## 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 teaching stimulates and challenges pupils who have higher prior attainment effectively enough to enable them to make as much progress as possible.

## Section 1: Leadership and management, and governance

9. The proprietor and leaders work collaboratively to create a happy, secure environment in which the pupils benefit from an effective education. The school is led efficiently and, as a result, all the Standards are met.
10. The proprietor ensures that leaders have the skills and understanding to fulfil their responsibilities successfully. Termly reviews of school procedures and documentation, regular visits to the school and frequent communication with school leaders enable the proprietor to maintain effective oversight of the school.
11. Leaders engage in regular, thorough and detailed evaluation of the school. As a result, they identify strengths and areas for improvement and use this analysis to set appropriate targets for future development. They ensure the effective implementation of policies.
12. Leaders ensure teaching does not discriminate inappropriately. They make reasonable adjustments for pupils when required and promote an environment which values mutual respect and appreciation of diversity.
13. Leaders of the early years provide the children with an interesting, varied and engaging curriculum. Staff in the early years ensure suitable supervision of the children and provide parents with helpful information about their children's progress.
14. Risk management is effective. Leaders ensure that all staff receive suitable risk assessment training. Appropriate risk assessments address site safety and pupil activities, including educational visits, and ensure suitable mitigations are provided for the potential hazards that are identified. The proprietor and school leaders review risk assessments annually and amend the risk assessments to reflect their evaluation of their effectiveness.
15. Leaders provide parents with detailed information about their children's progress and wellbeing through written reports and parents' evenings. Staff are available at the beginning and end of the school day to provide helpful, regular, informal updates. Leaders provide the local authority with required information about the provision for any pupils that they fund.
16. Leaders ensure that there is appropriate and timely liaison with external agencies when required, including with regard to concerns over pupils' welfare. Leaders with safeguarding responsibilities maintain effective links with the relevant local safeguarding partners and take their advice in support of their own decision-making. The school informs the local authority of any pupils who join or leave the school at times other than the usual points of transition. The outcomes of the Early Years Foundation Stage Profile assessments are provided in a timely manner to the local authority.
17. The process of managing complaints is effective. Appropriate measures to respond to formal complaints are in place. Senior staff are available at the beginning and the end of each day to address promptly any informal concerns which parents might raise.
18. Leaders ensure that the school complies with its responsibilities under the Equality Act 2010. They ensure that pupils who have special educational needs and/or disabilities (SEND) including those who have an education, health and care (EHC) plan, receive appropriate support. The school

implements an appropriate accessibility plan which includes suitable action to improve access to the premises and curriculum for any pupils with disabilities.

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

**19. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

20. A balanced curriculum and effective teaching engage the pupils' interest and encourage a love of learning. Leaders provide detailed schemes of work and supporting plans which enable pupils to acquire relevant skills and knowledge.
21. Early years leaders provide a curriculum which enables the children to acquire fundamental literacy and numeracy skills, begin to learn Spanish, develop fine and gross motor skills and understand how to relate successfully to those around them. Children are taught in an environment which is organised to allow purposeful learning. Interesting themes such as 'Food, glorious food' and imaginatively organised role play areas enable them to learn the sounds that letters make, how to form letters and the basic principles of multiplication.
22. Early years staff use whole class teaching, small group work and individual support to enable children to make good progress in all areas of the curriculum. Children read competently, collaborate happily and speak confidently to each other and to adults. Staff utilise the outdoor area effectively to encourage children's curiosity and enhance their knowledge of the natural world.
23. Most teaching is effectively structured to build on pupils' prior knowledge and enable them to develop secure understanding of key concepts. Pupils are able to discuss their work confidently and with understanding, using subject-specific vocabulary in a way that demonstrates their developing knowledge well. Teaching ensures that pupils behave well and apply themselves to their learning effectively. Pupils engage actively in the performing and creative arts. Leaders provide opportunities for pupils to develop their instrumental, choral, dramatic and performing abilities.
24. Teachers foster positive relationships with pupils which enable them to build resilience and engage in purposeful learning. Teachers know pupils well and they are quickly able to identify the next steps in their learning. However, teachers sometimes provide pupils who have higher prior attainment with work that does not stimulate or challenge them sufficiently to enable them to progress as well as they could.
25. There is a suitable and systematic assessment framework. Formal, nationally benchmarked assessments and informal evaluations enable teachers to identify pupil needs. Daily assessment enables targeted, individual support to be put in place promptly to ensure progress. Continuous progress monitoring in all subjects ensures that any gaps in understanding are addressed in a timely manner. Prompt feedback and evaluation in all year groups enable pupils to identify the next steps in their learning.
26. Leaders with responsibility for pupils who have SEND identify the needs of pupils who have SEND promptly and meet these through structured support plans and appropriate tasks which take account of the pupils' prior learning. Teachers and teaching assistants work together successfully to ensure pupils receive effective individual support when required. Leaders review the support plans each term and amend them as necessary.
27. Leaders monitor the language development and skills of pupils who speak English as an additional language (EAL) effectively and ensure teachers provide appropriate support for them when needed. As a result, these pupils make good progress with their English.

28. Leaders provide a wide range of extra-curricular activities, with the choice of these being informed by suggestions from the school council. Clubs such as chess, football, photography and life-skills are well attended by pupils of all ages. Skilled teaching enables pupils to develop their abilities and interests well in these areas. The clubs provide an atmosphere which motivates pupils and promotes teamwork and healthy competition.

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

**29. All the relevant Standards are met.**



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

30. Through the personal, social, health and economic (PSHE) education programme, teachers successfully promote cultural inclusivity. They model tolerance and respect for others and ensure that work promoting these values is displayed on noticeboards around the school. As a result, pupils are kind and courteous to one another and confident to share ideas openly with their teachers and each other.
31. Leaders actively encourage pupils to express their opinions through the school council, which represents the whole school, and termly surveys. Taking account of their views and making changes to school uniform, for example, helps to build pupils' self-confidence and self-esteem.
32. The relationships education effectively develops pupils' self-awareness, understanding of the needs of others and what makes relationships healthy, and awareness of ways of using technology safely and appropriately. Leaders ensure the programme is informed by appropriate consultation with parents. Through the programme, pupils develop their knowledge of different family structures, the importance of privacy and respecting boundaries, and an understanding of consent.
33. Leaders provide a broad physical education (PE) and sports programme. Activities such as ball games help develop the youngest children's gross motor skills. Pupils' skills of balance, co-ordination and movement to music are enhanced by dance lessons. Weekly swimming lessons for pupils of compulsory school age develop pupils' skill and confidence in the water. School teams regularly participate in national tournaments for independent schools.
34. Consistent, fair application of school rules promotes good behaviour and sanctions are rarely required. Rewards such as house points and golden time successfully create an environment in which positive conduct is valued by the pupils. Leaders monitor behavioural records carefully to identify trends and use this information and their knowledge of the pupils to address these. Rare instances of poor behaviour are used by leaders as opportunities to educate pupils to make wiser behavioural choices in the future. Training in anti-bullying strategies and diligent supervision of the pupils enable staff to deal with any incidents of poor behaviour or bullying promptly and effectively. Leaders and staff model caring and nurturing behaviour and promote the principles, 'Be respectful, be responsible, be prepared', throughout the school. As a result, pupils are well behaved and positive relationships are a feature of school life.
35. Leaders ensure the health and safety policy is effectively implemented through methodical checks and servicing of equipment. The premises are well maintained and careful monitoring of the site promotes pupils' safety. A suitable fire risk assessment, termly fire drills and weekly fire alarm checks mitigate fire risks. Suitable first aid is administered by appropriately trained staff to pupils who are unwell, injured or have specific medical needs. Leaders ensure that any accidents are recorded appropriately and that parents are informed promptly.
36. Pupils are well-supervised in school, including during after-school activities and on educational visits. Early years leaders ensure that staff are deployed appropriately so that the required staff-to-child ratios are always maintained.

37. Admissions and attendance registers are accurately maintained, and leaders successfully encourage high levels of attendance. They inform the local authority appropriately whenever pupils join or leave the school at non-standard times.

**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 use the curriculum to promote successfully the pupils' understanding of tolerance, democracy and respect for others. The PSHE programme's teaching about the importance of fairness, equality and the rule of law is reinforced by visiting speakers from the police service and the magistrates' court. As a result, pupils develop their understanding of how wider British society operates and of ways that people contribute positively to it.
40. Leaders emphasise the importance of empathy and respect for others, including through carefully structured assemblies that complement the PSHE programme. The pupils' knowledge and understanding of different family structures and key rights and responsibilities are developed. Pupils learn about the damage that racism and sexism can do, and how the rejection of these contributes positively to collaboration and social cohesion.
41. The wide-ranging religious education curriculum enables pupils to learn about the major world faiths and discuss philosophical and ethical themes. In addition to studying the Abrahamic faiths, Buddhism, Hinduism and Sikhism, pupils also explore humanism and debate ethical principles such as justice and freedom, friendship and the significance of commitment. As a result, pupils develop appreciation of people's cultural backgrounds, values and identities and develop their sense of right and wrong.
42. Leaders provide opportunities for pupils both to understand and experience democracy in action and enable pupils to take on responsibilities. The PSHE programme teaches pupils about the structure and principles of parliamentary government. Pupils are given experience of democratic process in action through voting for house captains and members of the school council. Those wishing to be chair, treasurer or secretary argue their case in assembly before all the pupils who then vote for their chosen candidate. Leaders provide further positions of responsibility for pupils who are librarians, house captains and 'bus buddies' to younger pupils on school transport. These roles serve to develop pupils' sense of responsibility towards others.
43. Pupils learn how they can make a positive contribution within their local community. The school council determines which charities to support, and teachers enable pupils to support a local charity for homeless people by accompanying them to the charity to make sandwiches and deliver toys.
44. Educational trips to York and Whitby and a two-day residential trip to London, including a visit to the Houses of Parliament, enable pupils to experience wider British society and its key institutions. Participation in activities to mark Parliament week, including letter-writing to their member of parliament about local matters, and lessons about local government and the role of members of parliament, familiarise them effectively with key aspects of British politics. Leaders and staff ensure that any political themes that arise are explored impartially.
45. The curriculum develops pupils' understanding of finance and economic matters effectively. Older pupils take part in a challenging enterprise activity which gives them direct experience of budgeting, teamwork and entrepreneurship. Others learn about personal finance through workshops provided by a national bank. Early years pupils' understanding of money is developed through numeracy lessons which teach them about coins and notes and introduce the concept of change through

subtraction sums. This learning is reinforced through informal role play activities in areas such as the 'beach café' which involves children utilising costed menus and bills.

46. Pupils begin to understand different careers and public services through the PSHE programme. Visits from people representing different occupations, including medical staff, police, veterinary professionals and those employed in finance, give pupils opportunities to question them about their roles and acquire knowledge of the work they do.
47. Leaders ensure that pupils are supported effectively for the next steps in their education. Staff help children in the early years to manage the transition to Year 1 by taking them to visit their new classroom and meet their new teacher before the start of the new academic year. Partnerships with a range of secondary schools allow pupils to learn about senior school life. Taster days and specific activities such as science, technology, engineering and mathematics workshops at these schools help pupils prepare for their transition to secondary education. Teachers provide effective support for older pupils as they prepare for 11+ assessments and interviews. Pupils are successful in gaining places at the next schools of their choice.

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

- 48. All the relevant Standards are met.**

## Safeguarding

49. The proprietor and leaders with designated safeguarding responsibilities are appropriately trained. They ensure that the school implements a suitable safeguarding policy which takes account of current statutory guidance.
50. The safeguarding team liaise effectively with external agencies, consulting the local authority designated officer (LADO) and children's services in a timely manner. They refer safeguarding concerns to them when appropriate and act in accordance with any advice they receive.
51. As a consequence of regular and effective safeguarding training, including at induction, staff manage any disclosures or other concerns about pupils confidently and appropriately. Staff understand how to respond to allegations or concerns about adults working in the school. Safeguarding is an agenda item for the twice-weekly staff meetings which provide suitable opportunities for designated safeguarding leaders to provide staff with regular updates on pupils' wellbeing and any safeguarding matters.
52. PSHE education and computing lessons educate pupils in how to stay safe online. Pupils are encouraged to share with staff any concerns they might have and are confident that staff would respond promptly and appropriately. The proprietor provides suitable filtering and monitoring systems to support safe use of technology in school.
53. Safer recruitment procedures are effective. Leaders' thorough implementation of appropriate procedures ensures that adults are suitably checked before they begin work at the school. There is an accurately maintained single central record of appointments (SCR) and personnel files are properly maintained.
54. The proprietor maintains thorough and systematic oversight of safeguarding. This includes monthly reviews of the SCR and termly reviews of personnel files. The safeguarding policy and procedures are reviewed annually. Safeguarding is on the agenda for termly meetings involving the safeguarding team and the proprietor.

### The extent to which the school meets Standards relating to safeguarding

- 55. All the relevant Standards are met.**

## School details

<b>School</b>	The Chadderton Preparatory School
<b>Department for Education number</b>	353/6017
<b>Address</b>	The Chadderton Preparatory School Broadway Chadderton Oldham OL9 0AD
<b>Phone number</b>	01616 206570
<b>Email address</b>	office@thechadderton.co.uk
<b>Website</b>	<a href="http://www.thechaddertonprepgrammar.co.uk">www.thechaddertonprepgrammar.co.uk</a>
<b>Proprietor</b>	Mr Ali Khan
<b>Headteacher</b>	Mrs Caroline Greenwood
<b>Age range</b>	2 to 11
<b>Number of pupils</b>	119
<b>Date of previous inspection</b>	22 to 23 January 2020

## Information about the school

56. The Chadderton Preparatory School is a co-educational independent day school. It is located in Oldham in Greater Manchester. The school is overseen by a sole proprietor.
57. There are 44 children in the early years, comprising two Nursery classes and one Reception class.
58. The school has identified 18 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.
59. English is an additional language for 28 pupils.
60. The school states its aims are to work alongside parents to inspire academic excellence, creativity and mutual respect, through the provision of a unique, happy and exciting environment.

## Inspection details

### Inspection dates

11 to 13 June 2024

61. A team of four inspectors visited the school for two and a half days.

62. 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
- discussion with the proprietor and one of the directors
- discussions with the head, 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.

63. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)