

Ursuline Preparatory School



Inspection Report Summary 2019

Message from the Headmistress

The Independent Schools Inspectorate (ISI), the regulatory body for independent schools, spent three days in June 2019 at the Ursuline Preparatory School. They carried out a FOCUSED COMPLIANCE INSPECTION and an EDUCATIONAL QUALITY INSPECTION. I am delighted to inform you that these reports resulted in the best possible grades in every category for the School.

This booklet is designed to give you a summary of their findings. The full report is available on request or can be found on our website:

www.ursulineprepwarley.co.uk

The most rewarding comment that the inspectors made to myself and the Trustees was: “The children in this school think it is perfect.”

Mrs. P. Wilson MBE MSc



Scope of the Report

The report addressed the following aspects of school life:

- **Quality of education provided**
- **Spiritual, moral, social and cultural development**
- **Welfare, health and safety**
- **Provision of information**
- **Premises and accommodation at the school**
- **Quality of leadership and management**



The report provides a detailed analysis on the quality of pupils' personal development and the quality of pupils' academic and other achievements.

The school is delighted to inform you that we achieved the top grade in all 8 aspects inspected. The one repetitive comment from the inspectors was that the school is like a family. Caring for each other and working together to ensure that each member of the community achieves their best.

This is due to the combined efforts of the Trustees, Governors, staff, parents and the children themselves.

Inspectors observed lessons, conducted formal interviews with pupils and examined samples of their work. They held discussions with members of staff and with the Chair of Governors, observed a sample of extra-curricular activities that occurred during the inspection period and attended assemblies. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed and the inspectors examined curriculum and other documentation made available by the school.



Educational Quality Inspection



Children make consistently good progress across all areas of the curriculum in the early years foundation stage (EYFS) as they lay down strong foundations for future learning, due to the highly effective planning and assessment that ensures provision is closely matched to children's needs and interests.

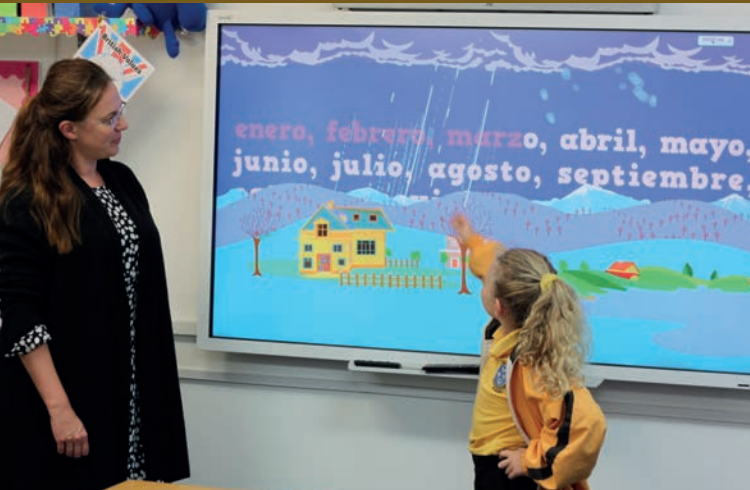
As a result, all children achieve, and the majority exceed, the early learning goals by the end of the foundation stage. Throughout the school, this same level of progress and attainment is evident due to the high expectations and very solid grounding in the core skills pupils need to engage with the junior curriculum.

Key Finding: "The quality of pupils' academic and other achievements is excellent."

- Pupils of all abilities in all year groups make good progress at all stages.
- Pupils have well developed linguistic and mathematical skills.
- Pupils exhibit fluency and clarity in their written work.
- Pupils have very secure IT skills.
- Pupils work with a high level of concentration.



Excellent in all areas



Key Finding:

“The quality of pupils’ academic and other achievements is excellent.

Pupils of all abilities, and in all year groups, make good progress at all stages, due to the broad curriculum and planning that is based on a detailed understanding of the needs of individual pupils. Pupils are entered for national curriculum tests at age seven and eleven.

Over the years 2015 to 2018, results in both tests have been well above the national average. As a result of the rapid progress children achieve preparing for senior schools a considerable number of scholarships are gained to selective schools.”

Key Finding:

“The quality of pupils’ personal development is excellent.

Pupils feel valued and supported from the youngest age and able to tackle challenges willingly, both in class and in the wider aspects of school life.

The self-esteem of the pupils is high, and the school has simple but effective mechanisms for ensuring that individual voices are heard. In their responses to the pre-inspection questionnaire, pupils were unanimous in stating that teachers help them to make progress. Pupils’ success is promoted by senior leaders who monitor progress carefully, using the data to plan the curriculum and inspire new initiatives.”



Pupils' social awareness is excellent

Key Findings:

“The children work effectively with others both in class and in other extra-curricular areas embodying the school’s central ethos of collaboration and co-operation.”

“Pupils are consistently well-behaved. They have a very clear sense of right and wrong.”

“Pupils have a good spiritual understanding as well as an appreciation of the non-material aspects of life.”

Pupils have an excellent awareness and understanding of the need to make healthy choices regarding the food they eat, as well as an appreciation of the importance of taking plenty of exercise during their school day. In conversations with inspectors, pupils spoke enthusiastically about the positive benefits of special events such as Fitness Week and Healthy Lifestyle assemblies. All pupils are well versed in safeguarding, e-safety and what to do if they are concerned about bullying, due to the deeply embedded ethos of understanding and concern for others. As a result, pupils develop characteristics of resilience,

self-awareness and confidence which prepare them well for the next stage of their education, ready to lead successful and productive lives.

Key Finding:

“Throughout the school pupils have a mature understanding and respect of cultural diversity and tolerance of individual differences.”



The quality of the pupils' personal development is excellent



Key Finding:

“Pupils make the most of the many opportunities they have to express themselves as they read out work in class, perform with exuberance in dramatic and musical productions, or write and present reflections of the past year for prize-giving day.”

Information Technology

Pupils have very secure IT skills when using a range of word processing, data handling, and presentation software, due to a highly structured programme of IT lessons, including coding, which is introduced from an early age. The skills are appropriate to their age and they are especially effective in supporting learning in numeracy and communication. Pupils' skills are used to very good effect in some lessons as they plan and cost events for Enterprise Week, create short animated films or edit work to improve their English skills, helped by the commitment of managers to improve the quality and availability of IT resources.



Pupils work with a high level of concentration and attention to detail as teachers encourage quick responses from the whole class, occasionally using IT creatively to encourage participation and gather useful assessment data. For example, in Year 5, pupils' data handling skills and ability to present information in different formats, such as graphs and pie charts, is well above expectations for their age.



In the EYFS, children are encouraged to take small steps to develop self-discipline and resilience



They develop excellent self-knowledge, self-esteem and self-confidence, and are encouraged and helped to take control of their own learning and performance.

From the earliest age clear and structured systems allow the children to reflect and express their emotions. They are seen as joining a family and this extends to all areas of the school community where everyone helps each other. Pupils feel valued and supported from the youngest age and able to tackle challenges willingly, both in the class and in the wider aspects of school life.



Regulatory Compliance Inspection: 100% standards met

1. Quality of education provided

The school measures attainment using national curriculum tests. In the years 2015-2018, the results were well above average for maintained schools. 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.

5. Premises and accommodation



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. Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.



6. Provision of information

A range of information is variously published, provided or made available to parents. Inspectors and the Department for Education. Particulars of the school's academic performance during the preceding school year, inspection reports and a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

www.ursulineprepwarley.co.uk

3. Welfare, health and safety of pupils

Arrangements are made to safeguard and promote welfare of pupils by means that pay due regard to current statutory guidance: good behaviour is promoted; health and 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.



7. Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three stage process. Each stage has clear timescales. Records are kept appropriately, including any action taken, whether or not a complaint is upheld.

4. Suitability of staff, supply staff and Trustees

Appropriate checks are made to ensure suitability of staff, supply staff and proprietors and a register is kept as required.



8. Quality of leadership in and management of schools



The Trustees ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of pupils.

Religious Education Review 2019

Strengths of the school

The Catholicity of this very successful, inclusive Independent School is evident from the first part of contact with the beautiful external statue of Our Lady, which exudes peace and tranquillity to all who approach the school's entrance. The initial impact on entering this school is the warm family, caring and welcoming spirit that it emits which pervades the entire school community.



Children's behaviour

Behaviour is exemplary and a culture of helpfulness, respect and the wellbeing of all pervades this school. The embedding of the School code, which celebrates kindness and merits recognition on the "VIP Board", is an incentive to motivate and inspire Christian living in this school family. It is evident that all pupils feel loved, safe and take full advantage of the "Green Box" system where worries can be inserted and are conscientiously followed up by the designated person with responsibility for safeguarding.

Catholic Life of the School

The provision for the Catholic Life of the School is given the highest possible priority by all members of staff, Governors and Trustees.



Prayer Focus

Each classroom has its own carefully created prayer focus, which is of a very high standard and depicts the liturgical season.



Learning Environment

The school creates a learning environment which offers; each child the security of being part of a welcoming family; challenge which enables them to flourish and achieve their potential; and a connection to the Gospel Values which are evident in books and displayed in and around the school. As a result, all pupils, whatever their life experience, are able to grow in faith and personal strength and achieve in their tasks.

Serving the Community



Pupils are given various opportunities to serve their community across the school. These includes prefects, House Captains, School Council, Librarians and Charity Prefects. Pupils are noticeably proud to be part a thriving Catholic community and engage fully and enthusiastically in the Catholic Life of the School.

Mission Statement

The distinctive nature of this school is defined and encapsulated in the Mission Statement: *"Let the message of Christ in all its riches find a home with you. Teach each other and advise each other in all wisdom."* Colossians 3:16



Governing Body

Governors are strategic partners in the development of the school. They make a highly significant contribution to its Catholicity by their commitment, dedication and support of the Headteacher and her staff.





“The whole school community was delighted with these reports. But we will not be complacent and will continue to strive to ensure that we remain one of the top preparatory schools in the country.”

Headmistress: Mrs P. Wilson MBE, MSc



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