

School inspection report

1 to 3 April 2025

Greenbank Preparatory School

Heathbank Road

Cheadle Hulme

Cheadle

Cheshire

SK8 6HU

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. Leaders ensure that suitable policies and procedures are in place to promote pupils' safeguarding and their educational and social wellbeing. However, they do not have the necessary skills and knowledge to ensure that Standards in relation to risk and health and safety are met.
2. Leaders do not implement health and safety procedures with sufficient rigour to ensure that the Standards relating to health and safety and risk assessment are consistently met. Recommendations from external checks are not always actioned in a timely manner and the risks associated with all areas of the school site are not assessed. Governors' oversight of matters relating to health and safety has not been sufficiently detailed when assessing leaders' fulfilment of their responsibilities.
3. Senior leaders undertake frequent reviews of school policies and procedures, seeking and considering the views of all members of the school community. They support and challenge middle leaders so that new initiatives which benefit pupils' wellbeing are identified and implemented effectively. Leaders provide information to parents about the school and their child's progress and attainment. Details of provision for pupils who have an education, health and care (EHC) plan were not made available to parents prior to the inspection. This was remedied during the visit.
4. Leaders are aspirational in their aims for pupils to develop the skills and attributes they need to make a positive contribution to their school community and the wider world. Pupils develop mature leadership skills, confidence and a sense of responsibility in preparation for their adult lives. They are active participants in their school community and undertake a diverse range of meaningful roles and responsibilities. Pupils actively seek to make a difference to the lives of their peers by identifying ways to improve their school. They have a strong awareness of the importance of mitigating their impact on the natural world. Pupils work collaboratively and with respect alongside peers of different ages, sharing their ideas and achievements. This is a significant strength of the school.
5. Pupils benefit from a well-structured curriculum and effective teaching, making good progress from their starting points. Teaching enables pupils to acquire secure skills, knowledge and understanding in all curriculum areas. Their information and communication technology (ICT) skills are particularly well developed. Pupils who speak English as an additional language (EAL) are not always identified as such in order to enable assessment of their language needs and identification of specific strategies to support them.
6. Leaders continually promote a culture of kindness and responsibility towards others. Pupils and teachers demonstrate a shared respect and consideration towards each other. Pupils understand the benefits of looking after the wellbeing of others, themselves and the wider world.
7. Leaders promote a clear understanding that safeguarding is a shared responsibility throughout the school. They provide training for staff which is updated and reinforced throughout the school year. Staff have a thorough understanding of their roles and responsibilities. Checks on the suitability of adults in the school are undertaken systematically and thoroughly. Pupils have a thorough understanding of how to stay safe when working online.

The extent to which the school meets the Standards

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

Areas for action

The proprietor must ensure that:

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

so that:

- all hazardous materials are stored safely, and actions identified in external health and safety assessments are implemented in a timely manner
- potential risks associated with all areas of the school premises are assessed and mitigated.

Recommended next steps

Leaders should:

- ensure all pupils who speak EAL are identified so that their language needs can be assessed, and suitable strategies identified to support them
- ensure that all information about the school is made available to parents so that they have a full picture of the school.

Section 1: Leadership and management, and governance

8. Leaders have a clear vision for the school and ambitious aims for its pupils. They are reflective when evaluating the school's success in meeting its aims, using the views and ideas of staff and pupils to inform their planning. However, leaders have not implemented actions required by external assessments of equipment or identified the risks to pupils posed by the availability of hazardous materials on site. Governors maintain oversight through visits to the school and reports to the board. In most areas, they effectively assure themselves that leaders have the skills and knowledge they need to fulfil their roles. They assess leaders' success in meeting the Standards through discussion of the development plan and reports from external specialists. However, their oversight of health and safety and the assessment of related risks is not sufficiently rigorous to ensure that the related Standards are consistently met.
9. Leaders have a thorough understanding of potential risks to pupils with regard to safeguarding and the school's location. They identify and put into practice appropriate measures to mitigate these.
10. Leaders continually seek ways to improve pupils' progress and attainment. They make targeted and effective changes following systematic reviews of the curriculum and monitoring of teaching and learning. Leaders foster a learning environment which focuses on kindness and respect. Senior leaders use their detailed understanding of the skills and knowledge of the teaching team to allocate educational and pastoral leadership responsibilities to staff who have appropriate skills for their roles. Middle leaders review and develop provision effectively to meet pupils' needs and promote their wellbeing.
11. Leaders in the early years support staff to identify how they can develop their expertise. They discuss the children in their care and the means by which their needs can be supported. Leaders provide parents with information about the setting and how they can support their child's development.
12. Leaders promote respect throughout the life of the school in accordance with their duties under the Equality Act 2010. An accessibility plan is in place and is updated at least annually. Leaders adapt the premises to improve physical access for pupils and adults. They provide equipment to help pupils learn and make changes to the learning environment to support their emotional and sensory needs.
13. Leaders liaise with other agencies to promote pupils' wellbeing. These include safeguarding partners and the local authority. Information about the school's policies and procedures is provided on the school's website and made available to parents. Information about provision for pupils with EHC plans was not available to parents prior to the inspection. This omission was rectified during the visit.
14. Leaders provide information to the local authority about the funding and implementation of pupils' EHC plans. Parents receive information about their child's progress and attainment in written reports and in person at regular points throughout the school year. They receive further details about classroom activities and school events through newsletters and online communication platforms.
15. Leaders respond to parents' complaints in line with the school's stated procedure and timescales. They record concerns in detail and take parents' views into consideration when making changes to school policy and practice.

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

16. Standards are not met consistently with respect to health and safety and the identification and management of risk from harm.

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

Section 2: Quality of education, training and recreation

18. Leaders develop the curriculum with careful consideration of pupils' needs and the skills and knowledge of staff. Subject leaders draw up schemes of work that enable pupils to develop their skills and knowledge. They use feedback from pupils, parents and assessments to inform their planning so that activities are closely matched to pupils' needs. Throughout the school, leaders work closely with staff to identify the ways in which teaching can be improved through training and guidance. This ensures that teaching consistently enables pupils of all ages to make good progress and achieve well across the curriculum.
19. Children in the early years develop their skills effectively in all areas of learning within a well-planned and structured curriculum. Staff create an accessible and stimulating learning environment which reflects children's interests, cultures and backgrounds. Adults use their knowledge of children and their needs to support them in tackling challenging tasks and learning from their mistakes. Children become confident communicators through varied opportunities to converse, share their ideas and listen to stories. They learn to read and write simple sentences. Children gain an understanding of number and learn to identify shapes and numbers through practical activities, such as when predicting which shapes will roll.
20. Leaders track pupils' progress and identify the next steps in their learning through a structured assessment programme. Teachers use assessment data to plan tasks that pose different levels of challenge and support to meet pupils' needs and prior attainment. They adapt their teaching in response to their observations of pupils' progress and understanding within lessons. Teachers provide pupils with individual targeted feedback in class and in their books. Pupils make successful use of the guidance provided to improve their work and aim for new goals.
21. Leaders identify pupils who have special educational needs and/or disabilities (SEND). They carry out assessments and plan individual strategies to support them, liaising with teachers so that their needs are met in class. Teachers use a range of resources and teaching methods to help pupils who have SEND to access the curriculum with confidence and to make progress.
22. Teachers have a secure knowledge of the subjects they teach and introduce new concepts clearly so that pupils make good progress. They pose challenging questions and problems to enable pupils to think for themselves. Teachers maintain positive relationships with pupils alongside high expectations of their behaviour in lessons. Lessons include a range of activities that foster pupils' curiosity and application. Teachers make effective use of resources in lessons to present new information and to enable pupils to record their work in both written and electronic formats.
23. Teachers adapt lessons to support pupils who are not fluent in speaking English so that they make good progress in their language skills. However, leaders do not assess the specific language needs of pupils who speak English fluently but for whom English is an additional language. These pupils make good progress, but do not benefit from individual strategies designed to further support their language development.
24. Pupils acquire confident communication skills, which they use effectively across the curriculum. This is particularly evident in their report writing, where they explain their research on topics such as the Romans and micro-organisms. Pupils use their well-developed mathematical skills in other curriculum areas, such as when making Easter cakes. Teachers identify activities throughout the

curriculum where pupils' learning benefits from the application of pupils' well-developed ICT skills. Pupils gain insight into the impact of their writing when filming playscripts. They gain a wide knowledge of the details of everyday life in different historical periods and environments by undertaking independent research in humanities lessons.

25. Pupils have well-developed map-reading skills for their ages and create complex timelines of events in different historical periods. They develop skills of investigation and acquire a thorough knowledge of scientific topics such as habitats and forces through practical activities, visits to the local park and their own research. Leaders promote pupils' creative skills through the provision of specialist teaching in art, drama and music. The artwork on display around the school shows skill and imagination. Pupils perform annually in school productions and learn to sing complex songs with accuracy and engagement in their music lessons.
26. Pupils are well prepared to move on to each new stage of their education within the school. Older pupils are successful in gaining places at their senior schools of choice, including those with selective entrance procedures. Parents are provided with information about these achievements.
27. Pupils engage in a wide range of extra-curricular activities during and after the school day. Clubs are well attended, providing pupils with opportunities to extend their skills in curriculum areas such as music, art and science. Pupils also explore and develop their interests in clubs such as gardening, chess and cooking.

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

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

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

29. Leaders implement effective strategies to support and encourage pupils' emotional and mental wellbeing. They promote the school's key value of caring for others within all aspects of school life so that kindness and respect towards others are seen as the norm. Pupils show consideration towards each other, understanding that it is their responsibility to help others.
30. Leaders do not consistently implement policies and procedures to promote pupils' physical safety in school. Leaders do not ensure that all hazardous materials are stored securely and out of the reach of pupils. Checks are undertaken of facilities, including those completed by external specialists. However, leaders do not always implement the actions identified as necessary in checks of equipment and electrical fittings.
31. Staff in the early years establish warm relationships with children. They support them in gaining the confidence they need to try new activities and to persevere when faced with challenges. Leaders promote pupils' self-esteem and respect for each other through opportunities to take on age-appropriate responsibilities in school. As a result, pupils communicate confidently with peers of different ages, backgrounds and needs, listening respectfully to the views of others.
32. Leaders promote positive behaviour through high expectations and recognition of pupils' success in meeting them. Staff in the early years identify the ways in which children need support to understand their feelings and manage their behaviour. Teachers adapt provision and procedures to meet pupils' needs and help them to adhere to the pupil code of conduct. The behaviour policy is implemented consistently, utilising strategies that enable pupils to reflect on and improve their behaviour.
33. Leaders implement an effective anti-bullying strategy. Pupils understand when and how to report their concerns. Incidences of bullying are managed with support for all parties and are few in number. The pupil wellbeing ambassadors are well known to their peers, who trust them to listen to their concerns and share them with adults when appropriate.
34. Teachers plan activities in personal, social, health and economic (PSHE) education lessons which enable pupils to reflect on and understand their place in the world. Pupils consider their hopes and dreams and their responsibilities towards others. They develop insight into how to nurture their own mental health through quiet contemplation. Pupils learn to understand and manage their own emotional needs, supported by the availability of 'chill zones', and guidance on their use. Pupils develop an appreciation for the natural world and its benefits through engaging in outdoor learning sessions and activities such as gardening. They understand that they can play a part in protecting the environment and how their actions can make a difference.
35. Pupils develop a secure understanding of the features of healthy relationships and of the physical and emotional changes that lie ahead through the relationships education programme. Staff encourage discussion and reflection in lessons and through pupils' assessment of their learning. Staff support pupils in recognising and resolving difficulties in their friendships so that they develop resilience and an understanding of the complexities of relationships.

36. Children in the early years develop their co-ordination skills in activities such as digging in the outdoor learning environment, painting and manoeuvring tyres. The physical education (PE) curriculum provides pupils with opportunities to develop their physical abilities in well-planned lessons delivered by specialist staff. Pupils further their skills within extra-curricular activities and achieve success in fixtures and events with other schools.
37. Pupils have a secure understanding of the ways in which they can maintain their physical and mental health, gained through PSHE, PE and science lessons. Children in the early years and pupils throughout the school learn about the elements of a healthy diet and the importance of dental hygiene. Staff encourage healthy snacks, and a range of nutritious options are available at lunchtime so that pupils can put their knowledge into practice.
38. Suitable procedures are in place to record and monitor pupils' attendance. The admission register is maintained in line with requirements. Leaders monitor pupils' attendance closely and take appropriate action when concerns arise. Leaders inform the local authority when pupils join or leave the school at non-standard transition points.
39. Leaders implement suitable procedures to mitigate the potential risks from fire. Pupils are supervised throughout the school day by a suitable number of adults. First aid is provided to pupils who are injured or unwell by qualified staff.

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

40. Standards are not met consistently with respect to health and safety.
- 41. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

42. Pupils develop a social conscience and an awareness of the importance of contributing to society by taking an active role in helping others and instigating improvements in their school. Leaders provide opportunities for all pupils to develop leadership skills and to make meaningful contributions to their school. Pupils support the smooth running of the school in roles such as table monitors, librarians and digital monitors. Pupil wellbeing ambassadors are well known and trusted to help others. Pupils develop confidence and organisational skills when leading houses and sports teams and when drawing up proposals which leaders put into practice to improve the day-to-day life of the school.
43. Teachers plan activities in PSHE lessons that enable pupils to gain an understanding of British public services and institutions. When political matters are discussed in lessons or extra-curricular activities, staff are careful to ensure that pupils are introduced to opposing views in a balanced manner. Pupils understand the process by which laws are made and the ways in which these differ from rules in school. They have a clear understanding of right and wrong and a readiness to take responsibility for their actions.
44. Older pupils understand about the role that Parliament plays in making laws, enhanced by visits to the Houses of Parliament. Pupils of all ages understand the democratic process and the part they play in putting it into practice when voting for pupil councillors. They know that voted representatives must seek the views of their peers and report on what happens in meetings. Older pupils lead the school council and eco-council meetings, where the views of all members from Year 1 upwards are heard within a respectful forum. The councils initiate important changes in the school, such as a survey of food waste and the refurbishment of school facilities. Pupils throughout the school are aware of the actions undertaken and are appreciative of the difference these make to their lives.
45. Pupils develop their economic awareness through PSHE lessons and school events. They decide how to spend their money at cake sales in school and understand the importance of distinguishing the things they need from the things they want. Older pupils learn to budget and to use electronic payment systems on residential trips. Pupils extend their understanding of economics in the wider world through consideration of fair-trade principles and workers' pay.
46. Leaders promote respect through the shared values of the school, assemblies and the religious education and PSHE curriculums. Pupils learn about the lives of children who live in different countries and who practise a range of faiths, identifying the contrasts and similarities between their lives. They understand the challenges faced by people who have specific needs or disabilities and learn about their achievements in careers which they may choose to follow themselves. Pupils listen with respect to others throughout the school, whether they are close friends, adults or younger pupils.
47. Children in the early years learn to work and play together, taking turns and sharing resources in their work and play. They form positive attachments to their peers and to adults in the setting. Adults support children in making good friendships and when asking to join in with others' activities. The early years curriculum enables children to learn about the similarities and differences between the cultural communities in British society. Staff enhance children's understanding by inviting children and parents to share their traditions and festivals in school.

48. Pupils take part in a range of events within the local community, including visits to local care homes and allotments, which enable them to make connections with members of different generations. Pupils support charities both locally and further afield, including during the annual Charities Week. They learn to consider the needs of people in challenging circumstances through marking events such as Remembrance Day and Mental Health Awareness Week.

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

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

Safeguarding

50. Leaders review safeguarding policies and procedures and amend these in response to changes in statutory guidance and pupils' needs. They implement procedures effectively and liaise with other local partnerships to safeguard pupils and protect them from harm.
51. Governors maintain effective oversight of safeguarding through visits to the school and reports to the governing board throughout the year. They oversee the annual review of policies and procedures.
52. Staff, governors and safeguarding leaders are appropriately trained for their roles. Leaders provide additional staff training through regular updates and checks of understanding, using staff feedback to inform future training.
53. Leaders provide clear guidance for staff about expectations of their conduct which staff understand well. Concerns about the behaviour of adults in school are managed appropriately and in collaboration with external agencies when required.
54. Staff have a thorough understanding of their safeguarding responsibilities and of how to report concerns about pupils. Records are detailed and are stored appropriately. Leaders manage concerns in line with statutory guidance and with reference to pupils' individual needs. Suitable arrangements are in place for the management of allegations of child-on-child abuse.
55. Senior leaders have a thorough understanding of the potential safeguarding risks to pupils. They are alert to the risks associated with the school's specific context and those affecting individual pupils, putting suitable measures in place to mitigate these.
56. Pupils learn how to stay safe when they are online and in the wider world during their ICT and PSHE lessons. They have a well-developed understanding of the precautions they can take to protect themselves when using the internet. Younger pupils can describe the features of a safe password whilst older ones know how to check online sources and report unwanted online contact.
57. Leaders maintain an effective system to filter pupils' access to the internet in school. This is monitored and checked regularly. Attempted breaches are reported promptly, and appropriate action is taken in response.
58. Leaders undertake appropriate checks on adults before they begin to work or volunteer at the school. Personnel files are well organised and reflect the robust systems in place. Leaders record checks on a single central record of appointments (SCR) as required.

The extent to which the school meets Standards relating to safeguarding

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

Schedule of unmet Standards

Section 1: Leadership and management, and governance

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

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.
EYFS ² 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

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

Paragraph number	Standard
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
EYFS 3.64	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.
EYFS 3.90	The EYFS requirements sit alongside other legal obligations and do not

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

² Early years foundation stage statutory framework ('EYFS')

	<p>supersede or replace any other legislation which providers must still meet. For example, where provision is taking place in maintained schools there is other legislation in place with which headteachers, teachers and other practitioners must comply with. Other duties on providers include:</p> <ul style="list-style-type: none"> • Employment laws. • Anti-discriminatory legislation. • Health and safety legislation. • Data collection regulations. • Duty of care.
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The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

60. The overall effectiveness of the early years provision is inadequate.
61. There is a breach of the safeguarding and welfare requirements, which means that the overall effectiveness, leadership and management, and personal development judgements are inadequate.
62. Leaders do not assess risk effectively. When the setting is operational, an entrance gate to the premises is not secured, providing open access to and from the main road. Unknown persons can enter the premises and the setting because there are no clear procedures in place to secure all side entrances to the setting. Leaders have not recognised this. This puts children and staff unnecessarily at risk. This breach does not have an impact on the quality of education and the behaviour and attitudes of children, which are good.
63. Children are welcomed into this friendly setting by staff who are caring and nurturing. Children form strong attachments to the staff, who know them well. Staff spend time with children before they start, getting to know the routines of families and children, which helps children settle quickly. Children develop a positive sense of belonging.
64. Children's behaviour and attitudes to learning are good. Staff understand their needs and sensitively support them to understand their feelings and emotions. Children demonstrate self-confidence and high self-esteem as they move around the setting and play with their friends.
65. Staff create a curriculum that builds children's knowledge and experiences over time. They use what they know about them to further stimulate children's ideas, imagination and thinking. This helps children develop their skills in readiness for the next stage in their education. They make good progress, guided by sensitive and dedicated staff.

Quality of education

66. The quality of education is good.
67. Leaders and staff consider the specific needs and interests of children, including those who have SEND, when they plan the curriculum. Staff speak knowledgeably about what they want children to learn. They deliver carefully planned activities to help children develop their skills in enjoyable and interesting ways. Sometimes, staff do not use opportunities to extend children's learning further while they play. However, overall, babies and children demonstrate a love and enthusiasm for learning.
68. Staff plan stimulating activities to develop children's physical skills. Children improve their co-ordination, balance and spatial awareness when they play in the exciting outdoor environment. Staff provide interesting activities that develop children's fine motor skills. For example, babies explore the texture of oats when they scoop and pour them, while older children practise cutting skills using a range of different styles of scissors, and explore textures, such as leaves, dried spaghetti and tissue paper. This builds children's skills over time and develops their dexterity for writing in the future.

69. Staff focus on supporting children's communication and language skills. They provide a dialogue and repeat words and phrases to help enhance children's developing vocabulary. Children listen with interest when staff sing songs and read stories with energy and enthusiasm. They join in and respond to familiar rhymes with actions, such as by pointing to body parts, clapping their hands and following a rhythm. However, on occasion, staff do not have sufficient information to fully support those children who speak EAL. This means staff cannot fully assess whether children's communication and language skills are falling behind those of their peers.
70. Staff share information with parents about their child's learning. This helps parents support learning at home. Parents are welcomed and positively encouraged to come into the setting to speak with staff, such as at the start and end of the day. Staff plan inclusive, social events that provide parents with opportunities to join in with activities alongside children.

Behaviour and attitudes

71. Behaviour and attitudes are good.
72. Staff focus on helping children form positive relationships with each other and they develop their social skills well. Children interact with each other and happily take turns and play collaboratively and harmoniously alongside their friends. Children eagerly explore and co-operate, showing positive attitudes towards their play and learning. They appear happy, content and settled in the cosy environment.
73. Staff create a culture of respect and kindness, acting as good role models for children's positive behaviour. Children behave well and show confidence in social situations. They are eager to talk about their activities with adults and answer questions. Young babies greet visitors with a smile and a wave. During mealtimes, children engage in conversations with staff and demonstrate good manners.
74. Children learn to express their feelings and emotions. They are guided by sensitive staff who know when to step in to help them manage any overwhelming feelings. Older children think about how they feel when they arrive in the morning and place a photograph of themselves next to a colour that corresponds to their mood. Staff reflect on their feelings with them and help them begin to understand their emotions.

Personal development

75. The personal development of children is inadequate.
76. Due to a breach in the safeguarding and welfare requirements, personal development is inadequate.
77. Relationships between staff, babies and children are nurturing. Staff are sensitive and responsive to the needs of each child in their care. For example, they are alert and quick to respond to babies' needs and they consistently offer cuddles, reassurance and eye contact. Staff help children understand and follow healthy routines. Older children learn to manage their own personal care, such as washing their hands before they eat.
78. Staff encourage children to make choices and to take appropriate risks and challenges. For example, children demonstrate increasing levels of self-confidence when they balance on tyres and planks.

With support from staff, babies navigate uneven surfaces and ramps. This helps children develop confidence, independence and resilience as they explore the environment and the resources.

79. Staff place high priority on the safety and welfare of sleeping babies and children. They follow safe sleeping practices and always supervise children closely, to ensure they are safe, settled and comfortable. They follow established routines from home to help babies feel secure.
80. Staff develop children's curiosity and wonder in the world. They provide children with opportunities to care for the environment, such as when they build a bug hotel, or grow plants outside. Children learn about their community and the lives of others, such as when they make artwork or share stories about recent Eid celebrations. This helps children understand that they are global citizens who share similarities and differences with others across Britain and the world.

Leadership and management

81. Leadership and management are inadequate.
82. Leaders have not taken sufficient action to ensure that the premises is secured. They have failed to recognise and assess the risk of a gate and door leading from the main road to the setting that typically remain open. This puts children at risk.
83. Leaders listen to staff and liaise with them to make improvements to the setting. They reflect on any changes they make, to continually provide children with experiences that are exciting and meaningful. For example, the newly refurbished outdoor area provides children with a wide range of opportunities to enhance their physical development and independence skills, and to follow their interests.
84. Leaders act swiftly to put in place suitable provision for children who have SEND. They ensure that they work closely with other professionals to provide children with the right support at the right time, to help them make good progress. However, they do not demonstrate a deep and thorough knowledge of when children may be eligible for additional funding to boost their progress even further.
85. Leaders are dedicated and determined to provide children and their families with a happy and welcoming environment. They provide effective support and supervision for staff. They establish an open culture of honesty and trust, and they ensure that staff workload is manageable. They provide staff with opportunities to build on their professional skills and knowledge to develop their teaching. This successfully supports staff wellbeing and practice throughout the setting.

Safeguarding

86. Safeguarding is not effective.
87. Due to a breach in requirements, safeguarding is not effective. However, leaders and staff receive regular training to help them recognise the signs and symptoms of abuse. They know what to do should they have any concerns about children's welfare. They understand expectations and procedures around whistleblowing in the event of concerns about the suitability of anyone working with children. Staff keep children safe during mealtimes by maintaining high levels of supervision

and by following robust procedures to prevent children from receiving food to which they are allergic.

Areas for action

The proprietor must:

- ensure any entrance to the setting, including the gate and the door, is always secure to prevent any unauthorised people from entering the premises
- develop risk assessments to identify how risks to children's safety can be minimised and ensure that these are regularly reviewed.

Recommended next steps

Leaders should:

- strengthen staff interactions to help them recognise when to extend children's learning during spontaneous play
- share information with staff more effectively about those children who speak EAL to help them identify and support their learning
- develop understanding of the types of additional funding available to children, to help them gain full access to their early years educational entitlements.

The extent to which the school meets the requirements of the early years foundation stage

88. The school's registered provision for childcare does not consistently meet the requirements of the Childcare Act 2006. A schedule of unmet requirements is included below.

Schedule of unmet early years foundation stage requirements in the registered early years setting

Section 3 – The safeguarding and welfare requirements

The relevant requirements are not met.

Paragraph number	Early years foundation stage requirements
EYFS 3.76	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

School details

School	Greenbank Preparatory School
Department for Education number	356/6005
Registered early years number	EY287053
Registered charity number	525930
Address	Greenbank Preparatory School Heathbank Road Cheadle Hulme Cheadle Cheshire SK8 6HU
Phone number	0161 4853724
Email address	info@greenbankschool.co.uk
Website	www.greenbankschool.co.uk
Proprietor	Greenbank School Limited
Chair	Mrs Laura Marler
Headteacher	Mr Malcolm Johnson
Age range	6 months to 11 years
Number of pupils	234
Number of children in the early years registered setting	112
Date of previous inspection	26 to 28 January 2022

Information about the school

89. Greenbank Preparatory School is a co-educational day school for pupils aged six months to eleven years, located in Cheadle, Cheshire. The school consists of the infants for children aged three to seven and the juniors for pupils aged seven to eleven. It is a charitable trust, governed by a board of trustees.
90. The registered early years setting caters for children aged six months to three years in four day Nursery classes. Children aged three to five years are based in the main school in one Nursery class and one Reception class.
91. The school has identified 36 pupils as having special educational needs and/or disabilities (SEND). A small proportion of pupils in the school have an education, health and care (EHC) plan.
92. The school has identified English as an additional language (EAL) for 14 pupils.
93. The school states its aims are to help its pupils to realise their potential and develop their strengths within a caring and stimulating environment. It seeks to enable all pupils to develop their self esteem alongside a respect for others and consideration for the environment and those in the wider community.

Inspection details

Inspection dates

1 to 3 April 2025

94. A team of five inspectors visited the school for two and a half days.

95. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and another governor
- 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.

96. 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

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