

## School inspection report

Date: 21 to 23 November 2023

# **Berkhamsted Prep and Pre-Prep School**

Chesham Road

Berkhamsted

Hertfordshire

HP4 2SZ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>4</b>
RECOMMENDED NEXT STEPS.....	4
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>5</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	10
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>11</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	12
<b>SAFEGUARDING .....</b>	<b>13</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	13
<b>THE QUALITY OF THE EARLY YEARS FOUNDATION STAGE IN THE REGISTERED EARLY YEARS PROVISION .....</b>	<b>14</b>
OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF THE EARLY YEARS PROVISION .....	14
QUALITY OF EDUCATION .....	14
BEHAVIOUR AND ATTITUDES .....	15
PERSONAL DEVELOPMENT .....	15
LEADERSHIP AND MANAGEMENT .....	16
SAFEGUARDING.....	17
THE EXTENT TO WHICH THE SCHOOL MEETS THE REQUIREMENTS OF THE EARLY YEARS FOUNDATION STAGE .....	17
<b>SCHOOL DETAILS .....</b>	<b>18</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>19</b>
<b>INSPECTION DETAILS .....</b>	<b>20</b>

## Summary of inspection findings

1. Governors and leaders enable the school to benefit from sharing effective practice with the wider group of schools. Lessons learned in one part of the organisation are shared with the other schools. This reduces risk and promotes pupil wellbeing. Shared access to specialist staff and resources has led to teaching innovation resulting in enhanced outcomes for pupils.
2. Leaders are knowledgeable and have a clear understanding of their responsibilities. They enable staff to engage in research projects to find more creative ways to support pupils' learning and developmental needs. The outcomes of this research are disseminated widely across schools in the foundation. Leaders' provision of opportunities for staff to research and find innovative ways to improve teaching is a significant strength, which benefits pupils by enhancing the quality of teaching.
3. Governors and leaders use a process of self-review well to improve the school's effectiveness. They ensure that the school's values and culture are known and followed by pupils and staff.
4. Pupils make good progress overall. Teaching is largely effective in using prior knowledge of pupils' abilities to plan activities matched to their needs. In the prep school, some teaching does not take full account of the abilities of the pupils and is not always matched to their needs. In such cases, their progress is not as consistent.
5. The early years setting is managed effectively. Teachers use resources and facilities imaginatively to plan activities which engage and motivate the children to learn. These activities are based on their knowledge, and observations of individual children's interests and abilities. Recent research has led to improved strategies to develop early writing skills and supporting the personal, social and emotional development of children.
6. Leaders place high priority on promoting pupils' physical and emotional wellbeing. There is an extensive programme of physical activities. Pupils understand the importance of physical and mental health to their wellbeing. Teachers ensure pupils can express their emotions and understand the importance of talking to trusted adults if they need support. The school is a well maintained and safe learning environment.
7. The well-planned curriculum ensures that not only do pupils have extensive knowledge and skills in a broad range of areas but they also develop the necessary interpersonal and social skills needed to function successfully in British society.
8. Those with leadership responsibilities for safeguarding undertake their duties diligently. Governors provide careful and well-informed oversight of the safeguarding arrangements.

## 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 all teaching in the prep school is systematically planned with activities that are matched to the abilities of all pupils.

## Section 1: Leadership and management, and governance

9. Knowledgeable leaders and managers oversee their areas of responsibility consistently and effectively. They demonstrate high levels of skills and knowledge, encouraging staff to develop their professional skills. Staff follow suitable policies and adopt effective practices so that they actively promote pupils' wellbeing.
10. Leaders and governors work collaboratively to produce the comprehensive school development plan. This is based upon an accurate review of the school's practice. This knowledge and understanding enables them to oversee and improve the school's effectiveness. Any lessons learned during this process inform future developments and planning.
11. Governors monitor the work of leaders through the various sub-committees of the Berkhamsted Schools Group. This gives governors an informed oversight. The whole governing body reviews the outcomes of any actions from these committees and holds leaders to account. Governors are instrumental in supporting school improvement, such as the recently identified need to improve aspects of mathematics provision, which lead to improved standards.
12. Governors on the safeguarding committee challenge safeguarding procedures rigorously. Processes are reviewed regularly with the safeguarding lead, ensuring actions are taken in partnership with external agencies, as appropriate.
13. Leaders fulfil their responsibilities diligently regarding health and safety and the management of risk. A clear risk assessment policy gives staff clear direction about how to identify and minimise risks. Suitable risk assessments are in place to promote the welfare of individual pupils. New developments, such as the enhanced play space at the prep school, are appropriately risk assessed. Records are meticulous, so that it is easy for leaders to monitor patterns. Governors provide informed and supportive challenge.
14. The school's website provides parents and prospective parents with all the required information, including details of the school's arrangements for safeguarding. Leaders deal with parental complaints appropriately and in a timely way. The school provides parents with detailed reports on their child's attainment and progress.
15. Leaders ensure that the school fulfils its requirements under the Equality Act. The school's premises and curriculum have been suitably adapted to meet the pupils' additional needs, with parents appropriately informed and consulted.
16. Leaders have established effective mechanisms so that pupils' voice can be heard. As a result, pupils confidently express their views and opinions either in person or through regular surveys. In this way the risk of change impacting negatively is reduced and leaders can take into account all opinions and concerns. The wellbeing of all pupils is fully considered, including any unforeseen consequences.
17. Leaders empower teachers across the school to undertake research projects directly related to their teaching. As a result, teachers' professional knowledge grows, and they develop the skills to find creative and innovative ways to improve pupils' learning. In this way, the research-based approach to improving learning has a positive impact on pupils' personal and academic outcomes.

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

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

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

19. All the required areas of learning are fully covered by the broad curriculum. This is arranged thematically, so that pupils are able to apply their knowledge and practise their skills across different subjects. The curriculum is regularly reviewed and adapted as required, so that it is relevant to pupils' interests and engages their interest. As a result, pupils across the school make good progress from their starting points.
20. The English curriculum is effectively supplemented by work on external examinations in performance and speaking skills. This helps pupils to become more competent readers and enables them to communicate with expression and confidence.
21. Children in the early years make rapid progress. They have a strong understanding of their initial letter sounds and can use them effectively, blending the letters into simple words. Teachers in the early years are highly competent in using their knowledge of the abilities of individual children. Teachers encourage children to use their phonic knowledge and write basic sentences. Teachers model use of language effectively when reading aloud to pupils. Themes from story books are used as an effective basis for much of the learning, helping children to understand the meaning and context of their learning.
22. Teachers in the pre-prep identified through their research that pupils needed more support in developing their early spelling and grammar work. As a result, teachers introduced effective new strategies in both the pre-prep and the prep school to develop pupils' use of language and vocabulary, which extend their writing attainment.
23. Leaders' focus on the development of core skills means that pupils from an early age have well developed numeracy skills. Children in early years accurately count numbers beyond ten and also demonstrate a strong understanding of number value. Older pupils are confident mathematicians, able to apply their skills in problem solving. They understand how to choose appropriate calculation methods including using more formal mathematical methods when appropriate.
24. Teachers create positive relationships with pupils. This encourages pupils to risk making mistakes, and they contribute confidently to discussions. They show an enthusiasm for learning. Effective use by teachers of high-quality and plentiful resources enhance pupils' experience of learning and the curriculum.
25. Teachers are passionate and knowledgeable about their subjects and typically plan activities which engage pupils. Well-chosen, open-ended questions, used by most teachers, encourage pupils to work out answers for themselves. However, in the prep school, teachers do not always plan activities so that they are matched to pupils' abilities and therefore their progress is not as consistent.
26. Teachers provide effective and well-planned support for pupils with English as an additional language (EAL), such as the use of vocabulary lists in science lessons, so that these pupils make good progress with their fluency in English.
27. Information from regular assessment informs the planned activities for children in the early years and in the pre-prep, which are varied to meet the identified needs of the cohort or groups of pupils.

28. Individual pupils who have special educational needs and/or disabilities receive targeted support from their class teachers or specialist staff. Teachers understand their needs and plan appropriately, so that pupils make good progress from their starting points.
29. The leaders ensure that pupils extend their skills and interests through participation in a wide range of clubs and activities. These clubs cover a broad range of options, both in the major sports and others such as climbing, skiing and golf. Other clubs in creative and performing arts allow pupils to develop a confidence in public performance.

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

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



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

31. Pupils have clear understanding that all groups of people should be respected. This is reinforced through a well-planned and implemented personal, social, health and economic (PSHE) education and assembly programme. Teachers take opportunities to reinforce these themes when they arise in pupils' study of a variety of relevant texts and stories. As a result, leaders create an environment where pupils feel known and valued as individuals.
32. The comprehensive religious education programme enables pupils to understand the similarities between the major world faiths and the importance of faith in people's lives. Pupils are actively encouraged to share their own faith practices and enjoy learning about the beliefs of others. Teachers provide opportunities for pupils to reflect philosophically so that pupils develop a spiritual appreciation of the world around them.
33. Pupils are very self-aware, as teachers encourage them to talk openly about emotions. Leaders provide opportunities for pupils from an early age to develop a clear language and framework to express their feelings. This effectively supports pupils' positive emotional wellbeing.
34. There is a well-planned programme of relationships education. This enables pupils to understand the importance of building positive friendships and relationships, and how to behave appropriately to others.
35. Leaders provide many opportunities for pupils to discuss their ideas and opinions and to take part in public performances. Pupils learn to respect the views of others. Participation in these activities enables pupils to develop high levels of self-confidence and perseverance.
36. The comprehensive programme of physical pursuits encourages pupils to be active and to participate regularly in a range of competitive sports and clubs. Pupils also have opportunities to explore and develop their physical abilities further in adventure activity trips away from school. Teachers enable children in the early years to develop suitable physical skills because they plan imaginative outdoor activities that utilise the school's extensive grounds. From an early age, pupils learn how to understand the importance of monitoring their own health and wellbeing.
37. Standards of behaviour in the school are high. Leaders in the pre-prep have a clear set of guidelines to support pupils in taking responsibility for their own conduct. In September 2023, leaders introduced a new behaviour charter for prep pupils. This is combined with a redevelopment of the play space. Pupils play together well and enjoy their leisure time in a variety of ways. This supports both the development of physical skills and their imaginative play. Leaders monitor changes to behaviour policy and the use of play space to ensure the intended outcomes are fully embedded into the culture of the school. Bullying is not tolerated. In the rare instances when it occurs, it is dealt with promptly and effectively when brought to the attention of adults.
38. Pupils are well supervised by appropriate adults at all times and in all areas. Staff are suitably trained in first aid and available to tend to pupils' medical needs as required. There is a comfortable designated area for pupils to visit if they feel unwell. Any medicine is appropriately administered and stored securely with suitable records.

39. The admission and attendance registers are properly maintained and regularly reviewed to monitor patterns of absence. Pupils who join or leave the school are reported to the local authority as required.
40. Leaders are proactive in ensuring all aspects of health and safety and that the school premises are safe and well maintained. Maintenance and safety records are meticulously kept, including those for fire risk assessment. Leaders take suitable precautions to reduce the risk from fire making sure that fire evacuation procedures are well understood and followed. Records, alongside practice, are all appropriately monitored and reviewed by governors to ensure any recommended actions are taken.

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

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

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

42. Teachers ensure that pupils have a secure understanding of British society and values. Pupils also develop a wide cultural knowledge through carefully chosen curriculum themes which link studies in different subjects, such as music, art and drama, with work in humanities and literacy. Pupils from different cultural heritages share their traditions, so that not only do they feel valued, but the school community gains from experiencing a breadth of influences. Teachers in the early years ensure that children are tolerant and respectful of difference through the use of a wide variety of available resources, toys and texts from different cultures in British society, that are used in everyday play and learning.
43. Pupils have a respect for diversity and learn that people may have different values and opinions from their own. Teachers plan lessons which include collaborative work, so pupils develop effective co-operative working skills. They take turns equitably and develop emotional intelligence, empathy and mutual respect.
44. The PSHE curriculum increases pupils' understanding of democracy, British values and the creation of laws. This emphasis on understanding British values, is further embedded through the new school behaviour charter as pupils learn how rules impact on their own lives. Pupils learn how magistrates work in courts. Democracy is introduced from an early age, as pupils select representatives for the pre-prep and prep school councils. Teachers are creative in making links in topics, so pupils gain an understanding of British institutions in context of other relevant themed work.
45. Early years children experience benefit from a range of activities which have been enhanced by teacher research projects. Children progress well in their individual personal, social and emotional development. Collaborative play activities are structured to ensure that pupils' interests are taken into account, and they can engage effectively with others, whilst also learning social conventions and skills.
46. Pupils across the school are fully aware of their responsibilities to their own and the wider community. They contribute their ideas through the school councils. These led to changes in food selection at lunch time through their work with the school nutritionist. Pupil leadership positions are available in Years 2 and 6, which change termly.
47. Each house carries out a series of fund-raising activities to support a local or national charity nominated and selected by pupils. Choirs visit local care homes; pupils are involved in a local tree planting scheme to improve the local environment. In this way the pupils learn the important values of serving and contributing to the lives of other people.
48. Pupils are very well prepared for the next stage in school and for transition after the prep school. Pupils speak about feeling excited to move on because they are confident in their abilities and learning and because leaders build effective links through the Berkhamsted Schools Group. Pupils meet teachers and pupils from the senior schools to which most prep pupils transition. Older pupils have reflected on their dream jobs and researched what skills they will need to gain in order to achieve these dreams. They have an understanding of the importance of economic wellbeing in adult society through well-chosen, age-appropriate activities in PSHE topics to build their financial

awareness for later life. For example, older pupils could accurately define the terms 'mortgage' and 'interest'.

### **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 ensure that there are effective safeguarding arrangements in place. These are well understood by staff and implemented effectively to promote the welfare of pupils, including children in the early years.
51. Staff and safeguarding leaders are well trained. The school's own safeguarding training is supplemented by online modules and regular updates from the safeguarding leads.
52. Staff fully understand when and how to report any concerns about the pupils in their care to the appropriate people in a timely manner. Staff understand the dangers of extremism and child-on-child abuse. They are alert to any changes in pupils' behaviour or prolonged absence from school. Staff liaise effectively with external agencies when needed. Safeguarding records are carefully managed and regularly reviewed to monitor any trends.
53. Leaders ensure that staff know how to report any concerns about other adults, including any low-level concerns. The school has a suitable staff code of conduct.
54. Records relating to recruitment of staff are systematically maintained. An accurate and suitable record of staff appointments is kept.
55. Pupils know trusted adults who they can go to if they have a concern and are confident to do so if they need help. Records show that pupils receive supportive and timely response with appropriate action taken.
56. Leaders ensure that the curriculum enables pupils to understand how to keep themselves and others safe, including when online. Pupils' safety is supported by appropriate filtering and monitoring of technology within the school. Regular pupil surveys enable leaders to make suitable pre-emptive adaptations to the curriculum in line with any identified issues.
57. The governors provide effective oversight of safeguarding procedures, including regular reviews of safeguarding policy and practice.

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

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

## 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

59. The overall effectiveness of the early years provision is outstanding.
60. Leaders and managers use their experience and understanding of child development to create a well-structured curriculum. As a result, the statutory requirements of the early years foundation stage (EYFS), as well as the needs and interests of the children, are met. The curriculum supports children's development in all the areas of their learning extremely effectively. The setting provides a high standard of care and staff demonstrate a deep knowledge of how children of this age learn. Children under three make rapid progress from their starting points and are well prepared for the next stage in their education.
61. Due to the excellent levels of care that the setting provides, the personal and emotional development of the children is excellent, and they consistently demonstrate that they feel safe, secure and happy. Relationships formed between the children and their key persons are notably positive.
62. Staff have a secure understanding of safeguarding and welfare requirements, and they fulfil their responsibility to protect children in their care diligently.
63. Leaders and managers have a comprehensive knowledge of the EYFS learning requirements. Their commitment to continuous improvement is reflected in a detailed cohesive self-evaluation and a clear vision for the future. This ensures that all children receive the best possible support and care.

### Quality of education

64. The quality of education is outstanding.
65. The curriculum provides a wide range of experiences for every child in the setting. This is based on staff's thorough understanding of each child's individual needs and interests, enabling them to have a positive start to their education. The staff's excellent knowledge of how children learn and develop ensures that the content, sequencing and progression in the areas of learning are secure. Staff have consistently high expectations for the children in their care.
66. Staff readily engage with children during routine activities and take every opportunity to develop and consolidate communication and language and early mathematical skills. Staff skilfully interact and question children effectively so that they learn repetitive vocabulary and numbers with confidence. Children listen attentively to stories and join in enthusiastically with action songs and rhymes, promoted by enthusiastic and highly skilled staff. Children consistently hear and repeat words and phrases modelled to them and successfully increase their vocabulary.
67. Staff record regular observations on the child's electronic learning journal, which are tracked against the expected levels of development for their age. These ensure that each child's progress is carefully monitored, and their needs are met effectively. These observations are shared on the online system

with parents, who are able to contribute by sharing with the setting their child's important experiences and achievements at home.

68. The stimulating learning environment provides children with a wealth of opportunities to choose from. High quality resources and experiences help to consolidate and deepen children's knowledge and skills. The environment of the setting affords an abundance of outdoor opportunities for children to explore, discover, and be curious. They enjoy going for walks in the wider school grounds, which enable them to broaden their experience of the natural world.
69. Staff readily use praise and encouragement, and this helpful feedback enables children to gain the skills they need to learn. The stimulating experiences that the children receive provide them with a solid foundation on which their future learning can be built. Children from the earliest age, are well prepared for the next stage in their education.

### **Behaviour and attitudes**

70. Behaviour and attitudes are outstanding.
71. Children show much enjoyment in their learning and make excellent use of the available resources to explore and make choices. Open ended resources encourage and foster exploration and investigation, enabling children to demonstrate the characteristics of effective learning, confidence and independence. For example, the youngest children enjoy using their senses to explore different textures while older children demonstrate high levels of concentration and perseverance when engaged in challenging activities.
72. Children act on their own ideas and make links in their learning by re-enacting their own experiences.
73. Children demonstrate high standards of behaviour and show respect for one another. They respond well to gentle reminders from staff about how to share resources and play co-operatively. Children are able to express and talk about their feelings. They are beginning to understand their emotions and can relate them to characters in a book, ensuring positive wellbeing. They recognise and respect that people are all different.
74. The setting has a highly effective partnership with parents which successfully promotes children's attendance, thereby developing secure routines and positive habits for future learning.

### **Personal development**

75. The personal development of children is outstanding.
76. The highly positive relationships that children have with adults around them are built on strong, secure attachments. The well-planned care practices that staff employ promote the children's emotional security so that children feel extremely happy and safe. Each key person's secure knowledge of their children's unique needs ensures positive relationships, and they know how to respond effectively. Children confidently engage with staff at sleep time and settle quickly and independently, displaying high levels of confidence and security in their routines and staff.

77. Highly effective support from staff provides many opportunities for children to develop greater independence. Older children confidently choose and serve their breakfast cereal and pour their own drinks. The youngest children ably feed themselves using spoons and forks and learn to wash their hands before eating. Children take off their shoes and socks at sleep time and put on their boots for outdoor play.
78. Children are encouraged by staff to take risks and do adventurous things with confidence, such as younger children balancing on logs in the wooded area and older children negotiating the slopes and inclines and different textures in the playground.
79. Children are motivated to be physically active both inside and outdoors. All children have regular access to outside areas that are extremely well equipped to promote physical activity. Older children take part in a twice weekly co-curricular programme, supporting the development of core strength and fine and gross motor skills. A healthy diet is provided each day. Children are provided with high quality cooked food, fresh drinking water and fruit. Staff ensure that food preferences and allergy needs are catered for appropriately.
80. Effective hygiene practices, which are followed by everyone, ensure that the personal needs of the children are met in an age-appropriate manner. Staff encourage children to understand the importance of handwashing before eating and support those unable to do it independently. All staff give high priority to safeguarding and are aware of their responsibilities to ensure that they meet the requirements for safeguarding, welfare and learning and development.
81. The diversity of the community is valued, and the setting celebrates many festivals from different cultures enabling the children to develop an understanding of diversity. British values are actively embraced through everyday routines. Children are encouraged to share, to listen to one another and make some choices. All children are offered the same experiences.

## Leadership and management

82. Leadership and management are outstanding.
83. Clear and effective direction from early years leaders results in an enthusiastic and able team of staff who share a vision to provide high quality education and care, and to ensure that each child reaches their full potential. They consistently monitor the standards of care and curriculum to ensure that high standards are maintained, and they have high expectations of what children should achieve at each stage of their development.
84. Staff are well qualified. Their performance is carefully monitored through the professional development programme and regular meetings with leaders. Training opportunities which build knowledge are provided for all staff, together with training for all compulsory requirements. This results in a positive impact on the care and outcomes for the children. This could be improved further by allowing staff to observe and share experience and best practice across rooms and age groups.
85. Leaders know the children well and respond quickly to the needs of all children, including those with additional needs. Children are extremely well supported internally, and the setting can access specialist help from the local authority and outside agencies when required. The setting has strong links with parents who reported that they are extremely appreciative of the care their children



receive. They feel well informed about the progress their child is making, and value opportunities to contribute to their child's learning by sharing interests and achievements from home on their child's online learning journal.

86. The needs of the setting are well-known and understood by governance, who are effective in holding leaders and managers to account for the quality of care and education.
87. Safeguarding and health and safety are given a high priority, which helps to keep children safe. Statutory duties are fully met, including those set out in the Equality Act 2010, those linked to safer recruitment, and the duties in relation to the 'Prevent' strategy.
88. The recommendation from the previous inspection is met.

### **Safeguarding**

89. Safeguarding is effective.

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

90. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

## School details

<b>School</b>	Berkhamsted Prep and Pre-prep School
<b>Department for Education number</b>	919/6227
<b>Registered early years number</b>	EY449876
<b>Registered charity number</b>	310630
<b>Address</b>	Chesham Road Berkhamsted Hertfordshire HP4 2SZ
<b>Phone number</b>	01442 358188
<b>Email address</b>	preprephead@berkhamsted.com
<b>Website</b>	berkhamsted.com
<b>Proprietor</b>	Berkhamsted Schools Group
<b>Chair</b>	Mrs Carol Copland
<b>Interim Headteacher</b>	Mrs Karen O'Connor
<b>Age range</b>	5 months to 11 years
<b>Number of pupils</b>	567
<b>Number of children in the early years registered setting</b>	34
<b>Date of previous inspection</b>	19 to 21 September 2017

## Information about the school

91. Berkhamsted Prep and Pre-Prep school is an independent co-educational day school for pupils aged 3 to 11 years. The prep school and pre-prep schools occupy separate sites. The school is part of the Berkhamsted Schools Group.
92. Berkhamsted School was established in 1541, and the pre-prep site was acquired in 2012, when the Berkhamsted Day Nursery (BDNL) was incorporated into the group. Berkhamsted Schools Group is a registered charity and registered company whose trustees exercise control over all aspects of its work. The current headteacher has been Headteacher of the Pre-Prep and BDNL since September 2015, and was appointed as interim headteacher of the Prep School from September 2023.
93. The early years setting includes BDNL – which is a registered setting for children aged five months to three years. From here, most of the children transfer to the school's own EYFS setting. This consists of Stepping Stones for children aged four and Reception for pupils aged five.
94. The school, including BDNL, has identified 50 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
95. English is an additional language for 55 pupils.
96. The school states its aims are for every pupil to develop the skills and ambition necessary for lifelong success; to strive for the best achievements possible; to grow in moral purpose, character and courage to become respectful and wise; to explore and enjoy the fullest breadth and extent of life opportunities; to belong to a community which looks outwards and forwards; to contribute to the success and wellbeing of each other, locally, nationally and globally; to be inspired by the school's values, heritage and Christian foundation.

## Inspection details

### Inspection dates

21 to 23 November 2023

97. A team of seven inspectors visited the school for two and a half days.

98. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the vice chair of governors and other governors
- discussions with the interim head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

99. 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)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

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