

School inspection report

25 to 27 June 2024

Cricklade Manor Preparatory School

The Manor House

Calcutt Street

Cricklade

SN6 6BB

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' aspirations for the success of the school and its pupils informs their planning and provision. Their primary focus is on ensuring pupils' wellbeing is positively promoted and that each child is supported to make good progress from their starting points. They are clear about the school's values and ensure that all pupils, staff and parents understand and strive to fulfil the school's aims.
2. Staff are supportive of the pupils and work diligently to enable each child to grow and develop. As a result, pupils are happy and confident.
3. Governors provide a robust review of the school's performance and the work of leaders and staff through regular visits, analysis of data and records, and monitoring of progress against the development plan. They offer knowledgeable support and provide sharply focused challenge to ensure the Standards are met.
4. The curriculum is broad and balanced, and leaders ensure it is continually reviewed, adapted and fit for purpose. Teachers' planning is detailed and responsive to the needs of pupils including those with special educational needs and/or disabilities (SEND). Teachers provide effective verbal and written feedback. However, an aspect of the feedback policy, which is intended to provide an immediate challenge task for a pupil who has already achieved an understanding of the learning objectives is currently inconsistently applied by some teachers across a range of subjects. This lack of consistency means some pupils miss opportunities to extend their learning in some subjects.
5. The Cricklade Pupil Development (CPD) programme provides every pupil with a programme to support areas of relative weakness and to provide greater depth in areas of strength. The provision provides intervention without removal from lessons and avoids the potential stigma of requiring extra help. Its impact on pupils' attainment over time is clear and measurable. The programme is a significant strength of the school.
6. Respect sits proudly at the heart of the school. Leaders have developed a culture in which pupils from a diverse range of backgrounds celebrate each other's views and successes through assemblies, inter-faith weeks, visits to places of worship and support for each other in the playground through the implementation of anti-bullying ambassadors. As a result, pupils demonstrate consistently good behaviour and a deep respect for the faiths and beliefs of others.
7. The school prepares pupils well for life beyond Cricklade Manor. Children in the early years learn about people who help them and the Cricklade Award scheme in Year 6 provides practical guidance for their next steps, such as understanding a bus timetable and learning to cycle safely on public roads.
8. Pupils are involved in a number of community events organised by school leaders, which help to develop pupils' self-understanding and knowledge of how their actions can affect the lives of others.
9. Risk is well managed across the school. Appropriate assessments are drawn up by trained staff to ensure the safety of pupils and staff in school and on educational visits, and that pupils' wellbeing is promoted at all times.
10. There is a strong culture of safeguarding in the school. Safeguarding leads are knowledgeable and suitably trained. They ensure that all staff in the school are appropriately trained, which results in

staff feeling confident to handle, or report, any concerns. Appropriate relationships have been developed with local authority children's services and leaders know when liaison with external professionals is appropriate. A focus on trusted adults ensures that pupils feel safe in school and know to whom they can turn if they have any concerns.

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 teachers apply the feedback policy consistently across all lessons.

Section 1: Leadership and management, and governance

11. Governors demonstrate an in-depth knowledge and understanding of the school's strengths and weaknesses as a result of a highly developed system of scrutiny. Leaders provide regular reports, and there are regular visits to scrutinise the school's performance. Governors ensure that those with leadership and management responsibilities carry out their responsibilities to meet the Standards and to promote the wellbeing of pupils.
12. Leaders are appropriately skilled to carry out their responsibilities in a successful manner. They ensure the school's aims are understood by pupils, staff and parents so that the learning environment supports pupils to develop a love of learning and gain the confidence to work hard towards fulfilling their potential.
13. Governors and leaders place pupils' wellbeing and welfare front and centre and ensure these are the school's primary focus. As a result, pupils feel safe and secure at school and speak with confidence and enthusiasm about many aspects of school life.
14. Governors and leaders take a comprehensive and strategic approach to the management of risk, which ensures all aspects of the school's work is considered. Staff are trained to write and review appropriate assessments for a wide range of events, educational visits and areas of the school. They adopt a uniform approach to ensure all risks are considered.
15. Teachers and leaders ensure that concerns and complaints raised by parents are dealt with effectively and in a timely manner. Formal complaints are appropriately recorded and managed by the headmaster and overseen by the designated safeguarding governor. A suitable complaints policy is in place and is implemented effectively.
16. Leaders regularly monitor the quality of teaching and learning through lesson observations, learning walks and scrutiny of pupils' work. They analyse assessment data, speak with pupils and teachers, and ensure they have a full picture of pupils' school lives. Well-organised assemblies regularly celebrate pupils' achievements across a broad range of areas including stars of the week, success in the arts, sports, competitions, and fulfilment of the high expectations leaders and staff place on pupils' attitudes to learning and caring for others.
17. Leaders evaluate the school's performance against a number of key indicators. They carefully analyse information, which enables them to develop aspects of the school's performance. Governors annually review the progress of the development plan and provide appropriate support and challenge.
18. The school has developed an appropriate three-year Accessibility Plan in line with the requirements of the Equality Act 2010.
19. The school provides a wide range of appropriate policies and other required information for parents to access on the website. Governors ensure there is a rigorous system in place to ensure the policies continually reflect latest guidance and that they are properly implemented in the school.

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

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Leaders plan the curriculum to cover a broad range of subjects. The curriculum is supported by detailed schemes of work and curriculum overviews, which are written and monitored by teachers and leaders, enabling pupils to make good progress.
22. The curriculum, and other extra-curricular opportunities, ensure that pupils develop effective speaking, listening, literacy and numeracy skills at an appropriate level. In the early years, a well-planned curriculum enables children to experience all seven areas of learning with particularly successful emphasis on language and communication.
23. Teachers' planning makes careful reference to important aspects of the school's values. Teachers track pupils' attainment and progress data to ensure that that pupils are making expected progress according to national attainment benchmarks. In addition, planning incorporates features such as equality, diversity and inclusion (EDI), social, moral, spiritual and cultural (SMSC) aspects, language for learning, cross curricular links and the differentiated needs of the pupils to ensure pupils consider new learning in a wider context.
24. Teachers draw upon their subject knowledge and skills and use a range of teaching methods and good quality resources so that pupils make good progress over time. As a result of this, pupils' knowledge of subject specific vocabulary is well-developed, and pupils regularly use key words and phrases appropriate to the topic being learned.
25. The needs of each child in the early years are well met and supported by careful interventions to move their learning on. Staff use their knowledge about age-appropriate learning strategies to plan engaging activities, which take into account children's individual needs and interests. Pupils who have special educational needs and/or disabilities (SEND) in the pre-prep and prep sections are provided with extra support and encouraged to think of their own ideas. A clear action plan based on advice from external specialists is in place to support specific children's needs so that they have greater access to the curriculum.
26. Leaders have developed a feedback policy to enable staff to gain pupils' responses to their learning either verbally or in writing. A system of coloured pens indicates the type of feedback, for example, green for positive features, pink for errors or areas for development and gold, which indicates the need for immediate challenge. Inconsistent application of the gold pen within the marking policy across year groups means that some pupils are not always clear on the next steps needed to make progress.
27. Leaders have developed detailed and thorough systems to track and monitor assessment data in mathematics and English. In other subjects, a combination of assessment data and teachers' professional judgements are used to track progress. These are used to inform planning and to track progress. Information from this process is incorporated into teachers' short- and medium-term planning to ensure appropriate interventions are put in place so that pupils make progress.
28. Additionally, leaders introduced a timetable initiative, the Cricklade Pupil Development (CPD) programme, to ensure all pupils are provided with targeted support or challenge based on prior-attainment data and teachers' professional judgement. The programme is tailored to the needs of every pupil from Year 1 to Year 6 in dedicated lesson times on four days of the week. The provision changes termly, based on identified support and/or challenge needs, and covers academic and non-

academic needs. For example, sessions include support with fractions, an art activity for talented artists, and additional challenge for elite sports development. Each pupil has four 30-minute sessions a week, potentially 12 areas of focus across the year. The provision enables directed intervention without removal from the curriculum or any potential stigma of requiring extra help. Pupil attainment and progress data demonstrates that its impact on the performance of pupils over time is demonstrable and highly notable.

29. An extensive programme of extra-curricular activities further stretches pupils' development of skills and knowledge. Pupils' uptake of activities is strong, and they clearly value the experiences they have. A range of well-planned educational visits and residential trips develops confidence and deepens pupils' understanding of a range of topics from places of worship to outdoor adventures.

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. Respect for the diverse nature of the pupils' backgrounds is a strong quality of school life. Staff act as positive role models taking time to listen to pupils and respond appropriately. Pupils deepen their understanding and appreciation of a wide range of world religions through the annual inter-faith week. Pupils celebrate religious festivals and visits to temples, mosques, churches and other places of worship, both locally and further afield.
32. Leaders have adopted a wide-ranging personal, social, health and economic (PSHE) education curriculum which develops pupils' self-esteem and self-confidence through an active approach to developing opportunities for public-speaking. Pupils are encouraged to voice their opinions whilst learning to listen to the views of others. An age-appropriate relationships and sex education (RSE) programme, which uses helpful and supportive resources, forms part of the curriculum to support pupils' understanding of positive relationships and their changing bodies.
33. Teachers encourage pupils to understand their emotions and to develop strategies for regulating their feelings and actions. Pupils are enabled to consider broad concepts through discussions, for example, happiness, wealth and health. Teachers effectively support these discussions and encourage pupils to speak about their feelings through a range of topics. Pupils talk confidently about themselves and defend their opinions, which helps them to develop their self-knowledge.
34. Leaders and teachers use praise to enhance pupils' self-esteem. Positive relationships are developed between pupils and staff which further enhance pupils' self-confidence. The school regularly celebrates pupils' successes across the full range of school activities - both academic and extra-curricular - and as a result, pupils develop an appreciation of their own achievements and those of others.
35. Effective implementation of the behaviour policy ensures that pupils act responsibly and know the consequences of their actions. They learn how to reflect on their choices and are supported by restorative meetings to discuss their actions and any consequences. Leaders have high expectations of behaviour, and this is supported by pupil rewards (house points) for good behaviours and a range of consequences for poorer choices. Anti-bullying ambassadors, the PSHE curriculum, and supportive teaching, enables pupils to challenge unkind behaviour and act appropriately, bringing it to the attention of trusted adults.
36. Leaders ensure that the curriculum enables pupils to develop good physical skills through a range of sports. In the summer term, all pupils play mixed cricket, and in the other terms, pupils play rugby, hockey and netball. Leaders have created a positive culture of support and encouragement in team and individual sports. As a result, every pupil in the prep section is enabled to develop their skills and interests in weekly fixtures.
37. The school's admission and attendance registers are maintained and stored appropriately. Pupil absences are effectively followed up. Staff ensure pupils who leave the school are subsequently admitted at their destination. The school informs the local authority of pupils who join or leave at non-standard times.

38. The management of health and safety, fire, and first aid is effective. Staff are trained in first aid and suitable arrangements are in place for the medical care of pupils including children in the early years.
39. Premises and accommodation are suitably maintained. Checks are undertaken regularly and carefully recorded.

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

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

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

41. The curriculum prepares pupil well for life in British society through a wide programme of opportunities to serve, including membership of the school council, eco council, extra-curricular clubs and activities. The PSHE and the Cricklade Award programmes prepare pupils well for their move to senior school through their teaching of friendships and relationships, sex education, target setting, the importance of mental health, and the development of useful skills such as cycling and the use of public transport.
42. Leaders have developed a global citizenship curriculum, which broadens pupils' understanding of, and respect for, different cultures. The cross curricular work in art and visits to museums and institutions, as well as talks from people from diverse backgrounds, help pupils gain an understanding of different cultures and values.
43. Pupils contribute to the school and local community in various ways and the school is involved in the local area, through its participation at Remembrance, Harvest Festival, Christmas and the Cricklade Festival, which enables pupils to gain first-hand experience of community involvement. For example, pupils in Year 6 plan, make and personally deliver mince pies to elderly residents around the town. Local members of the community are warmly welcomed at a range of school events, for example, at school productions and art exhibitions, which develops pupils' sense of community.
44. Pupils are encouraged to express their views and opinions when there is a desire to improve aspects of the school community. Their opinions are carefully considered by leaders and changes are made when possible, and the school council decides on the charities to be supported each year. Pupils value the work of the school council and feel it is a force for good and an opportunity for their voices to be heard.
45. Pupils are taught about economic matters through extra-curricular clubs, in lessons and through the CPD programme. For example, the school council is given a budget and decides how that money is spent for the benefit of all pupils in the school. In the *Money Matters Club* pupils are tasked with surviving each month; considering the need to pay for such things as food, rent and mortgages. Pupils further develop their economic understanding through learning about the use of debit and credit cards, budgeting for a theme park visit, and estimating the cost of travel on public transport.
46. Careers days provide pupils in the upper part of the school with opportunities to listen to visiting speakers and watch displays about various career options they may choose in the future. Pupils are given careers' advice through a series of parental visits, which stimulate interest in a diverse range of professions.
47. Pupils' social wellbeing is nurtured in a diverse number of ways. Children in the early years develop their social skills through a range of opportunities. Through playing together well and being encouraged to create games and help each other in various activities that are set out for them, children develop effective social awareness. This is developed further through children sitting together at mealtimes so that they can chat to their friends and to the adults around them.

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

48. All the relevant Standards are met.

Safeguarding

49. The school has an appropriate safeguarding policy which effectively implements current statutory guidance. The DSL and other safeguarding staff are appropriately trained and respond effectively to any safeguarding concerns raised. When appropriate, they liaise with relevant external agencies and make referrals in a timely manner. The DSL maintains appropriate records of actions taken regarding safeguarding concerns. A designated safeguarding governor provides regular and robust oversight of safeguarding procedures and offers appropriate challenge regarding cases and decisions made.
50. Staff receive effective induction training in safeguarding when they join the school, and all staff are regularly updated with changes to statutory guidance. Staff are confident in their knowledge of safeguarding matters and know how to report concerns raised. They know they have a responsibility to report low-level concerns to the head. There is a clear and open culture of safeguarding at the school.
51. Leaders have created a culture of trusted adults and pupils can speak to anyone but are encouraged to identify specific trusted adults. Leaders ensure that pupils with additional vulnerabilities know who to go to if they have concerns. Worry boxes are available around the school but these are rarely used because pupils prefer to speak to staff directly.
52. As a result of leaders' development of an appropriate curriculum, pupils know how to keep safe, including online. The school filters pupils' use of the internet through the use of appropriate technology and monitoring arrangements.
53. A well-maintained single central record (SCR) of appointments is suitably maintained. A member of staff with responsibility for safer recruitment is knowledgeable and demonstrates appropriate skills and understanding to ensure the relevant standards are met. Personnel files are well maintained. The head provides termly oversight of the SCR and signs off each file when all checks have been completed. The designated safeguarding governor provides a further termly check as part of a regular audit of standards.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Cricklade Manor Preparatory School
Department for Education number	865/6028
Address	Cricklade Manor Preparatory School Manor House Calcutt Street Cricklade Swindon SN6 6BB
Phone number	01793 750275
Email address	office@cricklademanor.com
Website	https://www.cricklademanor.com
Proprietor	Wishford Education Limited
Chair	Mr Sam Antrobus
Headteacher	Mr Guy Barrett
Age range	2 to 11
Number of pupils	262
Date of previous inspection	15 September 2021

Information about the school

55. Cricklade Manor Preparatory School is an independent, co-educational, day school situated in the town of Cricklade, Wiltshire. The school consists of a nursery for children aged 2 to 4 years, a pre-prep section for pupils aged 4 to 7 years and a prep section for pupils aged 8 to 11 years. The school is owned and governed by the Wishford Schools executive team.
56. The nursery has 72 children in five rooms and two Reception classes.
57. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND). One pupil in the school has an education, health and care (EHC) plan.
58. English is an additional language for one pupil.
59. The school states its aims are to provide a safe, happy environment in which children develop a love of learning and gain the confidence and capability to fulfil their potential.

Inspection details

Inspection dates

25 to 27 June 2024

60. A team of three inspectors visited the school for two and a half days.

61. 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 chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

62. 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

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

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