

Regulatory Compliance and Educational Quality Inspection Reports

For Schools with Residential Provision

Barnardiston Hall Preparatory School

May 2019



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School's Details

School	Barnardiston Hall Preparatory School			
DfE number	935/6023			
Early Years registration number	EY356342			
Address	Barnardiston Hall Barnardiston Haverhill Suffolk CB9 7TG			
Telephone number	01440 786316			
Email address	registrar@barnardiston-hall.co.uk			
Headmaster	Col Keith Boulter			
Proprietor	Col Keith Boulter			
Age range	6 months to 13 years			
Number of pupils on roll	196			
	Boys	95	Girls	101
	Day pupils	175	Boarders	21
	EYFS	75	Pre-prep	26
	Prep	95		
Inspection dates	21 to 23 May 2019			

1. Background Information

About the school

- 1.1 Barnardiston Hall Preparatory School is an independent day and boarding school for boys and girls aged between 6 months and 13 years. The school is owned and governed by the proprietor, who is also the headmaster. The school was founded in 1959 and moved to its current site in 1970. It was acquired by the current proprietor in 1990. Boarders are accommodated within the main school building, with girls' and boys' houses on separate floors. The nursery is located within its own purpose-built accommodation. Since the previous inspection, the age range has been extended to include children from six months. There are new, extended facilities for art, music, design technology and sport.

What the school seeks to do

- 1.2 The school aims to provide a secure and stimulating family environment in which all children can enjoy a wide range of education, physical and artistic opportunities, so that they can achieve their potential and leave the school as confident and caring individuals.

About the pupils

- 1.3 Pupils come from a range of professional family backgrounds, mostly living within 15 miles of the school. The school community includes pupils of many different nationalities and cultures, with the majority from white British families. Nationally standardised test data provided by the school indicate that the ability profile of the school is above average. The school has identified 37 pupils as having SEND, which include autism, dyslexia and dyscalculia, all of whom receive additional specialist help. Three pupils have education, health and care (EHC) plans. English is an additional language (EAL) for 17 pupils, who all receive either specialist teaching or classroom support. Data used by the school have identified 19 pupils as being the most able in the school's population, including particular talents in music and sport, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, the requirements of the statutory framework for the Early Years Foundation Stage and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place. An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.8 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.11 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.12 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.14 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

2.15 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

2.16 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.17 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.18 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

The quality and standards of the Early Years Foundation Stage

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

- 2.19 The quality and standards of the early years provision is outstanding.
- 2.20 The progress all children make in their learning relative to their starting points is excellent. They are extremely well supported as they move from one stage of learning to the next, ensuring that they feel confident and happy as they make the transition. The excellent learning and care provided enables the setting to meet the needs of all children successfully, including those with EAL. There are currently no children attending with special educational needs and/or disabilities (SEND). Since the previous inspection, a new nursery manager has been appointed and the accommodation has been extended. Children's curiosity and explorations are further promoted through activities in the recently developed soft play area in the marquee. This provision has a highly positive impact on their physical development and their investigation of mathematical ideas of location and space.
- 2.21 Children are very secure, socially and emotionally, because of the high levels of support for their personal development. As they interact with others, they show that they feel extremely happy and safe. The requirements for the safeguarding and welfare of all children have been fully met and all staff clearly understand their role and responsibility for protecting the children. All relevant training for safeguarding has been undertaken. Leadership and management understand the needs of children under the age of two extremely well. They continuously evaluate practice, enabling substantial improvements to be made. These offer children a rich variety of new opportunities for learning and development within a safe and happy environment.

Effectiveness of leadership and management

- 2.22 The effectiveness of leadership and management is outstanding.
- 2.23 A clear and ambitious vision is demonstrated and shared by all staff, who provide high standards of provision and care in an extremely positive environment. Staff have excellent opportunities to develop professional skills which enable them to provide the best learning opportunities for the children. They reflect critically on their practice and plan activities informed by their evaluations. This focus on continuous improvement is actively promoted through regular supervision and training opportunities. The views of both children and parents are highly valued, and suggestions are implemented. For example, the recent displaying of a daily lunch menu for parents enables them to know the food their child will be offered and so strengthens home-school partnerships. Parents are extremely happy with the provision and comment that the learning environment is stimulating, exciting, diverse and well-structured.
- 2.24 Learning programmes are successfully planned, ensuring that all children have an excellent start. They are extremely well prepared for each new step, as well as for the next stage in their learning. Staff work and plan extremely well together to provide a happy and highly successful learning environment for all children. Children learn and develop at their own pace and the excellent range of age-appropriate resources meets their needs and interests very well. However, the outdoor environment is not always age-appropriate for children under two. As a result, there are limited opportunities for taking risks to succeed and for accessing resources independently.
- 2.25 Children are treated as unique individuals and are provided with opportunities to enable them to develop appropriately. They are taught to respect each other whilst recognising that some children in the setting speak a different language. During Chinese New Year they learn about different food and how another culture celebrates its festival. Practitioners celebrate children's excellent behaviour and intervene effectively when necessary, such as encouraging children always to use kind hands. Positive attitudes are of the utmost importance to leadership and management and are modelled by all staff. British values are well promoted, and children learn to share, make choices and take turns. Highly

effective arrangements to keep children safe are in place. Records of staff checks are kept appropriately, and induction procedures are comprehensive. All staff undertake appropriate safeguarding training to ensure children's welfare is actively promoted, including for prevention against radicalisation and extremism. Relevant policies, daily health and safety checks and regular fire practices ensure that children are kept safe. Accidents and the administration of medicines, as well as children's attendance, are carefully recorded.

Quality of teaching, learning and assessment

- 2.26 The quality of teaching, learning and assessment are outstanding.
- 2.27 Children of all abilities are extremely well supported and encouraged by practitioners, who have high expectations of what children can achieve. Staff know each child extremely well and have a very secure understanding of this age group. They provide excellent opportunities for children to develop their skills and understanding, for example, a strong focus on sensory learning encourages toddlers to thoroughly enjoy exploring paint using their hands and feet. Assessment tracking systems provide strong support for each child's next steps in learning. For example, their individual needs are quickly identified and appropriate teaching and learning strategies are provided through activity planning. Practitioners interact extremely well with all children, encouraging them in their activities and celebrating their many achievements. They enthuse the children as they read and sing, promoting a positive enjoyment of learning and nurturing their understanding of how to develop. Children enjoy going on bug hunts looking for insects and show great delight when they find one.
- 2.28 The partnership between parents and practitioners is excellent and communication is highly effective. Parents gain a good understanding of their child's progress and next steps in learning, in relation to their age through daily information from staff, parents' evenings and access to an online system which shares children's achievements whilst in the setting. All children are treated equally, and many aspects of diversity are celebrated. However, the examples of cultures considered do not always link directly with the different backgrounds and experiences of the children in the setting, which limits the effectiveness of their contribution towards promoting inclusion and respect for all. High quality teaching, together with support and encouragement, engages all children ensuring they acquire the skills necessary for future learning.

Personal development, behaviour and welfare

- 2.29 The personal development, behaviour and welfare of children are outstanding.
- 2.30 The environment for children under the age of two is highly organised. An extremely positive and caring culture is evident throughout the setting. Children are encouraged in their learning, praised when mastering new skills and enjoy receiving stickers or 'Wow of the week' certificates. Staff work together as a very close team and support each other, as they help all children to become confident and successful learners. Children are taught to value themselves and take risks to succeed. They leave their main carer confidently and are welcomed with a smile and 'Good Morning'. Children are extremely happy and enjoy their time in the setting. They are independent, especially at mealtimes, and competently use spoons or knives and forks, becoming increasingly skilful. They enjoy problem solving when posting shapes, using construction and opening and fastening puzzles.
- 2.31 Strong relationships with practitioners ensure all children are socially and emotionally secure. They confidently visit their next class, enabling them to make their transition with greater ease. Relationships between children and adults are warm and caring. Practitioners are highly supportive, giving children the confidence to express their needs and grow emotionally. Children express their feelings with confidence using gestures, babbling or simple words. As they settle and then wake happily from sleep time, they show that they feel safe and physically secure. Children are signed into the setting every day by staff, with the time noted, and they are signed out at home time ensuring all children are safely cared for. Excellent behaviour is modelled by all staff and a strong focus on

positivity enables all children to try their best. High standards are expected, and positive reinforcement is given. Children learn to respect each other and take turns when they want someone else's toy. They make their own choices about which book to read and share resources when playing with the animal pattern box.

- 2.32 High standards of care and hygiene practice support children's personal needs extremely well. They have daily opportunities to enjoy fresh air in the extensive school grounds and understand the importance of washing their hands before meals and at other times. Lunch time is an extremely happy family time when all children have a nutritious meal. Individual dietary and health needs are known and carefully catered for. Children are learning to consider the different needs of people outside the school community and are encouraged to contribute to life in Britain by raising money to help those who are less fortunate.

Outcomes for children

- 2.33 Outcomes for children are outstanding.
- 2.34 Children make excellent progress from their individual starting points and against expected levels of development for their age. Progress is clearly seen from their excellent work on display, from the annotated records maintained by the staff and from daily notes to parents. All children under the age of two meet, with some exceeding, expected levels of development. Each child's individual needs are carefully noted by extremely conscientious staff, ensuring they are ready to move to the next stage in their learning. Practitioners competently match a child's ability with age-appropriate levels. Babies improve their physical co-ordination and take risks to succeed when balancing bricks and taking their first steps. Toddlers walk with increased independence and confidently walk up and down the stairs. When communicating their needs, babies babble, whilst toddlers put two words together and speak with increasing clarity. They listen with great interest and focus to songs, stories and more complex instructions. Toddlers show their mathematical skills as they sing number songs, name colours and match animal patterns. Babies move objects in and out of different containers. The youngest children use electronic toys and bang the buttons to get a response, whilst older children push buttons confidently as they enjoy using toy phones.
- 2.35 All children show high levels of independence, initiative and imagination for their age. As they sing about the wheels on the bus, they use their imagination to make the wheels. They collect and put on their own shoes with growing competence, feed themselves and make up pretend games when playing with a box. They problem solve as they investigate what happens when they put objects into water and enjoy playing hide and seek. The achievements of all children are recognised with enthusiasm by all staff and they are encouraged in their learning by positive attitudes and high expectations.

Compliance with statutory requirements

- 2.36 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Ensure that the outdoor environment and provision is fully age-appropriate for children under the age of two to further support their learning and development.
- Provide further opportunities to promote diversity and an awareness of different cultures so that children learn to value their own experiences and those of others.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Oaks	2-3 years
Class 1	3-4 years
Class 2	Reception
Class 3	Year 1
Class 4	Year 2
Form I	Year 3
Form II	Year 4
Form III	Year 5
Form IV	Year 6
Form V	Year 7
Form VI	Year 8

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils of all ages, including the EYFS, are highly effective communicators benefitting from a wide range of opportunities to develop their speaking and listening.
- Pupils with EAL make excellent progress as a result of specialist support and the encouragement of their peers, with boarding making a significant contribution to their progress.
- More able pupils achieve considerable success in extra-curricular activities as a result of the school's commitment to promote pupils' individual interests and abilities.
- Lower ability pupils occasionally lack confidence in class and can become over-dependent on teacher help.
- Pupils are highly motivated learners and develop good levels on knowledge and understanding, benefitting from a well-balanced curriculum.
- Pupils' progress is not always challenged and supported through informative marking of their work.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are kind, confident young people; they show great maturity in their understanding of the needs of others and form inclusive relationships with their peers.
- Pupils demonstrate high levels of self-confidence and self-esteem as a result of the individual support that they receive and the mutual respect that permeates the school community.
- Pupils' skills of collaboration are excellent, developed and promoted through many opportunities to work together, including in sport, drama, music and outdoor expeditions.
- Senior pupils have a clear understanding of their strengths and how to improve and are extremely well-prepared for the next stage of their education.
- Pupils have a strong moral code; they understand the need for rules and their behaviour around the school is excellent.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure all pupils understand how they can improve their work and extend their learning in all subjects across the curriculum.
- Enable lower ability pupils to become increasingly independent in their learning.

The quality of pupils' academic and other achievements

3.4 Overall the quality of pupils' academic and other achievements is good.

3.5 Pupils' communication skills are of a high standard. Children in the EYFS speak clearly and confidently, describing the meaning of a digraph. Pupils in the pre-prep develop their speaking and listening skills well as they work together collaboratively to solve problems, such as creating a large dinosaur model. Senior pupils articulate ideas clearly, explaining concisely how their analysis of evidence supports their conclusions. These sophisticated skills are developed and honed well through active participation in class discussions and school debates. Additionally, pupils become increasingly confident communicators as a result of the many opportunities open to them, such as reading in assembly and participation in theatrical productions. Pupils with EAL make rapid progress in their acquisition of

English language skills, benefitting from specialist teaching and the encouragement of their peers both during the day and in the boarding community. Pupils take pride in termly focused pieces of creative writing that demonstrate the good progress they have made developing the content and presentation of their creative writing. This care in presentation is not always evident in general classwork. Pupils demonstrate good levels of subject specific vocabulary, evident in class discussions about the features of rivers, the physics behind slowing down spinners and in PSHE when discussing democracy and dictatorships. Children in the EYFS ask questions about the meaning of the words they encounter and confidently apply their knowledge of sounds to new words. More able pupils are adept in their manipulation of Latin verbs and French tenses and pupils with EAL use dictionaries effectively to extend their English vocabulary. Pupils with SEND make good progress and benefit from personalised learning programmes. Careful tracking of pupils' progress across the school ensures early intervention and support to address individual needs so pupils learn well and make progress. The data collated shows that all pupils make good progress in relation to their abilities and starting points.

- 3.6 Pupils develop a wide range of skills in art and design technology and produce work of a high quality. They benefit from small teaching groups and a well-resourced art studio. Pupils with artistic talent have gained art scholarships to senior schools, being well-supported by teaching and leadership of the school. Pupils of all ages and all ability levels enjoy music and participate fully in choirs, orchestral groups and other performance opportunities. Many achieve high standards on a variety of instruments. Their knowledge of musical terms and vocabulary is good and develops as they move through the school. This is as a result of well-structured lessons, proficient teaching and participation in a wide range of extra-curricular activities. Pupils of all abilities, including boarders, develop good levels of skill in a wide range of sports, with a few pupils attaining excellent standards and competing at national level. This is because lessons and activities are planned to provide each pupil with the opportunity to practise and improve their skills, whether refining an advanced technique or learning the basics of a game that is new to them. Pupils relish playing for the school in local, inter-school matches and competitions, and achieve significant success. Orienteering teams have participated successfully at national level, and both boys and girls cricket teams have had success at regional level, resulting from the school strongly encouraging all pupils to pursue and develop their talents.
- 3.7 In the EYFS children develop strong numeracy skills, enjoying a wide range of engaging activities that develop and consolidate their learning, such as a shape hunt in the playground where they enthusiastically identified and named a variety of 2-D shapes. Younger pupils in the prep school make good progress in their understanding of the basic four rules, fractions, decimals and different units of measure. This is effectively supported by teaching which provides good opportunities for practice and consolidation, although the marking of work does not always identify next steps or pose questions to extend pupils' problem-solving skills. Older pupils make good progress in their mathematics because they are effectively challenged. More able pupils successfully apply their mathematical knowledge in a range of different contexts, confidently tackling word problems and algebraic factorisation. They are extremely well prepared for their examinations. Pupils in the lower sets make steady progress but some are reluctant to persevere and work independently in class, becoming over-reliant on teacher support. Pupils apply their mathematical knowledge and skills effectively across the curriculum, weighing ingredients when cooking, measuring accurately in woodwork and recording experimental data in science. In geography pupils understood how to use four and six-figure grid references, and, with some support, applied this knowledge successfully to their map work. Pupils are competent users of ICT. Senior pupils enjoy responding to creative challenges, applying their coding knowledge to develop *apps* for younger pupils. More able pupils adeptly create coding for 'rock, paper, scissors' relishing the challenge given to them. Pupils with SEND develop good levels of proficiency with keyboard skills enabling them to use computers effectively to support their learning. All pupils learn how to use the internet responsibly, benefitting from a system that is well-managed by the school and available to all pupils, including those in the boarding community.
- 3.8 In the prep school pupils respond positively to both curricular and extra-curricular challenges and opportunities, demonstrating high levels of initiative and independence. Senior pupils work extremely

well independently, applying a variety of higher-order study skills and accessing an excellent range of supportive resources as they undertake projects for their examinations. Pupils successfully work out basic routes, analysing the London underground schematic map. They independently carry out additional personal research in response to studying a topic of interest, such as when learning about different religions in Religious Studies. The development of these attributes is promoted in different ways, ranging from specific problem-solving tasks in class through to preparing for an outdoor camping expedition. Additionally, pupils' good level of competent study skills, is derived from specific lessons recently introduced in response to issues identified from teachers' analysis of assessment data. This evidences the school's effective response to a recommendation in the previous inspection to develop more formal monitoring of teaching and learning.

- 3.9 Pupils' attitudes towards learning are excellent. They are keen to do well and take pride in their achievements. They collaborate willingly and nearly always respond positively to the encouragement that they receive to 'have a go'. They appreciate the support that they receive and the attention that teachers pay to their individual needs. This care and support for all pupils, and the focused provision for pupils with SEND and EAL, is hugely appreciated by parents and pupils alike. In their inspection questionnaire responses, almost all parents agreed that the school's curriculum and teaching enables pupils to develop skills and make consistently good progress, preparing them well for their futures. The high standards achieved by more able pupils in many areas demonstrate that the school's response to the previous inspection recommendation to consistently challenge more able pupils is having an impact. This challenge is largely mediated through a range of extension opportunities outside the classroom, such as participation in local and national competitions. All pupils can benefit from the rich programme of activities offered to boarders as the school has an open approach to flexi-boarding, in line with the school's aim for the school community to be an extended family.

The quality of the pupils' personal development

- 3.10 The quality of the pupils' personal development is excellent.
- 3.11 Pupils develop exceptionally high levels of self-esteem and self-confidence, nurtured by staff who know each pupil extremely well and treat them consistently with kindness and respect. Positive relationships of mutual respect are a real strength of the school and fully in line with the school ethos. Children in the EYFS are positive and confident, spontaneously initiating conversations with visitors. They persevere with tasks and take risks to succeed, supported by teachers who always set high expectations within a secure and nurturing environment. Senior pupils are extremely well prepared for the next stage of their education. Pupils identify their targets and can articulate clearly, and take, the necessary steps to attain these goals. They are very well supported by all staff, including the senior leaders. Many pupils talk of the enjoyment they have in school. Boarding pupils reflect positively on the contribution that boarding makes to their increased confidence and consistently thrive. The positive, supportive ethos across the whole school underpins and promotes the excellent development of pupils' self-esteem and reflects the school's success in meeting one of its key aims.
- 3.12 Children in the EYFS competently make decisions and select resources for their activities and understand the implications of making wrong choices. In the prep school, pupils research and present arguments for and against controversial issues with great maturity, with opportunities to present their opinions in class discussions and in more structured debates, such as the annual Year 4 balloon debate. Pupils respect different opinions and listen attentively to each other. Consequently, inter-pupil relationships are strong, supportive and inclusive. Pupils become increasingly aware of the importance of making informed decisions. Boarding pupils have additional opportunities to make decisions as they are regularly consulted about boarding house matters and activities. Pupils have an excellent and mature understanding that the decisions they make are determinants of their future path and success as a result of the many varied opportunities they have to discuss and reflect on life and their learning.

- 3.13 Pupils are extremely caring and show real empathy for others. They demonstrate great maturity in their relationships, by supporting and helping those who are new to the school or coping with specific challenges. Pupils respond generously to charitable causes, organising and participating in fund-raising activities to support them. They relish the outdoors, whether camping in the school grounds or setting off to climb Ben Nevis. Pupils of all ages enjoy watching and caring for the school animals, a resource that provides continual enjoyment and strongly promotes pupils' mental well-being. A few pupils with SEND find 'talking' to the animals helps them to manage their own stress or anxiety. Pupils express their feelings, ideas and emotions confidently through art, music and drama. They sing enthusiastically in assemblies and work together extremely well when rehearsing drama productions. In assembly for example, pupils sang heartily together and were entranced by a short exert from the school production *Annie*, performed by a small number of the cast. Pupils build excellent levels of confidence from their participation in concerts and performances both locally and further afield. Pupils develop a strong appreciation of the world around them, evident in their careful observational drawings based on natural objects. For example, Year 7 pupils carefully studied the form of a variety of shells as the starting point for their own sculptures.
- 3.14 Pupils cultural knowledge and understanding is excellent, enriched by regular visits by pupils from other countries. Their curiosity is well developed through the wealth of interesting cultural artefacts displayed around the school, alongside displays of pupils' excellent artwork and ceramics. Pupils have a mature understanding that different people have different faiths, traditions and world views. In pre-prep assembly, pupils showed an excited curiosity about the various artefacts from Kenya that were on display. They participated enthusiastically in learning a Swahili song, with the youngest children moving rhythmically to the music. Pupils adeptly contemplate philosophical questions and experience moments of insight, described in the EYFS as a 'wow' moment that can 'make you feel all tingly inside.'
- 3.15 Pupils' behaviour is excellent. They are considerate and courteous; pupils were observed spontaneously helping each other in the dining room, greeting support staff politely in the corridor and escorting visitors around the school. The school mantra 'to treat others how you would like them to treat you' is firmly embedded in the culture of the school. Pupils naturally respond positively to others as teachers' high expectations and clear guidance provide an excellent supportive framework. Pupils know and follow the school rules, learning well to take responsibility for their own behaviour. They understand that sometimes they may get things wrong, but there is always an opportunity to put it right and to learn from past mistakes. Pupils show great maturity in their understanding and tolerance of those who may need time to adjust to the school's expectations and high standards of behaviour. This mature understanding is engendered by the staff's consistent implementation of the school's behaviour policy and excellent pastoral care.
- 3.16 Pupils readily and consistently help each other in class, during activities and in their free time. They collaborate very effectively and understand fully how to work as a team. This is demonstrated when pupils successfully manage the backstage and technical aspects of dramatic productions, requiring high levels of concentration and collaboration with the performers. Children in the EYFS play together extremely well when settling into class at the beginning of the day or when playing with the construction equipment. Older pupils help each other in class, evident in a cookery session where pupils worked extremely well together as they chopped and sliced ingredients when preparing their recipes. Pupils' excellent teamwork skills are well developed for their age and applied in many different contexts. Pupils strive to gain house points to support their house and are keen to take part in live house competitions, which are well supported by parents, all of which contribute extremely well to pupils' attitudes and well-being.
- 3.17 Pupils of all ages have an excellent understanding of how to be healthy and keep safe. In the EYFS the children know that vegetables are good for them and many choose to eat them. They know to take great care when blowing out the candles on a birthday cake. Children competently explain why they need to wear a hat in the sun and that exercise will help them to be fit and strong. They greatly enjoy opportunities to explore in the soft-play area as well as time out in the playground or venturing around

the school grounds. In the prep school pupils have a very clear understanding that a balanced diet helps to maintain a healthy body. Consequently, they appreciate the choices available to them in the dining room and the encouragement of teachers and catering staff who help them to choose a balanced meal. Pupils are keenly aware that exercise is important. Almost all pupils participate in some sporting activities each day and the extensive games fields and space provide many different opportunities and possibilities. More reluctant pupils engage willingly in physical activities as they respond positively to the encouragement of their teachers who make participation fun. Older pupils are appropriately aware of the need to manage their mental health. They confidently identify many different people to whom they can talk, including the school counsellor, whose support is highly valued. Pupils have an excellent understanding about how to keep safe online. They develop an age-appropriate awareness of online risks and how to manage them effectively, gained through informative teaching and class discussions. Pupils' mature understanding is very well-developed and informed as a result of the clear guidance they receive from teachers. Consequently, the pupils experience significant freedom within clear boundaries. In their inspection questionnaire responses, almost all parents strongly agree that the school provides a high level of care for day and boarding pupils alike. This excellent pastoral care promotes the pupils' all-round personal development and prepares them extremely well for the next stage in their education and for their future lives.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Alison Primrose	Reporting inspector
Mrs Flora Bean	Accompanying reporting inspector
Mr Jonathon Anderson	Compliance team inspector (Deputy head, IAPS school)
Miss Kaye Lovejoy	Team inspector (Head, ISA school)
Mrs Anne Haas	Team inspector for boarding (Head, IAPS/HMC school)
Mrs Angela Russell	Co-ordinating inspector for early years (Former head of pre-prep, IAPS school)
Mrs Amanda Jennings	Team inspector for EYFS (Head of EYFS, IAPS school)