INDEPENDENT SCHOOLS INSPECTORATE

INTEGRATED INSPECTION

CHELTENHAM COLLEGE PREPARATORY SCHOOL

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Cheltenham College Preparatory School

The senior school was inspected at the same time and a separate report published.

Full Name of School	**Cheltenham College Preparatory School**			
DfE Number	**916/6033**			
Registered Charity Number	**311720**			
Address	**Cheltenham College Preparoty School** **Thirlestaine Road** **Cheltenham** **Gloucestershire** **GL53 7AB**			
Telephone Number	**01242 522697**			
Fax Number	**01242 265620**			
Email Address	**j.whybrow@cheltenhamcollege.org**			
Headmaster	**Mr Jonathan Whybrow**			
Chair of Governors	**The Revd John Horan**			
Age Range	**3 to 13**			
Total Number of Pupils	**393**			
Gender of Pupils	**Boys and Girls (214 boys; 179 girls)**			
Numbers by Age	3-5 (EYFS):	**44**	11-13:	**102**
	5-11:	**247**		
Number of Day Pupils	Total:	**311**		
Number of Boarders	Total:	**82**		
	Full:	**39**	Weekly:	**43**
Head of EYFS Setting	**Mrs Rachel Buttress**			
EYFS Gender	**Boys and Girls**			
Inspection Dates	**26 Jan 2016 to 29 Jan 2016**			

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PREFACE

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) Regulations 2014. The range of these Regulations can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

This inspection report follows the *ISI schedule.* The inspection on which the report is based took place over a period of four continuous days in the school.

The previous ISI intermediate boarding inspection was in May 2014 and the previous ISI standard inspection was in October 2010.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education, personal development and welfare.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

(i) an exhaustive health and safety audit;
(ii) an in-depth examination of the structural condition of the school, its services or other physical features;
(iii) an investigation of the financial viability of the school or its accounting procedures;
(iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is**

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‘exceptional’ that term may be used for the top grade. Elsewhere in the report, inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for children aged under two), reports are required to use the same terminology (‘outstanding’, ‘good’, ‘requires improvement’ and ‘inadequate’) as Ofsted reports.**

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INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the boarding house and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Diane Gardiner	Reporting Inspector
Mrs Elizabeth Harris	Team Inspector (Head of Department, IAPS school)
Mrs Jennifer Moran	Team Inspector (Head of Year, IAPS school)
Mr Michael Till	Team Inspector (Teacher, IAPS school)
Mrs Myra Rodgers	Co-ordinating Inspector for Boarding
Miss Lucy Sumner	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

1.1 Cheltenham College Preparatory School is a day and boarding school for boys and girls aged three to thirteen years. It aims to equip pupils to lead fulfilled and purposeful lives by providing an excellent all-round education founded on Christian principles. The school values pupils as individuals with unique talents and interests, and seeks to foster intellectual curiosity and the ability to learn independently. It sets out to foster an awareness of others through spiritual, moral and aesthetic awareness and a breadth of understanding. The school is governed jointly with the senior school under a single governing body. The headmaster of the college has overall responsibility for both the senior school and the preparatory school.

1.2 The school was founded, as part of Cheltenham College, in 1841 but became a separate junior school in 1865 and moved to the current site opposite the senior school in 1909. It was known at that time as Cheltenham College Junior School. The pre-preparatory department, known as Kingfishers and accommodating children from the Nursery to Year 2, was opened in 1993. The school became fully co-educational in 1998. Boarders are accommodated in a single boarding house, which offers full, weekly and flexible boarding options.

1.3 Since the previous inspection, a new preparatory school headmaster has been appointed and the senior management of the school has been restructured. Refurbishment of an existing building has provided a new science and technology block. In 2013, the school was renamed Cheltenham College Preparatory School.

1.4 The school offers Early Years Foundation Stage (EYFS) provision to children in its Nursery and Reception classes. There are currently 393 pupils on roll, 44 of whom are in the EYFS. There are 67 pupils in Years 1 and 2, 86 pupils in Years 3 and 4 (the Lower School), 94 in Years 5 and 6 (the Middle School), and 102 in Years 7 and 8 (the Upper School).

1.5 Results of standardised tests indicate that the ability profile of the school is above the national average. Most pupils are of at least above average ability, with some year groups having a notable proportion of pupils with well above average ability. Day pupils travel to the school from the surrounding counties and boarders come from the local area, across the UK and abroad. The majority of pupils are of white British origin. A small number come from European, African and Asian countries. Most pupils come from a range of professional backgrounds, including the armed forces.

1.6 Sixty pupils have been identified as having special educational needs and/or disabilities (SEND) and forty of these receive specialist support from the school. Five pupils have a statement of special educational needs or an education, health and care plan funded by the local authority. Of the thirty-five pupils who speak English as an additional language (EAL), twelve are currently at an early stage of learning English and receive additional language support.

1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

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2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

2.1 Pupils at Cheltenham College Preparatory School make excellent progress and achieve highly. Throughout the school, including the EYFS, they develop high levels of understanding, knowledge and skills across the curriculum, and are exceptionally well prepared for transfers at each stage and to their senior school. Children in the EYFS and those pupils with SEND or EAL make excellent progress overall. The excellent, well-balanced curriculum, which includes a wide range of extra-curricular activities, trips and visits, and links with the local community, supports pupils' learning extremely well. Creative use of the EYFS outdoor area has improved the children's overall experience. In the EYFS, children's opportunities to develop and extend their own learning are limited by the number and frequency of specialist lessons. Teaching is excellent. Lessons are thoughtfully planned, using highly effective tracking data to ensure that the lessons meet the needs of all abilities, including the more able; this represents significant progress since the previous inspection. At its best, marking provides constructive comments, targets for improvement and an expectation that pupils will take responsibility for self-assessment. However, the school has not met fully the previous inspection recommendation to ensure that all marking is in accordance with best practice, in that the quality of marking is still variable in the middle and upper sections of the school. Provision for personal, social and heath education (PSHE) does not yet allocate planned time for pupils to explore personal and social issues in depth. Pupils' excellent attitudes to their learning and their exemplary behaviour play a significant part in contributing to their excellent educational experiences.

2.2 Pupils develop an excellent level of personal development as they move through the school, in line with the aim to develop a breadth of understanding of spiritual, moral and aesthetic awareness, as well as respect for people and the environment. Pupils develop easy relationships with each other, whatever their background, faith or culture. They understand the core values found in British society and show great concern for those less fortunate than themselves through their involvement in charitable fund raising. The excellent pastoral care and meticulously maintained arrangements for welfare, health and safety support pupils' spiritual, moral, social and cultural awareness exceptionally well. The boarding experience also makes an excellent contribution to boarders' personal development by providing an environment where pupils feel at home, safe and well supported in every way.

2.3 Excellent governance, leadership and management enable the school's aims to be well met. The governing body has strengthened its range of experience and expertise and has excellent oversight of the school. Governors are frequent visitors to the school and understand its strengths and areas for development well. Since the previous inspection, the senior leadership of the school has been restructured, roles of middle managers have been redefined and monitoring of the school is now highly effective, meeting a previous recommendation. A detailed process of self-evaluation has informed a new school development plan that sets out clear targets for the future, also meeting a recommendation from the previous inspection. Management processes are now excellent. Communication amongst staff is a strength of the school, resulting in excellent support and challenge for every pupil. Links with parents are highly effective in supporting pupils' achievements and personal development.

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2.(b) Action points

(i) Compliance with regulatory requirements

2.4 The school meets all the requirements of the Education (Independent School Standards) Regulations 2014.

2.5 The school meets all the National Minimum Standards for Boarding Schools 2015.

(ii) Recommendations for further improvement

2.6 The school is advised to make the following improvements.

1. Provide sufficient opportunities for pupils to extend their thinking and learning for PSHE topics in the timetable.
2. Ensure greater consistency in marking and target setting in the Middle School and Upper School.
3. In the EYFS, provide uninterrupted opportunities for sustained learning so that children can develop their learning and thinking skills.

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3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

3.1 The quality of pupils' achievements and learning is excellent.

3.2 In the EYFS all children, including the youngest and those with SEND or EAL, make at least good, but more often outstanding, progress in relation to their starting points. The vast majority exceed the Early Learning Goals at the end of Reception. Children are articulate and express themselves clearly, according to their age and stage. The youngest children recognise their names and can identify which letter sound they begin with. They delight in listening to stories and are able to predict what will happen and talk about the pictures. They recognise and sequence numbers to 10 and some can count up to 20.

3.3 Children in Reception can write simple sentences, in which most letters are formed correctly. They have very good phonic knowledge and some use this to write lengthier pieces of text, using capital letters and full stops. Children can count in tens, find coins to match an amount and complete simple calculations. The children are active learners. They thoroughly enjoy the challenges they are set and demonstrate the ability to play and learn independently and to think critically and solve problems. For example, children in the Nursery delighted in taking off their shoes and placing them inside a mock giant dinosaur's footprint to see how many they needed to fill it.

3.4 Across Years 1 to 8, pupils' achievement has improved significantly since the previous inspection. Pupils listen attentively and respectfully to each other, they express themselves articulately and with assurance, and they show high levels of knowledge and skills in literacy and numeracy. Numerous examples were seen of thoughtful extended writing resulting from imaginatively titled project work. Pupils work logically in mathematics and many have quick mental recall of key information. Higher order scientific skills were observed amongst pupils of all ages, as seen in a lesson designed to work out the energy value of a number of different foods. Across the school, including in the EYFS, pupils have well-developed information and communication technology (ICT) skills that are used to good effect in many subjects.

3.5 Pupils' creativity is excellent and they express this to a high standard in music. Two pupils have been awarded places in the National Children's Orchestra of Great Britain. Significant numbers of pupils learn musical instruments and many achieve high grades for their age in external musical examinations. Choral singing is of a high standard and contributes to the school's aim to foster talents and interests that bring enjoyment and enrichment to the pupils taking part and to others. Pupils demonstrate well-developed skills in art and design work, as seen in a lesson where they were tackling oblique and isometric projection drawing. Pupils have also experienced success in national competitions in story writing and historical knowledge.

3.6 Pupils enjoy a variety of sports and many excel. Whole year groups represent the school in matches; regular tournaments with local schools, such as the innovative 'Barbarians' rugby tournaments, provide opportunities for pupils of all abilities to improve their skills and techniques. A significant number of pupils enjoy success at county and national level in a diverse range of sports, including rugby, hockey, swimming, athletics and skiing.

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3.7 Although pupils' attainment cannot be measured in relation to average performance in national tests, it is judged to be high in relation to national average expectations. The highly effective use of standardised tests ensures that the school has an extremely detailed knowledge of individual performances and, as a result, there is no significant difference in the progress of different groups of pupils. Work scrutiny, lesson observations and discussions with pupils show that attainment is high and progress rapid in relation to pupils of comparable ability. The rapid progress made by pupils with SEND or EAL is due to early identification of needs, the high quality teaching, and the individual help and support provided by learning support interventions. More able pupils achieve highly through a wide range of opportunities to extend their learning in class and take part in specific challenge activities.

3.8 Over the last four years, all Year 8 pupils have gained places at their first-choice senior school; a significant number with scholarships and awards for academic success, music, art, drama, design and technology, and sport.

3.9 Pupils of all ages show a great eagerness to learn and enthusiasm for their lessons. Their behaviour in lessons is exemplary, which enables teachers to make highly productive use of lesson time. They work well independently and support each other highly effectively when working in groups. Responses to the pre-inspection questionnaires showed that a very large majority of pupils and parents are pleased with the progress that is made.

3.(b) The contribution of curricular and extra-curricular provision

3.10 The contribution of curricular and extra-curricular provision is excellent.

3.11 Responses to the pre-inspection questionnaires showed that pupils and parents are completely satisfied with the curriculum and co-curricular programme provided by the school.

3.12 The EYFS provides a broad curriculum, enhanced by specialist teaching in a range of extra subjects, for example music, French, swimming, games and physical education. Outdoor learning in a woodland area and a wide range of interesting trips further enhance the curriculum. In Reception, however, the frequency and number of these specialist lessons limit the time available for engagement in sustained learning activities in the classroom or outdoor areas, resulting in a fragmented experience for the children. This interrupts independent learning and limits the opportunities for extended explorative and investigative experiences.

3.13 The space and resources in the Nursery outdoor area ensure that the youngest children gain daily direct access to planned outdoor activities, which complement the indoor provision and give children opportunities for some larger-scale physical play and exploration. Creative use of outdoor spaces adjoined to and near the Reception classrooms means that children have opportunities to play in the fresh air every day; leaders have worked hard to improve outdoor provision since the previous inspection. In the EYFS, activities and opportunities for learning are varied according to individual children and groups of children's needs. Children with SEND or EAL, or those who are particularly able, are identified early, closely monitored and sensitively supported.

3.14 From Year 1 to Year 8 the curriculum supports the school's aims to equip pupils to lead fulfilled and purposeful lives by providing an excellent all-round education, which exceeds the required areas of coverage and promotes pupils' knowledge and understanding of fundamental British values. It successfully meets the needs of

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pupils of all ages and abilities, providing a rich and stimulating experience that facilitates their attainment of high standards. An integrated approach to the coverage of national and international political issues, through a combination of assemblies and house meetings, ensures that pupils receive a balanced view of different beliefs and opinions and that they build resilience of thought for their future lives. Provision for PSHE does not yet afford planned time for pupils to explore personal and social issues in depth.

3.15 French is studied from the Nursery, and in Year 5 pupils study Spanish for half the academic year and French for the other half. Pupils can then choose which modern foreign language they wish to continue with for the remainder of time that they are in the school.

3.16 Pupils with SEND or EAL, and those who are more able, are supported extremely well both by the curriculum and by co-curricular provision. Pupils are set according to ability in the core subjects from an early stage, and interventions for pupils with SEND put in place, including specialist support lessons. Able and gifted pupils benefit from challenging courses and extension work in lessons, and any pupil demonstrating particular skills or strengths can benefit from the Stretch and Challenge programme, which provides opportunities to experience activities involving higher-order thinking skills.

3.17 Pupils have wide-ranging opportunities to learn beyond the classroom and are actively involved in the choice of the activities on offer. Visitors to the school and visits outside are purposefully integrated into the curriculum. They are highly effective in broadening pupils' horizons. For example, some of the choir members represented the school in a choral tour of Rome. There are also regular visits abroad to enhance learning in modern foreign languages. Success in co-curricular activities is celebrated equally with academic achievement within the school, allowing all abilities or strengths to be a significant factor in the promotion of personal qualities.

3.18 Pupils benefit greatly from links with the local community. Music scholars play at a local care home and at a maintained school, and the school regularly participates in the Shakespeare Schools Festival. At Christmas, the school choirs perform at a number of local venues. The science, technology, engineering and mathematics club is participating in a competition, supported by a local engineering company, to design and build a model plane. Representatives from this organisation regularly come into the school to help promote this competition and to advise the pupils.

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3.(c) The contribution of teaching

3.19 The contribution of teaching is excellent.

3.20 In the EYFS, staff have very high expectations of the children. Teachers are well qualified and very experienced; they therefore have an excellent knowledge and understanding of how to promote the learning and development of young children and of what they can achieve. Well-considered, very detailed planning provides an excellent balance of stimulating and enjoyable adult-led and child-initiated activities. The arrangements for observation and assessment are highly effective, enabling staff to ensure that each child's individual interests and needs are fully met.

3.21 Staff have created exciting, enticing learning environments that provide plentiful opportunity for active learning and in which children can achieve very well. An excellent range of easily accessible, age-appropriate resources thoroughly engage and motivate the children, and enable them to develop their skills very effectively.

3.22 Throughout the school, teaching promotes a positive atmosphere of learning, tolerance and mutual respect, reflecting the school's aims to foster intellectual curiosity and academic rigour. Dedicated teachers and support staff work hard to motivate and inspire pupils. They recognise individual needs, endeavouring to develop talents and skills, and striving for excellence across the curriculum. Care is taken to ensure that political issues are covered in such a way that all opinions and ideas are represented fairly, and that teaching promotes tolerance and respect. Pupils report that they have confidence in their teachers, that they feel very well supported and that they enjoy their learning.

3.23 Throughout the school, teaching is successful in enabling pupils to make excellent progress. Most teaching is characterised by excellent subject knowledge and thoughtful planning, and a variety of methods is used to stimulate interest. In the best lessons, lively teaching, a fast pace and incisive questioning techniques ensure that pupils are challenged to think for themselves, to question the ideas of others and to take responsibility for their own learning. For example, in a dynamic Year 7 history lesson, pupils enjoyed trying to solve the mystery of William Rufus's death, using visual and written evidence thoughtfully. Homework is used effectively to reinforce class learning and to offer opportunities for independent research.

3.24 Teaching responds effectively to the pupils' differing learning needs. Teachers pay great attention to the individual educational plans of pupils with SEND or EAL and ensure that their needs are met in class so that all pupils are able to make the best possible progress, including those with a statement of special educational needs or an education, health and care plan. During the inspection, the use of colour-coded worksheets in an English lesson enabled lower ability pupils to respond to questions at their own level when interpreting a challenging text. Reponses to the pre-inspection questionnaire showed that a small minority of parents felt that more able pupils are not given enough support. Inspectors found that extension work is provided for more able pupils in class and many are included in the Stretch and Challenge programme and other opportunities for enrichment. Overall, the school now meets the recommendation from the previous inspection to ensure that the work set for pupils, particularly the more able pupils in the Middle School and Upper School, is more closely matched to their differing abilities.

3.25 Since the previous inspection, a particular focus on the quality of teaching has done much to raise overall standards. A comprehensive whole-school marking policy is in

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place, which partly meets a recommendation from the previous inspection. The best marking is constructive, gives encouragement and offers guidance to pupils on how they can improve their work. However, there is still a lack of consistency in marking, particularly with regard to the use of target setting in the middle and upper sections of the school.

3.26 The school makes very good use of ICT to support learning across the curriculum. During the inspection, interactive whiteboards were used to enhance learning in many of the lessons. In a mathematics lesson in the Lower School, pupils confidently used tablet computers to reinforce their times tables knowledge and link it to the inverse process of division.

3.27 Assessment and monitoring are strong. Pupils are regularly assessed using a range of standardised tests. These results are analysed, then communicated to all teachers and stored on the school database. This detailed analysis of data enables the school to track and monitor the progress of pupils of all abilities. Teachers use this evidence to inform future planning and the choice of teaching methods. Systematic tracking of pupils means that those with SEND or EAL, as well as able, gifted and talented pupils, are identified quickly and strategies are put in place to support them. The setting system in the school ensures that pupils are given work that challenges them appropriately, including those pupils with statements of special educational needs or an education, health and care plan.

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4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

4.1 The spiritual, moral, social and cultural development of the pupils is excellent.

4.2 In the EYFS, a very high priority is given to children's personal, social and emotional development. Children hone skills for the future extremely well; they are independent, confident and self-assured. Children of all ages are given plentiful opportunity to make choices and decisions in their daily routines, learning and play. Staff encourage them to take turns and, as a result, they play co-operatively and harmoniously with or alongside each other. They understand the need to share and to help each other, and often do so unprompted by adults.

4.3 Children are aware of the differences between themselves and others, and they show respect for one another. They listen attentively to each other. For example, in the Nursery, they talked about something that is special to them and, in Reception, they explained what they had just learnt in a mathematics lesson. Children learn to celebrate each other's cultures and learn about fundamental British values through their day-to-day activities.

4.4 Transitions are managed very effectively; staff work closely with parents and children to ensure that transfer at each point goes smoothly. Children are given much opportunity to become familiar with the environment and adults in their new class. In addition, there is a thorough handover of information and records.

4.5 Throughout the school, pupils' personal qualities are well developed, in accordance with the school's aim of providing a holistic education that equips them for life in a complex, fast-changing and multi-cultural society. Christian values form the basis of the education provided, and pupils are valued as individuals with their own unique talents and interests. Pupils' spiritual awareness is strong, fostered through a wide range of opportunities. They attend the college chapel for a weekly service led by the senior chaplain. They find the scenic surroundings spiritually uplifting and enjoy the opportunity to sing in the choir or to sit in silent reflection. Pupils show an unusually strong appreciation for non-material aspects of life and they demonstrate a strong love of art, music and drama.

4.6 Throughout the school, pupils have extremely well-developed, mature personalities for their age. They are happy and well motivated, and show respect and tolerance for each other's differences. Pupils work, share and play exceptionally well together. They are happy to explain what they are doing and they share their ideas readily. They learn quickly, and develop self-confidence in an environment where they are valued as individuals.

4.7 Pupils' moral development is very strong. From an early age, they understand the difference between right and wrong, the need for school rules and the importance of taking responsibility for their own behaviour. Through the pre-inspection questionnaire a very small minority of pupils expressed the view that rewards and sanctions are not always applied fairly. Discussion with pupils and a scrutiny of the systems and records showed that this is not the case. Inspectors found that pupils are self-disciplined and they understand the school's system of sanctions and rewards well. Pupils respond positively to the guidance and advice of their teachers. They demonstrate understanding and respect for British institutions and services, and the civil and criminal law of the country, as well as for moral and ethical values

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such as the concept of individual liberty. These values are promoted through topics discussed in PSHE, well-focussed religious studies lessons and assemblies. However, dedicated time for PSHE is disjointed, which limits opportunities for detailed exploration of key social issues.

4.8 The social development of the pupils is excellent. Throughout the school, they demonstrate kindness and respect for others, including those of different cultures. Pupils of all ages are keen to accept positions of responsibility. Reflecting the aims of the school, they display a sense of community and recognise that they have a key part to play in it. When responding to the pre-inspection questionnaire, a small minority of pupils suggested that there are not many opportunities for them to take on leadership roles. Inspection evidence showed that a variety of roles were available, including monitors, house captains, school councillors, sports captains and mentors. Pupils work very well in mixed age groups, assisting one another and sharing skills and ideas. They demonstrate a deep sense of social responsibility, making significant donations to Gloucestershire Bundles, a local charity for the homeless, and organising fund raising for many prominent national charities.

4.9 Pupils' cultural development is excellent. Pupils are open-minded, respectful and tolerant of a range of cultural traditions and backgrounds, and they appreciate what it means to live in a multi-cultural society and how to combat discrimination of any kind. Pupils have a secure understanding of Western cultural traditions and of different religions, developed through a range of curricular areas. They appreciate the key features of British citizenship and have a clear understanding of how the democratic process works. Their excellent cultural awareness is enhanced by a wide-ranging programme of visits to such places as the Globe Theatre and the Imperial War Museum.

4.10 As a result of outstanding individual care and the breadth of their experiences, the standard of pupils' personal development is extremely high by the time they leave the school.

4.(b) The contribution of arrangements for pastoral care

4.11 The quality of pastoral care is excellent.

4.12 In the EYFS, children of all ages form secure emotional attachments and positive relationships with their key person and other staff. Adults work very closely together to ensure that all children are happy and confident. Older children are able to identify adults they can speak to if they are upset or hurt, safe in the knowledge that they will support and help them; they say that they feel safe in school. The excellent care provided ensures that all children's needs are fully met.

4.13 Behaviour is exemplary. On the very rare occasions when adults need to intervene to manage behaviour, they do so calmly, using well-considered, consistent messages to support those children who need it. Children have useful strategies of their own, which they use to try to solve any minor conflicts for themselves. Very high standards of courtesy are consistently and effectively promoted and demonstrated.

4.14 Children in Reception are able to explain why it is important to take exercise, eat vegetables and drink water in order to be healthy. They learn about hygiene through daily routines such as washing their hands before eating and are able to explain the importance of this. There are many opportunities for the children to be physically active during specialist lessons, adult-led sessions and daily outdoor play.

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4.15 Throughout the school pupils' development is assisted by strong relationships with each other and with staff. Teachers and tutors know their pupils extremely well and are adept at helping them to take advantage of the opportunities provided by the school. All pupils questioned said that they knew who to go to if they had any concerns. They can speak to an appropriate adult, raise a matter by email using a dedicated address or place a written concern in a 'worry box', anonymously if they wish.

4.16 The pastoral structures include ready lines of communication to senior management. Records are thoroughly kept and allow overall patterns to be identified. Regular pastoral meetings amongst staff, as well as an extremely efficient system for logging discussions, enable communication between various parties to be thorough and rigorous.

4.17 Pupils are confident and happy. The school has established a very positive ethos where pupils readily recognise that bullying or harassment of any kind are unacceptable. Those questioned considered that bullying is rare, and all were confident with the school's ability to deal with it efficiently. They are aware of the issues of cyber bullying and know how to keep themselves safe online. A very small minority of parents considered that the school does not handle complaints of bullying adequately. A scrutiny of school records showed that the three-stage school policy includes a proactive approach to countering bullying and that careful records are maintained. It was clear from discussions with pupils that they understood and valued the processes involved.

4.18 A very small minority of pupils felt that they do not have opportunities to have their views heard. Inspectors found that pupils have many opportunities to have their ideas represented. The school council and boarding house committee allow pupil representatives to relay the views and opinions of their peers. Pupils are encouraged to be healthy through developing good eating habits and taking regular exercise. The extensive games programme ensures that everyone exercises regularly. Food is nutritious and pupils are educated about healthy eating.

4.19 The school has an appropriately detailed three-year accessibility plan for pupils with SEND.

4.(c) The contribution of arrangements for welfare, health and safety

4.20 The contribution of arrangements for welfare, health and safety is excellent.

4.21 In the EYFS, children's welfare is given a high priority and staff are fully committed to keeping children safe. Rigorous risk assessments of all areas used by the EYFS children result in robust procedures for the prompt identification, reporting and rectifying of potential hazards. Buildings have secure entrances and all staff are aware of security procedures, including parents' designation of named adults for collecting their children from school. Attendance is carefully monitored and care taken to prevent radicalisation and extremism in any form.

4.22 The school is most thorough in its attention to issues of safeguarding, both in the EYFS and elsewhere, and its policy and procedures are meticulous in their attention to detail, and these have a significant impact on pupils' welfare and safety. Staff receive high quality and timely training, and a full induction process ensures that all new staff are familiar with safeguarding procedures and all other aspects of health and safety. The school maintains excellent links with local agencies. Recruitment

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procedures are thorough and systematic, and the required checks on staff are accurately recorded and securely stored on the single central register.

4.23 The school maintains outstanding records on all matters relating to welfare, health and safety. Systems for monitoring the arrangements for health and safety are rigorous, and the committee that meets twice a term includes members from all areas of the school, demonstrating the importance that the school places on such matters. The governing body provides highly effective oversight.

4.24 Protection of pupils throughout the school is given high priority. The school takes all necessary measures to reduce the risk from fire and other hazards. Detailed and efficient arrangements are in place and staff are appropriately trained. Regular fire practices are held and results are noted and discussed. These comments are used to further improve the school's practice. Comprehensive risk assessments are in place for every aspect of school life. Health and safety policies are updated annually.

4.25 Pupils who are ill or injured are exceptionally well cared for on site in the well-resourced health centre. This provides exemplary facilities where sick pupils can be cared for. Throughout the school a high proportion of staff receive first-aid training, and measures for overseeing its delivery are highly effective.

4.26 Admission and attendance registers are accurately maintained and stored over the required period for future reference.

4.(d) The quality of boarding

4.27 The quality of boarding is excellent.

4.28 Outcomes for boarders are excellent. The boarders' personal development is clearly promoted by their boarding experience, enabling them to develop key qualities such as tolerance, confidence and growing independence. Boarders say that the school is a "happy place" and boarding is "amazing". Boarders and staff speak of family and a sense of community. Excellent relationships exist between boarders of all ages and nationalities, and with staff. Dedicated staff work with great commitment and boarders are appreciative of the efforts staff make on their behalf. The boarders are considerate towards one another and inspectors found them to be extremely polite. Boarding staff have excellent links with academic staff, promoting academic achievement.

4.29 The boarders say that there is a wide range of people they can talk to, if the need arises, and the telephone numbers of the independent listener and Children's Commissioner are displayed and are acknowledged by the pupils. Boarders are given positions of responsibility, including head boarders who help with the running of the house and boarding mentors who act as leaders of their dormitories, enabling them to develop strong leadership skills. The boarders feel listened to through the boarding council and are confident in expressing their views in an open atmosphere. Developments brought about by the council include a change in routine and the purchase of beanbags. Boarders have access to the world around them through newspapers, television and appropriate internet facilities.

4.30 The quality of boarding provision and care is excellent. New boarders say that they are welcomed into the community by other boarders and staff, and that they quickly settle into their "new family". Prior to joining the school, boarders and parents are

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given helpful handbooks and boarders receive a thorough induction procedure on arrival, including being assigned a 'buddy'.

4.31 There are effective policies in place for the care of boarders who are unwell. Health centre nurses, assisted by suitably trained house staff, provide excellent medical care and boarders say that, should they be ill, they are very well looked after. A doctor also holds regular surgeries, and local specialist services can be accessed, including a dentist and an optician. Counsellors are also attached to the health centre, providing another means of support.

4.32 Meals are of a high standard; boarders say that they enjoy their meals and were observed to have healthy appetites. When possible, fresh local produce is used and baking is done on site. Special dietary needs are catered for. Themed days are sometimes held, for example a Chinese day, and there is always a birthday cake for boarders. A very small minority of pupils felt that snacks are not readily available. Inspectors judged that the range of evening snacks, extra treats and drinks provided in house are of excellent quality and quantity.

4.33 Boarding accommodation is excellent; the rooms are brightly decorated, light, airy and clean, and boarders are happy in their environment. They can personalise their own areas, adding to the homely feel. There are comfortable common rooms where they enjoy socialising and there is also a quiet room for boarders, meeting the recommendation from the last inspection. Most boarders are enthusiastic about a wide range of activities, especially at the weekend when they have supervised access to the local town, movie nights with popcorn and trips off site, for example to theme parks and cooking experiences. During the week popular choices include swimming, craft, design and technology, and a youth club, where boarders play various games. Laundry is managed to a high standard on site. Regular contact with parents is maintained by telephone, email and internet calls.

4.34 The effectiveness of arrangements for welfare and safeguarding is excellent. The school operates safer recruitment procedures for all staff. Staff, including ancillary support staff, receive regular safeguarding training and are aware of their responsibilities. Several members of staff are on duty in the boarding houses at any time and boarders are regularly registered, ensuring that staff know their whereabouts at all times. Regular fire drills are held and boarders demonstrated a clear knowledge of evacuation procedures Boarders say that they feel safe. An anti-bullying policy is in place and boarders say that bullying, including cyber bullying, is not a concern and that any instance would be quickly dealt with. In addition, there are policies to promote good behaviour, and boarders were seen to behave extremely well.

4.35 The effectiveness of leadership and management within the boarding provision is excellent. There is a suitable statement of the school's boarding principles and practice, which is successfully implemented. The Council is actively involved in the running of the school. The boarding team is very well led and supported by the senior leadership team. Staff have regular appraisals and opportunities for further training. Regular meetings of staff, at all levels, are held, enabling them to monitor boarders' progress and academic achievement, and to achieve links between their academic and pastoral lives. This results in the excellent overall care of boarders. In pre-inspection questionnaire responses, parents and boarders were extremely positive about the boarding provision.

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5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

5.1 The quality of governance is excellent.

5.2 Governance is strong in the EYFS and members of the Council, some of whom have Early Years experience, work with staff to keep abreast of the regulatory requirements that are specific to the EYFS.

5.3 Since the previous inspection, the range of experience and expertise represented on the Council has been strengthened and carefully chosen appointments made. Regular and highly effective monitoring of all sections of the school ensures that all members of the Council have an excellent understanding of the school's strengths and areas requiring development. The Council successfully fulfils its responsibilities for improving educational standards and for strong financial planning. Since the previous inspection, the school has been successful in recruiting a number of high quality staff to senior positions to ensure continuous development of the school. Significant levels of investment have provided a new teaching block for the preparatory school, and the boarding house has undergone a programme of refurbishment to provide updated bathroom facilities and a quiet area for boarders, in response to a previous inspection recommendation.

5.4 Governors visit the school regularly. They have excellent relationships with senior leaders and staff. A number of sub-committees meet regularly and provide regular reports to update the full board on all aspects of the school, including matters of regulatory compliance, educational standards and financial strategic planning. Governors have high expectations, and their detailed knowledge of the school ensures that they are able to offer informed support, challenge and constructive contributions in all areas.

5.5 Governors have undertaken extensive training to ensure that they develop a good understanding of statutory requirements. Arrangements for welfare, health and safety and for child protection are robust. The safer recruitment procedures are comprehensive and the single central register is accurately maintained. All governors receive detailed termly reports on safeguarding matters, which inform the annual review of safeguarding procedures by the full board.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

5.6 The quality of leadership and management, including links with parents, carers and guardians, is excellent.

5.7 Leadership and management within the EYFS are excellent and a particular strength of the setting. Leaders and Early Years staff evaluate their practice on a daily basis to ensure continuous improvement to provide the best possible opportunities and experiences for the children in their care. Leaders have undertaken self-evaluation and this forms the basis of the aspirational vision and focused development plan for the future of the EYFS.

5.8 Leaders fully understand their responsibilities to safeguard the children and monitor the educational programmes and outcomes. Systems are robust and scrutiny of

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data, tracking and assessments is forensic; leaders not only know precisely where each child is in their learning journey, but can also identify strengths and areas for development for groups of children and the curriculum provision overall.

5.9 Staff in the EYFS are supervised appropriately. One-to-one meetings take place with leaders; these provide an opportunity for the staff to discuss the children in their care, as well as their own professional needs. Staff have undertaken all statutory training and work hard to keep themselves up to date with current trends in the Early Years. Whilst fewer opportunities are provided for professional development aimed at improving teaching skills, staff keep a log of anything they have learnt and share ideas to improve overall provision and outcomes for children. All staff respect the aims and ethos of the school, ensuring the recognition of diversity and the active promotion of democracy, equality and British values.

5.10 At all levels of responsibility, the leadership and management of the school are highly effective in achieving its aims. Leadership and management have been successful in recruiting high quality staff who understand the ethos of the school and embrace the idea of providing pupils with a range of experiences that support their personal development and engender a genuine love of learning.

5.11 Arrangements and training for staff and governors, with regard to safeguarding, safer recruitment and welfare, health and safety, are meticulously maintained and comprehensive records kept and monitored. A broad range of regular in-service training, a system of staff appraisal and opportunities for professional development are significant factors in the success of the school. Since the previous inspection, the school has developed the management structure and defined the roles of all leaders. This has facilitated the introduction of a strong process for the monitoring of teaching and learning, and for peer coaching and work scrutiny systems, which are now fully implemented. This has developed and supported the ongoing improvement of overall standards and development of staff.

5.12 Policies and procedures are monitored and evaluated regularly to ensure that content and implementation are secure. The process of self-evaluation is strong. This has resulted in the production of a comprehensive development plan that covers a breadth of areas including the identification of clear targets, the introduction of new initiatives and the implementation of a new programme to ensure the emotional well-being of the pupils and staff.

5.13 Other recent initiatives to improve teaching and learning are beginning to have a positive impact on the standards achieved by the pupils. In particular, detailed systems for tracking individual pupils' progress have been developed to ensure that the needs of every pupil are identified quickly and met successfully. Communication amongst all staff at the school is a strength; it is frequent and well focused, providing an excellent level of awareness of exactly what is needed to support each pupil.

5.14 The premises and grounds are well maintained and pupils respect their learning environment. The care and expertise of all those who work to support the pupils, through the administration, catering and maintenance departments, enable the school to run very effectively.

5.15 The school has developed very strong links with parents. In response to the questionnaire, parents expressed high levels of satisfaction with all aspects of the education and care their children receive and are very supportive of the school. Parents across the school particularly appreciate the individual care and attention their children receive, the range of the curriculum and subjects offered, and the

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quality and quantity of the information that is made available to them. This allows them to feel involved in their children's education. Most parents would happily recommend the school to others.

5.16 In the EYFS, staff and parents work closely together to ensure that all children's needs are met. Parents contribute to their children's learning by providing information through ongoing verbal or written dialogue. Parents are kept well informed of their children's progress; they receive written reports and are invited to formal meetings to discuss overall development. Effective partnerships with parents, together with consultation with external agencies and other professionals, secure appropriate interventions, as necessary.

5.17 There is excellent two-way communication between parents and the school. This includes daily contact in person, home contact books and prep diaries, email and text messages, detailed weekly newsletters and much useful up-to-date information that is easily accessible on the school's website. Social media is used to convey daily messages and reminders, and to share good news stories. Staff, in all sections of the school, are available to speak to parents on request; the useful Lines of Communication guide assists parents in knowing to whom they should go and in what circumstances. Parents acknowledge that responses to their questions are timely; all but a very small minority are satisfied with the way in which the school has handled their concerns. The school's complaints procedure, which is made openly available to parents, meets all regulatory requirements.

5.18 Information about school policies and other relevant documents is readily available to parents of both prospective and current pupils through the website. A comprehensive series of prospectuses, guides and promotional videos provides additional information about the school.

5.19 Parents and others have a range of opportunities to be involved in the work and progress of their children and to contribute to their education. For example, they share their experiences and expertise through classroom activities and through presentations on such subjects as Diwali and working in the medical profession through the Wednesday Wonder programme. Parents are always welcome to attend chapel services, assemblies, sports fixtures, plays, performances and other special occasions, such as Parents' Day and Sports Day. The active Friends of the Prep group organises a number of fund-raising and social events for pupils and parents throughout the year. Any monies raised go towards the school's chosen charity for the academic year.

5.20 Full written reports are issued at the end of the school year for all pupils from Nursery to Year 7. Parents of pupils in Kingfishers receive targets in the spring and autumn terms and an additional report at the end of the autumn term, when Year 8 reports are also produced. Parents of those in the Lower School, Middle School and Upper School receive regular interim reports. Reports are thorough, detailed, clear and concise. They include teacher assessment information, comments, and effort and year group attainment grades, and highlight next steps in learning. Parents across the school are invited to meet with the staff in the first half of the autumn term to discuss how their children have settled. Formal parents' meetings are held at key points throughout the year for each year group.

What the school should do to improve is given at the beginning of the report in section 2.

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