

School inspection report

28 to 30 November 2023

Berkhampstead School and Day Nursery

Pittville Circus Road

Cheltenham

GL52 2QA

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

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Summary of inspection findings

1. Leaders work effectively so that the school successfully fulfils its aims. Governors provide a well-informed oversight. Leaders promote the safety and wellbeing of all pupils through appropriate policies and procedures.
2. A rigorous process of self-evaluation enables the school to identify strengths and areas for further development accurately. The school's review process resulted in changes to the leadership structure. This process is currently being embedded. This is reflected in the wider areas for improvement identified in the report. A small number of maintenance issues relating to the school site were identified during the inspection. These were promptly addressed by the school.
3. Pupils follow a broad and balanced curriculum that is adapted to meet their learning needs. Pupils make good progress because teachers know their needs well. Recent initiatives to strengthen the support for pupils who have special educational needs and/or disabilities (SEND) in the prep school have resulted in more consistent progress for these pupils. These strategies are not fully embedded across both the school and day nursery.
4. Leaders in the early years promote a welcoming and supportive environment for children. The effective teaching of phonics in the early years leads to good progress in this aspect of their learning. Teachers know the children well, and plan activities which engage their interests.
5. Pupils' attainment is carefully monitored in the older year groups in the school, resulting in appropriate adaptations to teaching and learning. This enables these pupils to make rapid progress, as evidenced through the large number of places gained at senior schools with selective entry requirements. However, the use of assessment data to inform teachers' planning is not as effective across the younger year groups, so their progress is not as consistent.
6. The rapid development of pupils' information, communication and technology (ICT) skills includes the ability to use coding effectively. Pupils are confident in their understanding and their use of resources such as programmable robots.
7. Pupils consistently demonstrate high levels of self-esteem and self-confidence. Pupils are happy at school and feel well cared for. Leaders' promotion of kindness as a core value has a clear impact on their attitudes and behaviour.
8. Pupils benefit from opportunities to take on roles of responsibility. Pupils in Year 6 fulfil their 'buddy' responsibilities assiduously and enthusiastically when supporting pupils in Year 3. Leaders provide a wide range of opportunities where pupils undertake activities to learn about and support different communities.
9. Pupils are well prepared for life in British society. Leaders provide many opportunities for younger pupils to learn about British institutions. Older pupils acquire practical life skills, such as how to use public transport. Diversity is celebrated throughout the school, and there is a culture of tolerance and respect for people's differences.

The extent to which the school and day nursery meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- embed the new roles and responsibilities of the restructured senior leadership team so that oversight of policies and their implementation is consistently rigorous
- ensure the school site is maintained to a consistently high standard
- ensure the recent initiatives to strengthen support for pupils who have SEND are fully embedded across both the school and day nursery
- Strengthen the use of assessment data to inform teaching so that pupils make consistent progress across all subject areas and year groups.

Section 1: Leadership and management, and governance

10. The effective working relationship between governors and leaders supports the school and day nursery to meet its aims. Leaders and managers fulfil their responsibilities effectively. They are overseen by well-informed and appropriately trained governors, so that the Standards are met.
11. A careful review process ensures that policies and procedures are in line with current guidance and align to the needs of pupils. These are generally implemented effectively. Leaders fulfil the requirements of the Equality Act 2010, so that pupils are not discriminated against. An appropriate accessibility plan ensures that the needs of pupils with disabilities are considered and met where possible.
12. The policies for health and safety are appropriate and reviewed regularly, making use of governors' expertise. Suitable staff training is in place to support the implementation of policies. A small number of issues relating to the school site were identified during the inspection. These were promptly addressed by the school. Measures to reduce the risk of fire are effective.
13. An effective process of self-evaluation enables the leadership to identify the school's strengths and address areas for development. This led to a recent restructuring of roles and responsibilities in the school's leadership team. These changes are still being embedded, and this is reflected in some of the inconsistent practice and recommended next steps highlighted in this report
14. Leaders promote pupils' wellbeing through an effective pastoral care structure. They successfully promote an ethos, which aims to provide a 'happy, caring and fun' learning environment. A focus on meeting the needs of individuals permeates down from leadership and supports positive outcomes for pupils. Leaders enable all pupils to feel part of a listening school. Pupils are confident that if they have an idea or a concern it will be responded to appropriately. Leaders' recent changes to provision such as the 'wellbeing pod', and initiatives to bolster pupil mental wellbeing contribute towards pupils' high levels of self-esteem and their high regard for the care they experience at school.
15. Leaders have recently identified a need to improve the support for pupils who have SEND. Their actions have made a demonstrable impact on the progress of these pupils in the prep school. However, these changes are not fully embedded in the lower parts of the school.
16. The required information is made available and provided to parents who are able to access relevant policies from the school's website. The relatively small number of complaints received are managed in accordance with the school's published policy. Reports for parents on their children's progress outline areas of strength and for further development.
17. Governors have effective oversight of safeguarding policy and procedures. They ensure that the school has suitable staff recruitment processes and safeguarding arrangements in place, including appropriate links with external agencies. Pupils of all ages feel safe at school.
18. In the early years, leaders ensure that staff are appropriately trained and deployed. Their informed oversight of teaching supports children to make good progress. Children's safety and wellbeing are actively promoted by staff. A systematic approach enables careful tracking of pupils' progress to take place, supported by an open and effective relationship between school and home. Leaders prioritise the effective teaching of phonics, which enables children to make rapid progress in this aspect of their learning.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Pupils experience a broad and balanced curriculum, suitable for pupils of all ages and abilities. Governors provide effective oversight and challenge. Leaders' present to governors on curriculum developments and pupils' educational outcomes and governors undertake regular visits to speak to pupils and staff about the effectiveness of educational provision.
21. Leaders ensure the pupils develop skills in all of their key areas. In particular, pupils make rapid progress in developing their ICT skills in areas such as coding. Year 3 pupils were able to programme robots accurately to carry out pre-determined tasks.
22. Leaders in the early years provide a programme of activities, which are planned to match the children's educational needs and enhance their skills within the seven areas of learning. Children make good progress from their starting points, and almost all reach a good level of development by the end of their Reception year. Children engage actively in their learning and with curiosity. They respond positively to the care and support they receive from staff.
23. Pupils acquire new knowledge, skills and understanding because teachers usually build upon pupils' prior learning. Pupils make good progress overall from their assessed starting points. Many older pupils are successful in gaining places at selective senior schools.
24. An appropriate framework is in place to assess pupils' progress against age-standardised norms. Teachers' marking clearly signposts areas for improvement. However, effective assessment processes that are used to plan teaching in some subjects are not used consistently. Where this is the case, pupils do not progress as rapidly.
25. Those pupils identified as having SEND make good progress. Leaders' recent initiatives that have enhanced the outcomes of pupils who have SEND, such as how to identify and support those with autism. These are not yet fully embedded across the lower school and day nursery.
26. Pupils for whom English is an additional language (EAL) make rapid progress in their fluency in English. This is due to the support provided by their teachers in activities for example that build upon their vocabulary and comprehension.
27. Effective teaching methods are used to engage pupils' interest, motivating them to apply themselves well to tasks they are set. Typically, lessons are characterised by effective planning and challenge, and the use of high-quality resources. Pupils have a secure recall of prior knowledge, which they then apply effectively to new areas of learning.
28. Pupils benefit from a broad and interesting activity programme, which enables them to deepen their knowledge, skills and understanding whilst gaining independence and developing skills for life. Younger children enjoy opportunities to participate in varied and stimulating playtime activities, which develop their creative and collaborative skills.

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

29. All the relevant Standards are met.

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

30. The school and day nursery's aim to provide a 'happy, caring and fun environment' is met through robust pastoral systems and a clear culture of care, which promotes pupils' self-knowledge, self-esteem and self-confidence. Leaders successfully promote pupils' physical and mental health and emotional wellbeing. Risks to pupils' welfare are appropriately assessed and proportionately mitigated. The recently created 'wellbeing pod' and wellbeing garden are actively used to support pupils' sense of wellbeing. This has contributed towards the school twice achieving Mental Health Champions status.
31. Personal, social and health education (PSHE) lessons help pupils of all ages understand how to recognise and address their own physical and mental health and emotional wellbeing needs. The relationships education programme of study is age-appropriate and supports pupils in building positive relationships.
32. Pupils have a well-developed appreciation of the non-material aspects of life, which reflects the school's aim to promote pupils' spiritual awareness. This is enhanced through the insights pupils gain into a diverse range of cultures through their assembly programme. Pupils enjoy learning about the beliefs, practices and festivals of the main world religions.
33. Pupils participate in a range of physical activities in lessons, inter-school sports fixtures and extra-curricular activities. They enjoy and appreciate the benefits of regular exercise. Lessons about physical health include appropriate guidance on oral hygiene in the early years and guidance on healthy food choices for pupils of all ages, resulting in the school gaining a healthy living award.
34. The clearly articulated behaviour policy is applied consistently and fairly by staff. Pupils' behaviour is of a high standard and they have a clear sense of right and wrong. They understand that bullying is unacceptable. On the rare occasions that it occurs, it is addressed effectively. Staff are well trained in identifying different types of bullying and in how to meet the needs of both victim and perpetrator.
35. Children in the early years learn to manage their emotions. Teachers teach them to take turns and to share. Children develop positive relationships with staff who know the children well and understand how to help them to learn. The setting is a welcoming environment, and children are excited when they arrive at the school and day nursery. Children have well-developed fine-motor skills.
36. Leaders, with effective oversight by governors, ensure there are suitable arrangements for health and safety, including managing the risk of fire. The school's premises are generally well maintained. A few minor oversights relating to unlocked doors were identified during the inspection and were promptly rectified. Pupils are secure whilst onsite. Pupils are supervised appropriately both when on school premises and on visits and outings. Admission and attendance registers are maintained appropriately, and leaders make the necessary notifications when pupils join or leave the school.
37. Suitable medical facilities are available for pupils when they are injured or unwell. First aid is administered in a timely and competent manner by trained staff, including those with paediatric first aid training.

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

38. All the relevant Standards are met.

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

39. Pupils learn about the society in which they live and the wider world. They study different communities within the UK and around the globe and show an enthusiastic interest in the study of world religions. Pupils display respect for other people, and an understanding of the diversity of modern society.
40. The PSHE curriculum and other activities provide pupils of all ages with an appropriate introduction to different institutions and their role in British society. They experience democracy first-hand through elections to the school council and voting for initiatives that have been discussed in various pupil forums. Visits from members of the medical profession, the police force and the fire brigade enable children in the early years and younger pupils to develop a firm understanding of the role played by the emergency services in safeguarding people from harm.
41. Leaders promote the values which underpin British society. From an early age, leaders encourage respect and tolerance towards people from different cultures and those who hold different beliefs. The recommendation from a previous inspection, to enable children in the early years to strengthen their awareness of other cultures and diversity through a wider range of resources, has been addressed effectively. Assemblies introduce older pupils to a range of festivals, as well as global initiatives such as Black History Month and International Women's Day. A visit by a young adult with cerebral palsy helped to raise awareness in pupils of the needs of someone with a disability. Pupils understand the right of people within British society to express views openly and appreciate that they have an active voice within their own school community, which they feel leaders respond to positively.
42. Pupils benefit from the respectful and kind relationships between children and adults. Leaders successfully engender a sense of community and of mutual support and respect, both in the classroom and within the wider life of the school. At break times, pupils of all ages collaborate happily while engaging in a wide range of activities. Children in the early years readily support each other and learn well together. Adults in the setting model considerate and respectful behaviour.
43. Pupils have roles of responsibility available to them at the school which they fulfil conscientiously, supporting their personal development and self-esteem. Leaders place a particular emphasis on service to others, which underpins a wide range of activities. Pupils actively support a variety of local community groups. Children from the early years interact with elderly residents in a local care home when undertaking regular arts, crafts and music-making activities with them. The school council organises successful charity fundraising days.
44. Pupils are well prepared for their transfer points. The older pupils receive appropriate guidance about how to transition successfully to senior school. Leaders provide opportunities for them to gain greater independence, particularly during their final year at the school. Early years children are supported by opportunities to meet their new teachers and explore their new classrooms.

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

45. All the relevant Standards are met.

Safeguarding

46. Safeguarding arrangements at the school and day nursery are secure. Governors exercise a robust oversight of those leaders with responsibility for safeguarding. They interact effectively with external agencies when required to support the welfare needs of pupils.
47. The safeguarding policy is published on the school's website and is updated to incorporate the most recent statutory guidance. Policy and practice are reviewed at least annually with all staff and whenever safeguarding updates are published.
48. Those with designated safeguarding lead responsibilities receive suitable training. All staff undertake appropriate safeguarding training as part of their induction upon joining the school, which is then updated at regular intervals. Staff demonstrate a secure level of understanding about how to manage and report safeguarding concerns, including those relating to child-on-child abuse, online safety, low-level concerns and the risks posed by radicalisation and extremism. Safeguarding concerns are reported and recorded appropriately, including prompt referral to external agencies if required.
49. Safer recruitment checks are completed for all staff, volunteers and governors, in line with the Independent School Standards, and a suitable central record of appointments is kept.
50. Pupils understand how to stay safe online. Suitable online monitoring and filtering systems are in place.
51. Leaders ensure there is a strong safeguarding culture at the school and day nursery, with the wellbeing of pupils at the heart of decision-making. Pupils feel safe at school and at the day nursery.

The extent to which the school and day nursery meets Standards relating to safeguarding

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

The quality of the early years foundation stage in the registered early years provision

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

53. The overall effectiveness of the early years provision is outstanding.
54. High-quality educational programmes are well planned, implemented and overseen by rigorous monitoring practices. A well-informed understanding and knowledge of each child's level of development, along with robust care practices, enable practitioners to meet the needs of all children.
55. High-quality support is provided for children for whom there is a concern. Parents are fully involved in this extra support. All children make rapid progress in their learning and development relative to their starting points. The vast majority of children achieve a good level of development in all the areas of learning. All children are extremely well prepared for the next stage of education, moving on with great excitement as and when they are ready and in partnership with parents.
56. Children form strong and positive relationships with their key persons who know them extremely well. Practitioners have a high level of understanding of how to protect children. The notable culture of shared responsibility means that children feel extremely safe, secure and well cared for.
57. Leaders and managers have a thorough knowledge of the early years foundation stage (EYFS) learning requirements. They ensure that all requirements for children's safeguarding and welfare are met rigorously in a setting where protecting children is of the utmost importance. They regularly evaluate practice and rigorously monitor the comprehensive plans for future development, ensuring that children have continuous access to highly effective education and care.

Quality of education

58. The quality of education is outstanding.
59. Highly effective educational programmes are based on the practitioners' secure understanding of each child's unique level of development. This understanding is gained by observations and information from parents given before and during their children's nursery journey. Utmost importance is given to the planning for individual next steps, based on children's learning needs and interests. A particular focus in nursery is to inspire children to be curious and imaginative and to encourage enquiry-based learning. Leaders monitor the curriculum rigorously, ensuring they are fully confident that curriculum intentions are met and there is sufficient challenge for each child. The nursery ensures it meets the needs of all the children who attend, including those with specific needs.
60. Leaders make sure time is spent with each child, looking at books, singing, investigating sand or during snack time. This enables practitioners to understand further what each child knows and can do and to fully assess the implementation of the curriculum. Children have the opportunity for discovery and challenge in their learning, for example when babies make marks and investigate coloured powder. The high-quality support they receive extends their learning. Children's progress

in the prime areas of learning is generally rapid, although opportunities for children to demonstrate their mathematical understanding are less evident.

61. Children's next steps in learning are carefully planned and opportunities for spontaneous learning identified. These promote children's natural curiosity and sense of awe and wonder. One baby's accomplishment when taking their first steps inspired others who celebrated together by clapping. Practitioners know each child's interests and needs and provide well-planned opportunities to build on previous knowledge, extend children's learning and increase cultural understanding. The impact that these opportunities have on development is recorded effectively by knowledgeable key persons who recognise when each child achieves their next steps. Toddlers make excellent progress in developing their language; for example, as they make their needs known by saying, 'Help please' when climbing out of the sand pit. Practitioners are quick to respond. Children are extremely well prepared for the next stage in their learning and for future success.

Behaviour and attitudes

62. Behaviour and attitudes are outstanding.

63. A high level of engagement in their tasks is evident as children have uninterrupted time to play and explore and show their willingness to have a go. For example, toddlers enjoy hiding a picture of Pudsey Bear in the sand and then finding it. Older babies show they are proud of their accomplishments as they climb the indoor wooden steps and go down the slide independently. At one point, climbing up with one hand presents a challenge but is later met with success. Children consistently demonstrate their positive attitudes and enjoyment of learning as they engage with a rich set of experiences both indoors and outside.

64. Children are notably active learners who show great enthusiasm and a desire to find out more. They are highly motivated, concentrate extremely well and enjoy their successes. Their strong desire to learn is evidenced by their curiosity as they deepen their knowledge and skills. Toddlers keep trying hard until they successfully achieve what they set out to do, for example in using implements to help them collect objects which are out of reach.

65. Children communicate their needs extremely well. They make choices, choosing their own ways to do things. Babies choose to sit in the welcoming covered area looking at books as their attention span increases. Whilst there, they interact with each other, and very gently cuddle their friends. Other children responded with equal affection, showing very positive emotions and high levels of respect.

66. The partnership between nursery and parents is highly effective, fostering high levels of attendance and forming excellent habits for future learning. Parents are highly appreciative that they are kept regularly informed about their children's achievements and progress through the online learning journal and daily conversations with key persons. Parents and practitioners communicate extremely well together, ensuring everyone adopts the same approach to any concerns.

Personal development

67. The personal development of children is outstanding.
68. Nursery practitioners, recognising the differing characteristics of children, ensure highly effective care practices and educational programmes that meet children's individual needs and build each child's character effectively. Practitioners talk about emotions and feelings and, when asked who is happy, children firmly reply, 'Me!' Picture cards help children recognise emotions such as 'happy' and 'upset'. This is especially important for children not yet able to communicate through words.
69. Practitioners build secure relationships with children, which encourages resilience, confidence and independence. They are highly responsive to children as they join them on the toy bus and sing an appropriate song together. Children seek out their key person when needing assurance and welcome visitors to the setting, showing high levels of emotional security.
70. Practitioners support children effectively as they learn to take risks in order to succeed in both the inside and outdoor environments. Children have a very effective understanding of how to be careful when climbing through tunnels or down slopes. They develop confidence, high levels of self-esteem and a desire to try again. All children feel secure both physically and emotionally as a result of the high-quality provision and care.
71. Secure attachments with key persons, and familiar routines, promote children's independence and wellbeing. They enthusiastically follow routines at mealtimes and when going outside as they increasingly recognise the structure of the school and day nursery day.
72. Practitioners ensure that food preferences and allergy needs are catered for, ensuring the safety of all children. Toddlers enjoy nutritious food as they share mealtimes together. Babies now have more flexible arrangements so that these important routines are not rushed and do not disturb those who are sleeping. Children are physically active learners both inside and outside. The outdoor areas are used each day providing excellent opportunities for children continuously to strengthen their motor skills and enjoy fresh air.
73. All practitioners are fully aware of their responsibilities to keep children safe and have a thorough knowledge of policies and procedures, which are implemented robustly. The setting meets the EYFS statutory requirements for safeguarding, welfare, learning and development.
74. Hygiene practices meet the personal needs of all children extremely well. Practitioners help them to blow their nose and to keep safe by washing hands before meals. Children know these important routines. They increase in independence as they attempt to take off their coats and use their fork with greater accuracy at mealtimes.
75. Children are well prepared for future success as they learn important values and are taught to be polite, kind and to persevere. The high-quality support provided by practitioners and parents encourages these values of respect. Children welcome the residents from a care home into school and raise money for charities showing care for those in need.
76. The recommendation from the previous inspection, to enable children to strengthen their awareness of other cultures and diversity through a wider range of resources, has been implemented successfully. Children use books and toys that celebrate diversity and other cultures.

Together, they celebrate British festivals as well as, for example, Thanksgiving and Diwali. When able to do so, parents visit the nursery sharing important aspects of their own cultures.

Leadership and management

77. Leadership and management are outstanding.
78. Leaders and managers have an excellent understanding of policies and practice. They demonstrate an ambitious vision for future development to continue to provide high-quality care and education which ensures all children are settled, happy and well cared for.
79. There are well-planned opportunities for practitioners to build knowledge through professional development. These typically translate into improvements in outcomes. For example, a practitioner attended training which recommended keeping nursery resources in the same place for longer periods so children would know where to find them. This enables children to be more independent and successful when choosing an activity. In some cases, the outcomes from training are less clear.
80. The wellbeing of staff is of the utmost importance. Thorough induction procedures enable new staff to understand more about the nursery. Practitioners feel well supported on a daily basis, as well as through regular supervision meetings. Appraisals enable practitioners to review their own performance. Leaders work extremely closely with practitioners to ensure that all children receive high-quality care and education.
81. Leaders and managers are highly effective in engaging with children, their parents and others in the community, including local services, as they provide effective support for children with specific needs.
82. Parents are extremely happy with the nursery and the care it provides. The vast majority strongly agree that their children are happy and that the nursery supports their children's social and emotional development.
83. Governors understand the needs of the nursery extremely well and are supportive of management and their plans for development. The health and safety governor reviews all accident and incident forms and signs them off annually. Leaders and managers are rigorous in fulfilling their statutory duties; for example, under the Equality Act 2010 and other duties, and in relation to the 'Prevent' strategy, safeguarding and safer recruitment.

Safeguarding

84. Safeguarding is effective.
85. Safeguarding is given the utmost priority in this setting, ensuring children are kept safe. Leaders, managers and practitioners have undertaken appropriate training. They know the policies and are extremely caring and vigilant.

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

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

School details

School	Berkhampstead School and Day Nursery
Department for Education number	916/6038
Registered early years number	EY442298
Registered charity number	325018
Address	Berkhampstead School Pittville Circus Road Cheltenham GL52 2QA
Phone number	01242 523263
Email address	office@berkhampsteadschool.co.uk
Website	berkhampsteadschool.co.uk
Chair	Mr Martin Kirby
Headteacher	Mr Richard Cross
Age range	0 to 11
Number of pupils	387
Number of children in the early years registered setting	48
Date of previous inspection	4 to 5 December 2019

Information about the school

87. Berkhamstead School is a co-educational independent day school for pupils aged between three months and 11 years. Founded in 1945, the school is located in a residential area of Cheltenham. The school is a charitable trust administered by a board of governors.
88. Overseen by an executive headteacher, the school consists of the day nursery, for children aged from three months to four years, the pre-preparatory department for pupils aged from three to seven years, and the preparatory department for pupils aged from seven to 11 years.
89. Since the previous inspection, the school has restructured its leadership team and significantly enhanced its wellbeing programme and the use of ICT.
90. There are 60 children in the early years of the school, comprising 35 in Nursery and 25 in Reception classes, and 138 children in the day nursery. There are 48 children in the registered setting for children under the age of two, together with a further 90 children aged two to four.
91. The school has identified 31 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care (EHC) plan.
92. English is an additional language for four pupils.
93. The school states that its aims are to provide a stimulating, happy, caring and fun environment, which encourages effort and achievement, focusing on pupils' individual strengths and supporting their weaknesses, whilst fostering a genuine feeling of community, based on strong family and Christian values. The school endeavours to foster a 'can-do' attitude, preparing all pupils to transfer confidently to the next stage of their education.

Inspection details

Inspection dates

28 to 30 November 2023

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

95. Inspection activities included:

- observation of lessons, activities and an assembly
- learning walks in conjunction with senior leaders
- discussion with the chair and other governors
- discussions with school and day nursery leaders, managers and staff
- discussions with pupils
- observation of registration periods
- tour of the premises
- examination and discussion of pupils' work
- examination of a range of policies and documentation provided by the school and day nursery.

96. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net