

School inspection report

28 to 30 November 2023

Terrington Hall Prep School

Terrington

York

YO60 6PR

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. The governing body provides effective oversight of the school's leadership to ensure the school meets its aims. Governors possess the necessary skills and understanding to challenge the school's leaders and hold them to account. Together, they have established a long-term strategic plan in line with their vision for the school. They have introduced a revised curriculum, expanded the co-curricular provision and introduced a new wellbeing and mindfulness programme.
2. The school's leaders have a secure understanding of their roles and responsibilities. They use their expertise to ensure pupils' wellbeing. The school's values underpin a broad and balanced curriculum that caters to the needs of individuals. Pupils make good progress and are well prepared for transition to their senior schools, many of which have selective entry requirements.
3. As children begin their education in the early years, they develop secure numeracy skills and effective letter formation. High-quality phonics instruction helps them to understand the sounds that make up words. These abilities continue to develop throughout pre-prep, where pupils begin to read with confidence and utilise their numeracy skills to solve more complex problems.
4. Teachers provide pupils who have special educational needs and/or disabilities (SEND) with adapted resources and additional support to help them keep up with their peers. Pupils with English as an additional language (EAL) receive effective support to improve their fluency in English.
5. Boarding staff are well trained and meet the needs of pupils in their care. Committed and caring house staff oversee the wellbeing of boarders and consider their views when formulating routines and practices. Leaders provide a safe and engaging environment for pupils to complete their evening studies and participate in various activities.
6. The school's leaders assess risk and implement appropriate control measures to safeguard pupils. However, though all required risk assessments are in place, leaders should establish a clearer process to manage the oversight of their assessments.
7. Leaders have recently identified the need to improve the quality and oversight of the personal, social and health education (PSHE) programme. They have introduced a new curriculum. However, these changes are not yet fully integrated across the school, resulting in some pupils having limited understanding of some aspects of protected characteristics in wider society.
8. All pupils are involved in a range of sports and co-curricular activities, including the Terrington Adventure Leadership and Life-skills (TALL) award for life-skills development. Pupils' regular participation promotes their physical fitness, cognitive skills, and overall wellbeing.
9. Pupils benefit from assuming leadership roles such as heads of school, prefects, buddies and peer mentors. These roles develop their communication skills, time management and collaborative work, while boosting confidence and motivation.
10. The school has a suitable policy for low-level concerns and keeps records of them. Some staff, though familiar with the policy on low-level concerns, were uncertain about the next steps that senior leaders would take to implement it.

The extent to which the school meets the Standards

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

Recommended next steps

Leaders should:

- establish a clear process to record and review risk assessments to support consistent oversight.
- ensure the new PSHE program is fully implemented so that all pupils gain a deeper understanding of protected characteristics in wider society.
- ensure all staff are familiar with the implementation of the low-level concerns policy.

Section 1: Leadership and management, and governance

11. The governing body hold leaders accountable and ensure they focus on implementing the agreed development plan. Governors visit the school regularly, engaging in discussions with staff and pupils. They use feedback from these discussions to help evaluate the effectiveness of management. Through the safeguarding team's annual safeguarding report, governors understand how the school implements the policy and monitor the response to any safeguarding concerns.
12. The governors ensure that leaders promote the school's aims of kindness, confidence, courage, and growth among the pupils. They have initiated an ambitious five-year strategic plan that builds upon these core values and promotes a positive working relationship with staff and parents.
13. The school is undergoing a period of transition under new leadership. School leaders systematically monitor school policies to incorporate any new requirements and verify their alignment with the school's aims.
14. Working together, leaders and governors ensure pupils receive a broad and balanced curriculum, supported by a well-planned co-curricular programme. Consequently, pupils make good progress, and many secure places at senior schools with selective entry standards, and some regularly gain awards.
15. Effective leadership has a positive impact on the pupils' wellbeing. The boarding staff encourage boarding pupils to develop their social skills and interests and offers a range of enrichment activities. This experience helps them to become more independent and prepares them for the transition to boarding in their senior schools.
16. Leaders monitor the accessibility needs of pupils and staff and have prepared an appropriate plan to address these. Pupils are treated equitably, and their individual needs are supported. Pupils who have special educational needs and disabilities (SEND) receive tailored support to ensure they make good progress in line with the clear targets identified in their individual plans.
17. The governors and leaders ensure the school conducts risk assessments for the school site, off-site educational trips, and residential activities. They implement appropriate control measures to ensure the safety of pupils, staff, and visitors. Although all necessary risk assessments have been completed, better management of the review cycle is needed to support oversight.
18. Leaders respond to parents' concerns quickly and understand the importance of clear communication within an agreed timescale. All concerns are recorded, and any actions required as a result follow school policy. Parents receive regular updates on their children's progress and a detailed annual report in the summer term. All the required information is made available.

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

All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. Leaders provide pupils with a challenging curriculum appropriate to their age and ability. They have recently reviewed this to ensure it meets the needs of pupils and develops effective learning skills. Subject leaders carefully plan the curriculum and collaborate with colleagues to highlight cross-curricular themes. This can be seen in the pre-prep learning topics. This allows pupils to develop a deep understanding of their subjects and fosters the ability to make connections between different areas of study.
20. Pupils benefit from classes in Spanish, music, drama, PE, art, and PHSE starting from Reception. Latin is taught from Year 5, with French introduced in Year 6. Pupils also take part in outdoor activities, including forest school, to develop their knowledge and skills in these areas.
21. All pupils who have SEND receive support within the classroom and specialist one-to-one provision to meet their individual learning needs. Teachers respond to concerns regarding learning support and carefully assess the level and nature of support required, together with regular consultation with parents. Pupils who have English as an additional language (EAL) benefit from specialist language support and resources such as specialist vocabulary sheets. As a result, pupils who have SEND and those who have EAL are making a good level of progress in relation to their starting points.
22. Teachers have a secure understanding of their subject and employ effective teaching techniques to stimulate pupils of all levels, encouraging independence and self-reflection. Pupils actively engage in the lessons and respond positively to teachers' helpful written and verbal feedback.
23. Leaders ensure the teaching, assessment and tracking of children in the early years is rigorous. Children make good progress because activities are well-matched to their needs. Children develop their secure number skills through play and investigation within an environment that engages their imagination. Children rapidly develop their awareness of the sounds which make up words through a structured programme taught and modelled by knowledgeable staff. Children collaborate enthusiastically and enjoy learning, developing their speech and language as they engage in role-play.
24. The school's well-planned curriculum ensures good progress for all pupils. Regular monitoring of progress using detailed tracking data allows teachers to identify areas for additional support, tailoring their teaching accordingly. Pupils collaborate effectively, demonstrating their ability to listen carefully and achieve a consensus. Preparation for Year 8 examinations is thorough, enabling pupils to perform well in senior school entry examinations. Pupils regularly gain academic, sports and music awards to schools with selective entry requirements.
25. Leaders have created an 'ad astra' programme to provide a further academic challenge. Pupils engage in various activities, from debating competitions to inter-house science, technology, engineering, and mathematics (STEM) challenges. The older pupils work with the younger ones, enabling them to learn new skills and collaborate effectively to solve problems. The pupils participate in essay and poetry writing competitions and are successful in national science quizzes and mathematical challenges.
26. Leaders provide a wide range of sports, drama, and music opportunities. Pupils participate in various sports and represent their school in competitions and fixtures. These help to build confidence, teamwork, and leadership skills. For pupils who aspire to a higher level of performance, leaders

provide experienced and knowledgeable coaching staff and tutors to help them achieve their goals. Drama and music classes help pupils develop their creativity, communication, and performance skills. They also learn to work collaboratively with others, express themselves confidently and appreciate different art forms.

27. Pupils participate enthusiastically in various after-school activities. The programme offers a range of options, such as photography, coding, and ancient Greek, which have allowed pupils to uncover new interests and develop their talents. Leaders closely monitor attendance to promote high levels of participation.

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

All the relevant Standards are met.

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

28. School leaders actively promote kindness, confidence, courage, and growth, supported by staff who model these core values. Pupils demonstrate thoughtfulness towards others and enjoy positive relationships between different age groups. Mental health and wellbeing staff, together with termly wellbeing days, educate pupils about their mental and emotional health. Pupils have access to specialist staff through 'The Hub', which allows pupils to share concerns, helps address any issues or difficulties they may face.
29. Leaders have consistently clear expectations of behaviour, and pupils respond positively to these. Pupils' behaviour is of a high standard. Bullying incidents rarely occur. Teachers promptly address any such issues, assisting those involved in reflecting upon and resolving their differences.
30. A revised programme for PSHE has a positive impact on pupils in many ways. The PSHE curriculum includes age-appropriate relationship and sex education (RSE). Topics are regularly revisited to help pupils develop a deeper, age-appropriate understanding of the issues. The classroom rules for discussing sensitive topics make pupils feel secure and comfortable sharing their thoughts and feelings. Pupils are articulate and knowledgeable on most topics covered, including consent, making good lifestyle choices, and the importance of treating everyone equally. In a few cases, their understanding of all forms of diversity in modern society is more limited.
31. Leaders recognise and celebrate pupils' successes, which boosts their confidence and self-esteem. They also introduce initiatives such as one which actively empowers pupils to resolve their friendship issues and improve their mental health, leading to a positive impact on their overall wellbeing.
32. Children in the early years learn to follow rules and regulations from an early age and are made aware of the impact of their actions on others. Leaders provide a supportive environment, and staff set an example by modelling exemplary behaviour. Children are kind to each other, share and take turns.
33. Attending well-planned assemblies in the nearby church allows pupils to reflect on their moral values and the importance of spirituality and kindness in their daily lives. This was seen in a recent Advent-themed assembly, with its message about waiting and performing kind deeds, which left a positive impression on the pupils. It encouraged them to be more conscious of their actions and to strive to make a positive difference in the world around them.
34. Leaders ensure the school is well maintained, and staff supervise all areas conscientiously. Pupils feel safe and know there are adults they can turn to if required. There are appropriate procedures to ensure pupils' health and safety. Trained first aiders deal with pupils' medical needs. Leaders take the necessary precautions to guard against the risk of fire, and pupils know how to evacuate the building promptly. Boarding staff are well trained and provide a caring and supportive environment. The boarding accommodation is welcoming, and boarders' personal needs are fully met.
35. Leaders ensure that all pupils can access a wide range of sports activities, including those in early years. Additionally, they offer the Terrington Adventure Leadership and Life-skills (TALL) award to develop skills such as map reading and route-finding. These initiatives help pupils develop essential

life skills, including self-confidence, leadership, teamwork and problem-solving. Pupils' regular participation in sports activities promotes their physical fitness and improves their overall wellbeing.

36. Admission and attendance registers are maintained accurately, and leaders investigate absences to ensure pupils' wellbeing. Any pupils entering or leaving at non-standard transitions are reported to the local authority.

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

All the relevant Standards are met.

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

37. Through a revised PSHE programme, leaders intend for pupils to understand diverse cultures and political issues to broaden their personal and academic development. Pupils learn about different cultures through language lessons, visits to places of worship and exploring art. Pupils become more culturally aware. By debating political issues related to social justice, inequality and slavery, pupils become more informed and develop their own opinions.
38. Leaders have recently enhanced the quality and oversight of the personal, social, and health education (PSHE) program. Nevertheless, these changes are not yet fully integrated across the school, resulting in a few pupils having limited understanding of specific aspects of protected characteristics in wider society. Pupils learn about British values through their PSHE programme. They vote in their own democratic elections to elect pupil councillors, and through activities such as a visit to the Houses of Parliament, they learn the principles of democracy and the role of laws in society. Leaders ensure that pupils have an economic and financial awareness. They learn how to use money and begin to understand basic financial concepts and how to manage budgets.
39. Mutual respect is modelled by leaders and staff and instilled through the curriculum. Pupils regard their teachers and peers highly and speak positively about their school community. In the classroom, pupils actively show their respect by attentively listening to the opinions of others. Pupils demonstrate a clear understanding of right and wrong and the importance of moral choices.
40. In the early years, leaders ensure children learn to make new friends and resolve conflicts amicably by developing effective social, and emotional skills. Children are confident and ready for their next stage in education. Through stories, children learn about different family structures and grow to appreciate and value diversity.
41. Leaders encourage pupils to take on positions of responsibility, such as heads of school, prefects, and buddies. Pupils learn to communicate effectively, manage their time, and work collaboratively. Additionally, peer mentors act as wellbeing ambassadors who support and guide younger pupils who may be struggling. These achievements are celebrated in school assemblies where older pupils demonstrate their ability to organise events and recognise the achievements of their peers.
42. Pupils are well prepared for their transition to senior school and later life. Older pupils have a programme of activities. Talks by visitors increase pupils' understanding of various career paths, enabling them to make informed decisions about their future. One-to-one interviews allow pupils to discuss their interests and explore potential career paths. As part of the school's transition programme, leaders provide an opportunity for pupils to meet representatives from senior schools and make informed decisions about their next steps in education.
43. By supporting local and national charities, pupils positively contribute to their local community and broader society. By choosing a main charity for the year, pupils can focus their efforts and contribute meaningfully to a cause they care about. This not only helps those in need, but pupils learn the value of helping others and that they can make a difference in the world.

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

All the relevant Standards are met.

Safeguarding

44. Leaders prioritise safeguarding. School governors have suitable knowledge to oversee the school's safeguarding procedures. The safeguarding policy is revised annually, and the governing body ensures it reflects statutory guidance.
45. Leaders understand the thresholds that would necessitate a referral to external agencies, liaise appropriately with their local authority designated officer, and are clear when police intervention is required. They keep records diligently, ensuring that key facts, dates, and communications are recorded securely.
46. Staff and governors receive annual safeguarding training and additional updates as required. Newly appointed staff and school volunteers undergo a detailed induction programme that ensures they are fully informed of how to deal with safeguarding concerns before taking up their posts. In addition, they are introduced to the key policies and procedures. Staff have the knowledge to deal with various safeguarding concerns, including radicalisation, child-on-child abuse, the absence of children from education, and the occurrence of an online safety issue. The school safeguarding team has received appropriate training and is instrumental in keeping staff and governors updated on current best practices.
47. A few staff, although familiar with the low-level concerns policy and the need to report these to leaders, were hesitant about the next steps leaders would take to implement it.
48. Leaders ensure staff, volunteers, and governors are appointed in accordance with safer recruiting protocols. A detailed central record of appointments is maintained. The safeguarding governor regularly checks the register.
49. Pupils know they can approach any staff member if worried or concerned. They are confident they will be supported and value the care provided by all staff members.
50. Pupils understand online risks and have an age-appropriate understanding of how to remain safe. The school has appropriate filtering and monitoring procedures.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

School details

School	Terrington Hall Prep School
Department for Education number	815/6003
Registered charity number	532362
Address	Terrington Hall Prep School Terrington York North Yorkshire YO60 6PR
Phone number	01653 648227
Email address	office@terringtonhall.com
Website	https://www.terringtonhall.com
Proprietor	Terrington Hall Trust Ltd
Chair	Ms Katharine Lamont
Headteacher	Mr Simon Kibler
Age range	3 to 13
Number of pupils	195
Number of flexi-boarding pupils	104
Date of previous inspection	25 to 27 June 2019

Information about the school

51. Terrington Hall School is an independent co-educational day and boarding school. It is located in Terrington, North Yorkshire. It was founded as a school for male pupils in 1921 and became co-educational in 1980. It is a charitable trust overseen by a board of governors. Since the previous inspection, a new chair of governors was appointed in June 2020 and a new headmaster in September 2020.
52. There is one boarding house situated on the first floor of the main building. At the time of the inspection there were a few weekly boarders, and a large proportion of the pupils use the flexi-boarding option.
53. There are 33 children in the early years, comprising the Nursery and a Reception class.
54. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
55. English is an additional language for 8 pupils.
56. The school aims to create a safe and happy environment for every child, inspire a love of learning, provide opportunities for growth and development, and prepare students for a bright future.

Inspection details

Inspection dates

28 to 30 November 2023

57. A team of four inspectors visited the school for two and a half days.

58. The inspectors:

- observed lessons, some in conjunction with school leaders
- observed registration periods and assemblies
- observed a sample of extra-curricular activities that occurred during the inspection
- held discussions with the chair and other governors
- held discussions with the head, school leaders, managers and other members of staff
- held discussions with pupils
- visited the learning support area and facilities for physical education
- visited the boarding house accompanied by pupils and staff
- looked at samples of pupils' work and discussed these with leaders and pupils
- looked at a range of policies, documentation and records provided by the school.

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

How are association independent schools in England inspected?

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

Independent Schools Inspectorate

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

For more information, please visit isi.net