



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Bromsgrove Preparatory School

May 2023

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School's Details

School	Bromsgrove Preparatory School		
DfE number	885/6006		
Registered charity number	1098740		
Address	Bromsgrove Preparatory School Old Station Road Bromsgrove Worcestershire B60 2BU		
Telephone number	01527 579679		
Email address	enquiries@bromsgrove-school.co.uk		
Headteacher	Mr Mike Marie		
Chair of governors	Mr Michael Luckman		
Proprietor	Governors of Bromsgrove School		
Age range	2 to 13		
Number of pupils on roll	726		
	Day pupils	631	Boarders 95
	EYFS	120	Juniors 347
	Seniors	259	
Inspection dates	10 to 12 May 2023		

1. Background Information

About the school

- 1.1 Founded in 1940, Bromsgrove Preparatory School is an independent co-educational day and boarding school, comprising two sites (prep and pre-Prep) for pupils aged between two and thirteen years as day pupils or from the age of seven as boarders, led by one head. The school is part of the Bromsgrove group of schools, which is overseen by the headmaster of the senior school and governed by trustees as part of an educational trust. Since the previous inspection the school has opened an additional boarding facility, created a wellbeing facility, further developed facilities for the EYFS and adopted an online learning and homework platform. The current head took up his post in September 2021.
- 1.2 The linked senior school was inspected separately at the same time.

What the school seeks to do

- 1.3 The Bromsgrove schools aim to develop happy, creative and moral citizens who are motivated, live fulfilled lives and enrich those of others. The prep school aims to offer an all-round educational experience which encourages pupils to be creative and independent learners.

About the pupils

- 1.4 Day pupils come from a range of business and professional backgrounds living within a 15-mile radius of the school. Boarding pupils represent a wide range of nationalities. Nationally standardised data provided by the school indicate that the ability of the pupils is broadly average compared to those taking the same tests nationally. The school has identified 74 pupils as having special educational needs and/or disabilities (SEND), which include speech, language and communication needs in addition to other cognition and learning barriers, 56 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 41 pupils, whose needs are supported by their classroom teachers and additional support. Data used by the school have identified 95 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.15 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.19 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils consistently demonstrate excellent communication skills.
- Pupils achieve success in a wide range of academic, sporting and cultural activities.
- Pupils across the school are highly motivated and engage readily in their learning.
- Pupils' knowledge, skills and understanding is very well developed in all areas of the curriculum.

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

- Pupils are able decision-makers and understand that the choices they make can have an impact on their wellbeing.
- Pupils have an innate appreciation of the non-material aspects of life.
- Pupils have a strong moral awareness and are caring and respectful of one another and the school community.
- Pupils demonstrate a keen awareness of diversity and cultural understanding.

Recommendations

3.3 The school is advised to make the following improvements.

- Strengthen pupils' *ad-hoc* use of information technology when it is the most appropriate means of supporting their learning.
- Enable pupils to develop their individual learning styles even further by ensuring that the effective teaching and learning strategies evident in most lessons are consistently applied.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Data provided by the school indicate that pupils' overall attainment in English and mathematics is at least in line with, and in many cases, above age-related expectations. Analysis of tracking data indicates that pupils make good progress over time in both English and mathematics. Scrutiny of pupils' work confirms this. Leaders have ensured that any anomalies in progress due to pandemic closures have been identified and addressed. In the EYFS, children entering with a broad range of ability make rapid progress, so that by the end of Reception almost all reach the expected levels of development for their age. Pupils with SEND attain well and make excellent progress over their time

at the school. Those with EAL make very strong progress from their starting points. These excellent outcomes are promoted by highly skilled and targeted teaching matched to the pupils' needs which are adeptly co-ordinated by leaders. There is no significant difference in attainment in English and mathematics between male and female pupils overall. Most parents who responded to the pre-inspection questionnaire agreed that the range of subjects was suitable for their child and that teaching enables their child to make progress.

- 3.6 Pupils are excellent communicators. They confidently speak in front of a variety of audiences, such as in the annual Eisteddfod poetry competition, and listen effectively to the views of others. When reading, pupils do so fluently and with expression, interpreting texts in at least an age-appropriate level. Pupils in Year 3 and 4 are articulate and confident, such as when discussing Greta Thunberg and her work on climate change. In a Year 1 English lesson, all pupils articulately discussed choices for their own story, based on the model of *Jack and the Beanstalk*, giving excellent reasons for the setting and characters they had selected. The more able pupils were able to use different sentence starters and adjectives to develop their writing. Pupils with SEND develop their expressive and receptive language skills extremely well, engaging enthusiastically in a programme which helps them to track their progress in communication skills. Encouraged by the high expectations, encouragement and helpful feedback of the teaching, pupils develop strong writing skills, taking pride in their work and using increasingly sophisticated language and content for a variety of purposes and genres. For example, Year 8 pupils showed excellent understanding when discussing the Gothic fiction genre and ably applied their knowledge to their own writing.
- 3.7 Pupils achieve success in a wide range of academic, sporting and cultural activities. The majority transfer successfully to the senior school upon leaving, and many achieve competitive academic and other scholarship awards. Boarders strenuously praised the support given with their sporting or academic scholarship programmes during boarding time. Pupils participate with significant success in local, regional and national, literary, sports, swimming, mathematics, music and artistic competitions. Many pupils play a musical instrument and opt to take LAMDA examinations in speech and drama and external examination board grades in music, with many gaining merits and distinctions. The school's governance and leadership has ensured that pupils have many opportunities both to expand and to excel in their personal interests, successfully meeting the stated aim of offering an all-round educational experience which encourages pupils to be creative and independent learners.
- 3.8 Pupils across the school are highly motivated to do their very best, engaging readily in their learning. They concentrate and persevere with tasks because most teaching constantly encourages and celebrates success. Pupils work effectively when collaborating in class, such as in a Year 4 mathematics lesson when team groups excitedly plotted co-ordinates on a grid. High levels of concentration were maintained throughout, due to appropriate levels of challenge for all abilities and skilful teacher interventions. Excellent focus was maintained by all pupils throughout a Year 8 French lesson while making sentences negative across three tenses. This was due to high-quality relationships between teacher and pupils. Pre-prep pupils of all abilities were keen to share their favourite books and listened attentively to stories in class and in assembly. Reception children ably selected appropriate resources from around the classroom to facilitate their learning, using number fans efficiently to support their understanding of doubling numbers. In Year 2, pupils demonstrated a strong ability to work collaboratively and to encourage each other in their creative artwork when designing work inspired by Paul Klee, using sensitive and meaningful peer evaluation during the process.
- 3.9 Pupils' knowledge, skills and understanding are very well developed in all areas of the curriculum. Older pupils described how use of understanding of angles is helpful in their science lessons when creating pie charts. Year 5 pupils were observed using correct technical language, such as *first person singular* and *infinitive*, for present-tense verb endings in French. In a Year 5 science lesson, pupils confidently explained that the heart gained all the energy it needed to pump blood around the body, from the nutrients in our food which are carried there in the bloodstream, demonstrating an advanced understanding for their age. In the EYFS, children develop secure foundations to their literacy and

numeracy skills through a range of well-planned, engaging activities. Excellent linguistic skills were evident, for instance, when Year 1 discussed and then wrote persuasive letters inviting people to visit their 'famous café'. They addressed, dated, signed, planned and executed their letters using outstanding choices of vocabulary and content. Nursery children were able to identify all the letters of the alphabet and correctly solve a puzzle involving both shapes and letters. In a Year 8 geography lesson strong levels of understanding were shown by pupils in written responses identifying the advantages and disadvantages of living in a megacity. These excellent outcomes are promoted by teaching's highly effective use of open questioning and positive affirmation of success, which motivates pupils to try their hardest.

- 3.10 Pupils demonstrate an excellent level of competence in numeracy and confidently apply the knowledge and skills they acquire across a range of subjects. Year 3 pupils demonstrated an excellent level of understanding when estimating, measuring and comparing lengths of different objects using millimetres and centimetres. Their progress and motivation to learn was supported by high-quality teaching support, as well as the variety and challenge of the tasks set. A high level of accuracy was evident in the application of pressure formulas and resistance calculations seen in Y8 science workbooks. Children in the EYFS count with confidence to twenty and some can recognise numbers up to a hundred. All were able to double single digit numbers confidently, and some extended this skill further to two-digit numbers. Work scrutiny showed that in Year 8 geography lessons, pupils use data management competently as part of their tourism project. They create charts, interpret data and analyse results highly effectively. They also efficiently recorded and analysed data of recent earthquakes in Japan, calculating means, modes and medians of recent earthquake events using the Richter scale.
- 3.11 Pupils make highly effective use of information and communication technology (ICT) resources, when they are available, to support their learning across the curriculum. For example, Year 6 pupils recorded slick video presentations of themselves in the target language, including highly descriptive language and using great expression. Year 3 pupils produced highly accomplished short informative films on animals, which included voice-overs, well-chosen images, music and subtitles. In Year 2, pupils working together in mixed-ability pairs showed a high level of skill when editing and adding text and a soundtrack to the video they were creating from photographs and film they had taken on their tablets during a recent talk on falconry. Pupils have produced podcasts in history, to present their independent research to the class, and Year 1 and 2 pupils authored their own excellent e-books related to their creative curriculum learning. However, pupils' *ad-hoc* use of information technology when it is the most appropriate means of supporting their learning is not as strongly developed or enabled as possible.
- 3.12 Pupils' study skills develop strongly during their time at the school. Excellent examples of analysis were seen in Year 5 science when pupils eagerly participated in an extension challenge on heart function. Year 8 pupils correctly hypothesised that higher concentrations of glucose would result in a faster rate of anaerobic respiration in yeast. Year 8 geography fieldwork projects feature outstanding synthesis when pupils interpreted survey data to draw valid conclusions. In-depth research and analysis for the Year 3 to 8 'King's Coronation Challenge' resulted in excellent examples of creative historical writing by Year 8 pupils. In EYFS curious questions were generated by children during free-flow sessions such as: 'How hot is the lava?' and 'Is the sun hotter than lava?' In Year 8, pupils effectively analysed source material which enabled them to generate answers to questions such as 'Did Emily Davidson intend to die for the suffragette movement?' Boarders explained that the additional help received in the boarding house from teaching staff gave them the confidence to develop and build upon prior learning. Effective cross-curricular planning promotes these excellent outcomes.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils from a young age have a clear understanding of how their decisions impact on their success, realising the importance of studying effectively in order to achieve strong academic outcomes, as confirmed in discussions. They regularly exercise their decision-making skills. Year 4 pupils worked collaboratively to decide what to use from a wide range of craft materials when creating a 3D model of the human digestive system. Year 8 pupils debated whether to choose a tangy tomato, mild or extra hot level of 'Chilli Challenge' when researching and designing pamphlets, logos and posters on their tablet computers. Children in the EYFS made independent decisions during free flow sessions, choosing ably from outdoor play, creative areas, picture making, home corner, mud kitchen, monkey bars, den making or role play. Boarders especially explained the need for them to make appropriate decisions on a daily basis, choosing different activities, managing their time effectively, or choosing to do the right thing in terms of their social relationships within the close-knit community of their boarding house. Most parents of boarders who responded to the questionnaire agreed that the boarding experience has helped their child's progress and personal development.
- 3.15 Pupils have an innate appreciation of the non-material aspects of life. They eagerly engage in opportunities to learn about diverse religions and enjoy opportunities to participate in discussions about some of life's big questions. Year 2 pupils watched in awe when a visitor to the school demonstrated a falconry display. They were highly respectful of the birds, commenting on their grace in flight. In their 'Pathways to the East' topic, Year 4 pupils engaged enthusiastically and highly effectively in a debate about animal rights in an annual elephant festival in India, considering how the ceremony could be celebrated in a different, more humane way. Senior pupils spoke animatedly about the pride they felt when performing in a concert at the Albert Hall and as part of the Cheltenham Festival. Boarders spoke of the beauty of the school grounds, the sunsets witnessed in the autumn and the ability to find space and be still.
- 3.16 Pupils have a strong moral awareness and are caring and respectful of one another and the school community. Although a minority of pupil questionnaire responses disagreed that the school treats them fairly, scrutiny of behaviour records and discussions found this not to be the case. Pupils explained that they value and support the school's rules. They feel that the system of rewards and sanctions works well to support teaching's high expectations, unanimously agreeing that it is fairly and consistently applied. They say that it teaches them to be the best they can be. EYFS pupils in mathematics showed excellent behaviour, following instructions accurately and interacting with notable consideration towards one another. All pupils who responded to the questionnaire agree that the school expects them to behave well. In Year 1, all pupils engaged well in a discussion about the rights and wrongs of the behaviour of the characters in *Jack and the Beanstalk*. Evidence from interviews and observations around the school show that pupils are very aware of the expectations made of them by the school. Pupils' clear sense of moral purpose is evident in the way they act throughout the school day. Clear displays around the site promote school values and clear anti-bullying measures, such as the 'Kindness' board which elucidates how to define bullying as being 'STOP': something that takes place 'Several Times on Purpose'.
- 3.17 Pupils exhibit excellent attitudes towards the diversity to be found within their own and the wider community. High levels of respect and tolerance are shown towards others, no matter what their background or traditions. An excellent level of understanding, tolerance and respect was shown by Year 5 pupils when discussing why books are banned in some countries due to the inclusion of content relating to people with protected characteristics deemed unacceptable by the authorities. Muslim boarders explained how, during Ramadan, they were positively encouraged by their peers during the fast. They said that they felt appreciated and supported by their non-Muslim peers and described how the community celebrated with them at Eid. The personal, social and health education (PSHE) programme develops a broad awareness of different religions, cultures and traditions, meaning that pupils learn to be considerate and to appreciate differences.

- 3.18 Pupils' self-understanding builds steadily as they progress through each section of the school, nurtured by effective welfare and pastoral support so that they feel ready and well prepared for the next stage of their lives. Pupils have excellent levels of perseverance, tackling tasks at all levels with commitment and enthusiasm. However, in a small minority of lessons, where teaching was less responsive to individual learning styles, this was less evident. In the EYFS, children show strong self-confidence in their activities and play, responding positively to warm and encouraging interactions with the staff. Older pupils are resilient and reflective learners, developing a self-understanding which stands them in good stead for the next stages of their education. In interviews and informal conversations, pupils were objective about their strengths and discussed with insight what they need to do to improve. Scrutiny of work identifies that pupils effectively and accurately self-reflect using the success criteria from a task, with teachers adding supportive comments to further strengthen this area. This was especially evident in conversation with boarders who talked extremely positively about the support of boarding house staff, who, they said, encourage them constantly to be ambitious and do their best. In the prep school, pupils with SEND show high levels of self-understanding, using 'My Success Story' to reflect on their targets, deciding what they will need to do in order to achieve their targets independently, and building self-confidence and positive attitudes to learning.
- 3.19 Pupils have an outstanding understanding of how to stay safe and healthy. They demonstrate a well-developed awareness of how to stay safe online. This is because regular guidance is provided by their teachers which helps them understand the pitfalls to be found when using social media or when online gaming. In discussions, Year 6 pupils demonstrated an excellent awareness of how exercise can support physical health; and other pupils, including boarders, said that they knew who to go to if they were worried or concerned. Pupils in Year 3 were observed being inspired by 'well-being heroes' when attempting to defeat the 'Negatron', which represents negative emotions they might experience, such as by using deep breathing to help keep calm. During nursery free-flow activities, children were able to use tools confidently and safely when hammering real nails into wood and drilling holes into a woodblock. They wore safety goggles and explained how to hold the handle to ensure that their fingers were not hurt. Pupils also demonstrated a clear understanding of the importance of a healthy diet by making a wide variety of food category choices at lunch and evening mealtimes, aided by excellent guidance from catering staff, who champion these skills effectively.
- 3.20 Pupils demonstrate effective relationships with each other and work together well to achieve tasks set. Almost all parents agreed that the school helps their child to develop strong social and teamwork skills. Children in the EYFS worked effectively together to measure the sides of the sandpit using a tape measure. Another group used a water spray to keep the plants growing well, and they took it in turns to spray each plant. High-quality relationships were evident between all Year 5 to 8 pupils in morning break and amongst Year 5 and 6 pupils whilst eating their lunch. In discussions, pupils said there were rarely issues with peers in unstructured times and, on the rare occasions they occurred, they were almost always swiftly resolved due to the excellent relationships they enjoy and the impact of effective school values. Highly effective, productive collaboration was evident between groups of Year 7 male and female pupils when working together to conjugate regular and irregular present tense words in a Spanish lesson, resulting in excellent progress. The impact of modelling from a cohesive and congenial staff has been central to these outcomes.
- 3.21 Pupils relish opportunities to serve their own and other communities. They demonstrate an excellent sense of service towards their peers when fulfilling a wide range of roles of responsibility, such as being members of the very active and effective Eco Committee. They both understand and empathise with others less fortunate than themselves. For example, pupils in the prep school performed concerts in the local community to raised funds for local charities. Pupils described their involvement in many different outreach projects, including £10,000 raised by Year 7's 'Flourishing Fivers' challenge for a local hospice. Year 8 pupils described the wide range of opportunities there are for them to serve their school community as prefects and leaders. Pupils in the pre-prep take their responsibilities to each other seriously. For example, as part of the 'Pupil Voices' initiative, pupils in Year 2 successfully lobbied for a buddy bench which pupils could use to make more friends.

4. Inspection Evidence

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

Inspectors

Mr Kerry Lord	Reporting inspector
Mrs Loraine Cavanagh	Assistant reporting inspector
Mr John Ireland	Compliance team inspector (Deputy head, IAPS school)
Mr Patrick Wenham	Team inspector (Former head, IAPS school)
Mrs Joanna Hubbard	Team inspector (Executive head, IAPS school)
Mr Simon Leyshon	Team inspector for boarding (Former head, HMC school)