



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BEDE'S PREPARATORY SCHOOL

JUNE 2018



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE	9
Overall effectiveness: the quality and standards of the early years provision	9
Effectiveness of leadership and management	9
Quality of teaching, learning and assessment	10
Personal development, behaviour and welfare	10
Outcomes for children	11
Compliance with statutory requirements	11
Recommendation for further improvement	11
3. EDUCATIONAL QUALITY INSPECTION	12
Preface	12
Key findings	13
Recommendations	13
The quality of pupils' academic and other achievements	13
The quality of the pupils' personal development	15
4. INSPECTION EVIDENCE	18

SCHOOL'S DETAILS

School	Bede's Preparatory School			
DfE number	845/6011			
Registered charity number	278950			
Address	Bede's Preparatory School Duke's Drive Eastbourne East Sussex BN20 7XL			
Telephone number	01323 734222			
Email address	prep.school@bedes.org			
Headmaster	Mr Giles Entwisle			
Chair of governors	Major General Tony Meier			
Age range	0 to 14			
Number of pupils on roll	411			
	Boys	241	Girls	170
	Day pupils	386	Boarders	24
	EYFS	126	Years 1 to 6	177
	Years 7 to 8	108		
Inspection dates	12 to 14 June 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Bede's Preparatory School is a co-educational school for pupils between the ages of 3 months and 14 years. Founded as a boys' school in 1895, it moved to its current site in 1902. A co-educational nursery and pre-preparatory department was established in 1966 and girls entered the preparatory school 2 years later.
- 1.2 The school is part of the St Bede's Educational Trust, a registered charity which also includes a senior school, dance school and an international summer school. All are administered by a single board of governors. The senior school's headmaster is chief executive and the preparatory school has its own headmaster. The boarding house for boys and girls, the majority of whom are international pupils, is opposite the school. Since the previous inspection a nursery for babies and toddlers has opened opposite the pre-preparatory school, and the school day has been reorganised.

What the school seeks to do

- 1.3 The school's mission statement is to put the interest of pupils first. It seeks every available opportunity to guide and inspire pupils to be passionate, curious, independent, happy and ambitious, both for themselves and for others, inside and outside of the classroom. It aims to promote each child's unique talents through personalised, high-quality academic, creative, co-curricular and sporting programmes. The school seeks to recognise and celebrate the contribution of every individual and in doing so ensure that every Bedian can contribute to the collective successes of the school and wider world.

About the pupils

- 1.4 Most of the pupils come from professional and business backgrounds and are of White British ethnicity. Day pupils come from a wide radius of the school, and the boarding community includes international pupils. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 73 pupils as having special educational needs and/or disabilities (SEND), which include a wide range of difficulties, 70 of whom receive additional specialist help. No pupil has an education, health and care plan or statement of special educational needs. English is an additional language (EAL) for 18 pupils, 8 of whom receive additional support. The curriculum is modified for pupils identified as the more able in the school's population, and also for other pupils who have special talents in sport, drama, dance, art and music.

2. REGULATORY COMPLIANCE INSPECTION

Preface

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

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

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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 5 are met.

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

2.16 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 18 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 well-being 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 13 are met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

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

- 2.20 The overall effectiveness of the early years provision is outstanding.
- 2.21 The majority of children under the age of two meet or exceed the expected level of development for their age, as a result of the excellent levels of care and the challenging learning experiences that the setting provides. Staff know the children exceptionally well and they endow them with the confidence and skills to prepare them for their next stage in their education.
- 2.22 Carefully planned activities throughout the setting ensure that children's individual needs and interests are extremely well met. Staff make good use of the setting's resources. However, resources reflecting diversity are limited so children lack opportunities to develop their understanding of differences and empathy. Effective systems to identify children with additional needs are overseen by experienced and well-qualified staff. Children's personal and emotional development and well-being are given high priority and consequently they forge excellent relationships with staff and feel happy and secure. Babies and toddlers separate quickly from their parents and settle easily with their key person. Each child benefits from high-quality individual time with adults who ensure that they are safe, happy and secure.
- 2.23 The requirements for children's safeguarding and welfare are fully met. Members of staff are fully aware of their responsibilities regarding safeguarding and have a thorough understanding of how to keep children safe. Safeguarding policies are implemented well and all necessary checks on staff have been undertaken. This ensures that all children receive the best possible support and care. Self-evaluation is regular and the setting's development plan highlights realistic targets for continuous improvement. Leaders have successfully met the recommendations of the previous inspection.

Effectiveness of leadership and management

- 2.24 The effectiveness of leadership and management is outstanding.
- 2.25 Leaders and managers demonstrate a strong desire to provide high-quality provision and care for children and have a clear vision for future development. A cycle of one-to-one supervision meetings and appraisals is in place. Professional development relating to welfare and safety requirements is strong and has a positive impact on the setting. Responses to the pre-inspection questionnaire and from parent interviews during the inspection highlighted that most parents were extremely happy with the provision of care their children receive.
- 2.26 Through comprehensive self-evaluation informing plans for future development, leaders and managers strive to improve the provision for care and learning to ensure that children receive an excellent start to their education. Leaders and managers are effective in overseeing the educational plans, staff practice and children's records. This ensures that the curriculum is suitably covered and offers a stimulating breadth of experiences. Planning has recently been reviewed and modified so that staff identify children's interests and in response, provide activities to develop them. This is monitored alongside assessment data to ensure that learning experiences are matched to children's individual needs and ensures that children are very well prepared for the next stage in their learning.
- 2.27 Equality and diversity are promoted by instilling respect for others, and by celebrating children's differences. Cultural festivals such as Chinese New Year are celebrated. Staff act as role models of the high standard of behaviour expected and poor behaviour is effectively managed. As a result, all children demonstrate respect for each other. Safeguarding requirements are fully met. Staff undertake regular safeguarding training, including training to prevent radicalisation and extremism. They are highly aware of the actions to be followed if there is cause for concern. Comprehensive

policies and risk assessments ensure that children are kept safe. Procedures at the start and at the end of the day ensure a safe environment for all children.

Quality of teaching, learning and assessment

- 2.28 The quality of teaching, learning and assessment is outstanding.
- 2.29 Practitioners have a secure knowledge of the age groups with which they work. They set high expectations and have an excellent awareness of the range of children's needs, which they support very well. This means that all children, including those with additional needs as well as the more able, make good and often better progress in relation to their ability. Staff devise enjoyable, interesting and age-appropriate activities that enthuse and challenge all children and meet their individual needs and interests well. Adults model language highly effectively for babies and toddlers and use books creatively to extend their vocabulary.
- 2.30 Assessment information is continually gathered and recorded in each child's personal electronic learning journal. Key people make excellent use of assessment to determine what children know, understand and can do to plan for their next steps in learning. Excellent relationships with parents enable information about the children to be exchanged seamlessly at handover times. Parents are able to contribute to their child's learning journal.
- 2.31 Interactions between staff and children are warm, timely and purposeful and help to extend children's understanding and development. Praise and encouragement are used effectively to help children understand when they are doing well and how to develop. Members of staff engage positively with children during routine daily activities, such as at meal times and when attending to personal needs, maximising opportunities for social and language development. Staff recognise and promote diversity and equality of opportunity. British values, such as those of respect and tolerance, are promoted in the setting and are supported by the introduction of golden rules.
- 2.32 Informal and formal feedback at the end of sessions helps parents to understand and engage with their child's learning and contribute to their child's diary of learning. Daily communication sheets also facilitate communication between home and school. All children receive informative bi-annual reports.
- 2.33 High quality teaching and support ensure that all children from the earliest age are equipped with excellent learning skills, for example when babies stack bricks and attempt to count, and when toddlers explore a bug box. The curriculum which encourages exploration and enables children to develop their own ideas through play, ensures that all are provided with equal opportunities to develop into enthusiastic and independent learners. Progress checks at two highlight any potential concerns and well-established links with local agencies ensure that advice can be swiftly obtained.

Personal development, behaviour and welfare

- 2.34 The personal development behaviour and welfare of children are outstanding.
- 2.35 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of the children's independence and their sense of curiosity. Staff demonstrate how to be active learners, for example by joining in with repeated refrains and encouraging children to participate in a singing activity using tap sticks. Children are happy to take risks to succeed in mastering new skills, such as babies using jugs to pour water and toddlers attaching bricks to build a tower. Achievement is valued and celebrated, and children are praised when they have a go or succeed, thus raising their confidence
- 2.36 Children demonstrate great self-confidence in their surroundings, using their increasing assurance and independence, as they move around the setting, as seen when toddlers took tentative steps across a room divider. All children enjoy their learning and are happy to explore the exciting range of learning

opportunities provided. They relish opportunities to use their imagination, as seen when toddlers play independently with small world toys.

- 2.37 Transition arrangements within the setting are excellent. Children are carefully and effectively introduced to their new surroundings and parents are fully supported throughout the process. Essential information about each child is passed on, supporting smooth transitions between rooms. The development of a shared area between the baby and toddler room has provided a particularly useful bridge between the two age groups to aid transition.
- 2.38 Children have extremely well developed social skills for their age and demonstrate that they feel emotionally secure within the setting. Introductory taster days help new children settle smoothly into the setting's routines. The strong key person system ensures nurturing relationships and staff's close bonds with children and their families. Well-established routines enable children to feel safe and secure.
- 2.39 Staff promote prompt and regular attendance effectively, and accurate records are kept. Children of all ages are encouraged to share and take turns. Younger children are happy to play co-operatively alongside each other. Members of staff use a gentle manner and consistent approach and act as very good role models for the high standard of behaviour expected. Important skills for life, such as learning about safety and healthy lifestyles are introduced to the youngest children. Nutritious meals and snacks ensure that children have a balanced and healthy diet, and high standards of care and hygiene support the children's personal needs well. Regular time is spent outdoors, in the free flow area, or on walks and buggy rides in the locality, ensuring that children have fresh air and exercise in a safe and stimulating environment. Children are developing an awareness of one another and are beginning to engage in activities together. They are taught to respect each other and are beginning to develop an understanding of how they can contribute to wider society and life in Britain. For example, toddlers were observed participating in a nature project linked to the Wildlife Trust.

Outcomes for children

- 2.40 Outcomes for children are outstanding.
- 2.41 Children of all ages and abilities make excellent progress from their individual starting points. Staff and managers carefully track children to ensure support and intervention is given to those who need it. Babies and toddlers explore their environment with determination and excitement, in response to the personal encouragement and individual care given to each child.
- 2.42 Children are curious and happy as they self-select their activities. They enjoy recognising rhyming phrases and listen attentively to stories, joining in enthusiastically with songs. Babies watch with delight when attempting to catch bubbles blown in the air. Toddlers take risks when attempting new challenges on the climbing frame. The excellent learning environment is effective in challenging and encouraging children to be confident learners who are motivated to explore and investigate. All children develop the key skills needed for their next stage of learning extremely well.

Compliance with statutory requirements

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

Recommendation for further improvement

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

- Enable children to strengthen their awareness of other cultures and diversity through the use of a wider range of resources.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Nursery	Nursery (2 to 3 years)
Pre-school	Nursery (3 to 4 years)

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils, including those with SEND and EAL, make excellent progress from their various starting points.
 - Pupils' well-developed knowledge, skills and understanding arise from teaching which generally employs effective strategies and interesting resources which engage them fully in their learning.
 - Pupils achieve exceptional individual and collective success in many areas outside of the academic curriculum, such as in sport, dance, art, music and drama.
 - Pupils demonstrate extremely positive attitudes towards their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' self-confidence is very successfully developed through encouragement to try for themselves and the acceptance of learning from mistakes.
 - Pupils care about each other and work well together both in lessons and activities.
 - Pupils appreciate their individuality being acknowledged and supported within a strong school ethos of community.
 - Pupils demonstrate a strong tolerance and appreciation of those from different cultures.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Enhance pupils' learning and achievement further by ensuring that the effective strategies and use of interesting resources observed in most lessons, is shared across the school.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils develop strong knowledge, understanding and skills for their learning across a broad range of subjects. This is because lessons are predominantly well-structured, conducted at a brisk pace and include a variety of stimulating activities; as a result, the interest of pupils is engaged, and they apply themselves well. Teachers have high expectations of their pupils and readily offer individual support which accelerates learning. Well-targeted questioning clarifies pupils' understanding and enables teachers to accurately assess assimilation of learning objectives. A minority of pupils who responded to the pre-inspection questionnaire disagreed that marking helped them to improve their work. However, scrutiny of pupils' books showed that marking is regular, informative, and helps develop pupils' attainment and learning. Thorough planning which utilises effective resources including use of a virtual learning environment so that pupils and parents can access work out of school, is instrumental in promoting pupils' progress. In the pre-inspection questionnaire all parents who responded agreed that the school offers a suitable range of subjects to their children and most that their children's educational needs are met effectively. As a result of effective teaching pupils recall previous learning well which enables them to move on and apply it to new work quickly, for example when applying knowledge of French grammar and vocabulary to compose a weather report. Older pupils reported that science is a thriving and exciting context for their learning and pupils throughout the school were observed to have an excellent understanding of concepts covered. Pupils were observed applying their knowledge of historical characters to develop a *Guess Who* quiz, and in geography were able to articulate the reasons for international trade. High quality work on display demonstrates pupils' considerable creativity and well-developed artistic skills. Pupils express themselves with great

creativity in dance, and, in drama, project their voices and convey emotions strongly with animated acting. They participate enthusiastically in music lessons, as seen in the EYFS where children sang enthusiastically, played simple rhythmic patterns on claves and were able to identify percussion instruments.

- 3.6 Pupils are excellent communicators; they are highly articulate and enjoy contributing to class discussions, such as when confidently explaining the salient points of a text, developing their ideas or clearly justifying their views. From an early age, almost all listen carefully to teachers and to one another. Pupils' oral communication skills extend to other subjects; for example, they provide coherent explanations and findings very confidently in mathematics. Pupils develop fluent reading skills as a result of intensive support for those who find this skill difficult. Standards in reading overall show significant improvement due to the establishment of strategies to support individual pupils to raise their attainment in response to rigorous analysis of assessments. Pupils write capably for a range of purposes, both creatively and for information, such as when producing the weekly Bede's Broadsheet. Their writing employs creative descriptive language and older pupils use advanced vocabulary for textual analysis. Younger pupils make excellent use of adjectives to describe a picture and older pupils show a broad command of ambitious writing devices such as when writing poetry in a given style. This is the result of being provided with structured writing frames as well as challenging teaching and extension work for the more able. Pupils show well-developed skills and a commitment to developing their fluency in French and Spanish. This is due to systematic well-planned teaching, led in the target language for older pupils, and highly effective use of resources including Information and Communication Technology (ICT) together with praise for having the confidence to attempt an answer.
- 3.7 Pupils' progress in numeracy is excellent and accelerates as they move through the school. Mathematical skills have improved since leaders introduced more rigorous scrutiny of assessments with subsequent actions to support individual pupils. Teaching makes the subject fun for the younger pupils and a variety of approaches are introduced so that pupils become confident at self-selecting methods to solve problems. Pupils are highly motivated to select the level of difficulty they see as appropriate for them and are keen to challenge themselves. Pupils apply their mathematical knowledge well in subjects such as science, where their recall of equations for photosynthesis and respiration enabled them to describe the cell functions in a leaf. They calculate averages and convert distance scales confidently in geography.
- 3.8 Pupils across the school use ICT confidently to support their learning in many subjects, both for research and presentation. Consequently, they develop a competent mastery of publishing software and tools. Pupils become accustomed to using tablet computers and programmable toys from an early age. The progress of pupils with SEND is well promoted through the effective use of ICT, and pupils' independent learning is developed well through being able to access the curriculum outside of school through the virtual learning environment. Pupils enjoy coding and develop an in-depth understanding of programming skills due to being introduced to simple algorithms to programme toys in the EYFS, moving on to creating simulations and games as they grow older.
- 3.9 From the EYFS, where the younger children show well-developed independence, pupils demonstrate the ability to plan and structure their learning independently. Well-developed peer assessment enables pupils to identify where improvements can be made. They are willing to challenge their own opinions and many show high levels of critical thinking. For example, pupils show high-level reasoning skills in self-initiated debates, such as whether or not humans are at the top of the food chain. Pupils are supported through being taught how to revise and take notes and how to structure independent learning and are encouraged and expected to employ these skills. In science, they make predictions and justify conclusions such as when testing the relationship between the mass of a dragged object and the force needed to drag it. Occasionally, pupils are given insufficient opportunity to engage in more complex tasks which require independent thought.

- 3.10 The school does not take part in National Curriculum tests, but the available evidence from the school's own assessment data, lesson observations and scrutiny of pupils' work, indicates that pupils' attainment is above average in relation to national age-related expectations. Nearly all children in the EYFS meet or exceed the expected levels by the end of Reception. Lesson observations and scrutiny of pupils' work confirms that most pupils, including those with SEND, make excellent progress in relation to their abilities. Pupils with EAL make significant progress as the result of the effective and targeted support they receive. As a result, some of these pupils are able to access the mainstream curriculum without further help. The most able pupils do similarly well through the provision of additional challenge in class and a wide range of activities which extend their skills. This represents a successful response from the leadership to a recommendation of the previous integrated inspection. The results of close monitoring at both senior leadership and departmental level, not only of standardised assessments, but of the school's internal assessments, are shared with staff, and teaching is modified to address any identified needs, leading to an upward trend in pupils' assessment results. Almost all parents in the questionnaire agreed that teaching enables their child to make good progress, a view shared by most pupils.
- 3.11 Most pupils and their parents agreed in the questionnaire that they are able to be involved in a good range of activities. Pupils achieve extremely well across a broad range of activities outside the classroom. They are highly successful in many sports at county level, for example in tennis, cricket and hockey, as well as reaching the finals of a national swimming competition and ranking highly in national clay pigeon shooting championships. Their achievements are well supported by excellent coaching and facilities. Pupils are also particularly successful in music and speech and drama, where they pass graded examinations often with merit and distinction, dance, where pupils have gained entrance to prestigious arts and dance schools, and drama. The rich opportunities for the creative and performing arts strongly promote pupils' success in these areas, such as the variety of music and choral ensembles and opportunities for talented pupils to perform in senior school productions and local festivals. Pupils are also regularly successful in competitions both locally and nationally in a wide range of pursuits, such as national mathematics challenges, computing and science challenges, general knowledge and poetry competitions and young writers' awards. Involvement and achievement in such a variety of activities demonstrates that the school fully meets its aim to promote each child's unique talents.
- 3.12 Pupils' attitudes to learning are decidedly positive. Children in the EYFS are keen to participate in all activities, learning to take turns and to wait to offer their answer. As they grow older, they develop confidence and independence due to specific praise given to individual children who are displaying desired behaviour. Pupils are eager to learn and proud of their efforts. They cooperate well with teachers, settle to tasks quickly and collaborate supportively with their peers. They exhibit good rapport with teachers who, in turn, generally demonstrate good classroom management and high expectations of behaviour. Older pupils, in particular, work diligently and are keen to challenge themselves. This is because relationships are warm in class and teachers circulate providing added impetus to pupils' learning and support to each individual. Pupils who have been admitted at non-standard entry times are particularly appreciative and positive of the school's contribution, saying their learning has been made interesting and challenging.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop self-confidence due to their teachers' support and encouragement, and through constructive criticism that is sensitively given. Older pupils, including those with SEND, value the individual care shown to them by staff, reporting in questionnaire responses that this has raised their self-esteem and self-belief. Across the school, pupils understand the need to persevere. Younger pupils told inspectors in interviews that if they keep trying they are successful in overcoming difficulties and older ones reported that they are encouraged by staff to take risks and have learned

that they can use their errors to improve their work. Pupils are able to evaluate their own and each other's work positively since staff build a supportive and open atmosphere in class. Boarders state in questionnaire responses that staff understand and support them, and those from overseas report that the welcoming and homely atmosphere assists them to overcome the challenge of managing their day in a different language and develops their resilience. The system of key workers who are responsible for small numbers of boarders is very effective in promoting their pastoral well-being. All pupils are further supported by the availability of a school welfare officer who not only provides a listening ear but organises activities to support them in managing their feelings and relationships. Most parents agreed in questionnaire responses that the school meets their child's pastoral and welfare needs effectively.

- 3.15 Pupils demonstrate a strong understanding of the values promoted by the school and reflect them in their behaviour towards one another. For example, in recognising that boarders from overseas with EAL might be lonely, they display empathy and compassion. Older pupils appreciate time for reflection in their busy school day, and state that time in chapel affords them space to think. The boarders similarly appreciate having a quiet space in the house and the comforting presence of the house dog. An area known as *The Secret Garden* is used as a space to be quiet but has the capacity to be further developed as a space for reflection. Pupils display a sense of respect and reverence in chapel where, together with assemblies, values and the pupils' awareness of the intangible are effectively promoted. The high quality of artwork and creative writing displayed around the school, and pupils' committed response to their music and dance, demonstrate their appreciation of creativity and desire to express ideas and feelings about non-material aspects of life.
- 3.16 The pupils' ability to make decisions is well-developed and they are very keen and confident at making choices in their learning since, from the EYFS, where children independently select resources and activities, lessons include opportunities for pupils to lead their own learning. For example, younger pupils decided which sea creatures they have studied to include in their *Under the Sea* tableau and older ones chose which software application they preferred to work in during an English lesson. Older pupils appreciate being challenged to work more independently in lessons, for instance choosing how to present their research and the level of challenge in mathematics. Pupils value being able to choose their options for activities including, for younger ones, in *Golden Time*. In their response to the questionnaire, a minority of boarders did not agree that boarding helps them become more confident and independent. However, inspection evidence revealed that the school exercises a sensible duty of care as to how much independence is given to boarders. The programme to support pupils in their transition to senior school is very effective in preparing them for the choices and opportunities of the next stage in their lives.
- 3.17 Pupils have a clear understanding of right and wrong. They are naturally exuberant but co-operative and well-mannered, appreciating the clarity of the school rules and sanctions, as well as those appropriate to domestic life in boarding, which are understood by all. Almost all the pupils and most parents in their questionnaire responses agreed that good behaviour is promoted, and sanctions understood. Older pupils appreciate the consequences of making the wrong choice. Younger pupils are able to discuss a moral dilemma, such as when considering whether telling a lie can ever be justified, aware of the reasons which may influence choice. Pupils were observed making ethical judgments based on principles of end of life choices set against individual freedom.
- 3.18 Pupils enjoy working collaboratively with one another to solve problems in the classroom due to frequent opportunities built into lessons to find solutions together, as well as in house competitions and teams. They willingly help each other in group activities and are able to allocate tasks sensibly to achieve the desired result. They develop their team-working skills in extra-curricular activities such as bushcraft and demonstrate very good skills of co-operation, such as helping one another haul their kayaks out of the pool.

- 3.19 Pupils work together successfully in various enterprises for the benefit of the school and wider community. They are keen to take on responsibilities. Pupils in the pre-preparatory department take their responsibilities as monitors very seriously and boarding prefects perform their roles in the house to assist its smooth running and induct and support new boarders with commitment. Senior pupils are proud of their various prefectorial responsibilities. Prefects have responsibility for the effectiveness of the recently re-energised school council, chairing its sub-committees, presenting pupil views to the leadership and feeding back to the pupils. The school council was involved in representing pupils' views in the recent review of the school's anti-bullying policy. Pupils' social awareness is well developed, and they regularly raise funds for a range of local, national and international charities, such as the school's involvement in the development of a local memorial garden and taking part in a charity swimathon. Some of their work is pupil-initiated, such as the drive to support a local food bank which came from the boarders.
- 3.20 Pupils' respect for cultural diversity is clearly evident, especially in boarding, where there is a family atmosphere based on tolerance and harmony. These values permeate the entire school so that pupils from different backgrounds and with differing abilities are considerate and respectful towards one another. Boarders from overseas become fully integrated and form firm and lasting friendships with their British counterparts. Their contribution to the school, such as by running informal language coaching sessions for their peers, is recognised and valued by the school community. In the curriculum, learning in history, music, art, religious studies and English enhances pupils' understanding of cultural and religious diversity. All the parents who responded to the questionnaire and most of the pupils agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.
- 3.21 Throughout the school pupils display a strong awareness of how to keep healthy and stay safe. Children in the EYFS explained why they wear high visibility jackets to keep them safe when out on walks. Boarders demonstrate that they can keep themselves safe, both in their use of technology and in their alertness to the need to maintain security of the boarding house. Pupils articulate what constitutes a balanced lifestyle and appreciate that their lunches are balanced and nutritious and offer a good choice. Their understanding is effectively promoted in science, physical education (PE) and personal, social and health education. They enjoy the many opportunities they have for exercise in games and PE lessons and in a wide range of activities. They are particularly confident that they know how to stay safe online due to thorough teaching at age-appropriate level. Pupils respond positively to sessions provided by the school to help them explore issues that affect their well-being, such as feelings and relationships.
- 3.22 Almost all the parents who responded to the questionnaire indicated that the school is governed, led and managed well. The excellent outcomes for pupils throughout the school reflect the strong commitment by the governing body and leadership to fulfilling the school's key aim, to put the interest of the pupils first.

4. INSPECTION EVIDENCE

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

Inspectors

Mrs Jan Preece	Reporting inspector
Mr Dominic Crehan	Compliance team inspector (Principal, IAPS school)
Mr Marcus Culverwell	Team inspector (Headmaster, IAPS school)
Dr Steve Bailey	Team inspector for boarding (Headmaster, IAPS school)
Mrs Valerie Holloway	Co-ordinating inspector for early years (Former head of EYFS, IAPS school)
Mrs Anne Oliver	Team inspector for EYFS (Head of pre-prep, IAPS school)