

# School inspection report

3 to 5 February 2026

## **Prestfelde School**

London Road

Shrewsbury

SY2 6NZ

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

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## Summary of inspection findings

1. Leaders promote a warm, caring and supportive environment so that the school is an inclusive community. The school's aims and values are ambitious and well considered. Leaders communicate these clearly to pupils, staff and parents. Pupils are respectful, tolerant and kind in their interactions and behaviour towards others.
2. Governors work closely with leaders to ensure that leaders have the appropriate skills and knowledge to promote pupils' wellbeing effectively. They know the school well and support leaders to develop and improve the educational provision. Leaders maintain effective oversight of policies and their successful implementation. The Standards are met consistently.
3. The curriculum is broad and meets the needs, interests and aptitudes of the pupils. Leaders have a clear strategy for monitoring and developing effective teaching. Consequently, pupils make consistently good progress in their work.
4. Leaders in the early years provide a stimulating and creative curriculum. The well-resourced and varied facilities promote children's learning and development. Children in the early years make good academic and personal progress.
5. The co-curricular programme offers a wide range of opportunities for pupils throughout the school. It supports pupils' skills, interests and personal development effectively. Participation rates in physical education and games are high.
6. The relationships and sex education (RSE) curriculum is appropriate and delivered effectively. However, at the start of the inspection, the school's arrangements for managing RSE were not published on its website. Leaders rectified this oversight during the inspection.
7. Pupils acquire moral understanding, self-knowledge and respectful attitudes. They understand the importance of acting and behaving responsibly. Pupils are well cared for and supported effectively as they progress through the school.
8. Boarding leaders promote an inclusive and respectful community. Boarding staff provide boarders with individual care, know them well and ensure that their physical and mental health and emotional wellbeing are given the highest priority.
9. Health and safety procedures and policies are implemented effectively. The premises, including boarding accommodation, are well maintained and secure. Thorough risk assessment procedures promote the welfare and security of pupils both in school and on educational visits and trips.
10. The careers programme prepares pupils for the next stage in their education, informing them about the world of work effectively. Economic education is embedded into the curriculum from an early age. As a result, pupils are prepared well to make decisions that support their future ambitions and personal wellbeing.
11. Leaders embed an appropriate safeguarding culture throughout the school. All staff and governors complete statutory training. The school maintains effective links with local safeguarding partners. Pre-employment checks are accurately recorded on the single central record of appointments (SCR).

However, in a very small number of cases, leaders have not obtained a second reference in a timely manner prior to an adult commencing employment at the school.

## 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:

- ensure that the relationships and sex education policy is published on the school's website
- ensure that a second reference is obtained in a timely manner before an adult begins working at the school.

## Section 1: Leadership and management, and governance

12. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively. The school writes, reviews and implements policies effectively. Governors' oversight of the school is effective and well structured. They receive detailed reports and provide appropriate challenge and support. Leaders, staff and governors place the highest priority on promoting pupils' wellbeing. Consequently, the Standards are met consistently well.
13. Leaders communicate the school's aims and values effectively so that they are well understood by pupils and parents and consistently promoted by staff. Teachers know pupils well and support their individual aspirations and needs. As a result, pupils develop self-esteem and confidence during their time at the school.
14. Leaders with responsibility for boarding know the boarders very well. They work closely with academic and pastoral colleagues to provide a supportive and comfortable boarding environment that prioritises boarders' wellbeing.
15. Leaders in the early years make effective use of the school's indoor and outdoor environment to promote children's learning. Leaders ensure that staff liaise closely with parents to support each child's progress and wellbeing, including through daily contact at drop-off and pick-up times. Leaders and staff meet regularly to discuss children's progress and adapt the curriculum and teaching to support their individual needs. Children thrive, develop confidence and are prepared well for Year 1.
16. The school fulfils its responsibilities under the Equality Act 2010. The accessibility plan focuses on improving pupils' access to the curriculum and all areas of the school site. Leaders provide staff with specific training so that pupils who have special educational needs and/or disabilities (SEND) are supported as effectively as possible. Leaders have enhanced opportunities for pupils to access a broader range of physical education (PE) activities.
17. Leaders and governors demonstrate a commitment to continuous school improvement. Leaders across all parts of the school engage in a self-evaluation process that considers how to improve the school's provision for pupils. Self-evaluation is further informed through staff collaboration and the sharing of effective practice. Leaders respond to the ongoing evaluation by implementing staff training opportunities, including external training, and by providing teaching and learning newsletters. Leaders' thorough evaluation and effective school development mean the educational provision for pupils continues to evolve and meet their needs well.
18. Leaders demonstrate an appropriate understanding and management of risk. Staff write well-considered risk assessments that carefully identify and mitigate any potential risks. Risk assessments cover the premises and accommodation and a range of educational trips and visits. Staff evaluate risk assessments regularly so that they continue to address potential risks appropriately. Governors provide regular oversight of the school's approach to managing risk. Staff also help pupils to understand the importance of mitigating potential risks. During an observation of an outdoor forest activity, for instance, younger pupils recall key safety information and demonstrate understanding of why considering risk is important. Throughout the school, the approach to managing risk is competent.
19. Leaders provide parents with most of the required information, largely through the school's informative website. Parents receive appropriate written reports and attend a suitable schedule of

parents' meetings that provide them with helpful information about their child's attainment, progress and attitude to learning. However, at the start of the inspection, leaders had not published the arrangements relating to the school's RSE provision. This omission was rectified before the end of the inspection.

20. Leaders establish effective links with external agencies. These include liaising with local safeguarding partners, the local authority, health and safety specialists, as well as consultants who provide specific staff training to support pupils who have SEND effectively. Leaders report appropriately to the local authority about pupils who join or leave the school at non-standard transition times. The school reviews provision for any pupils with an education, health and care plan (EHC plan), and provides the local authorities who fund these with an annual statement of income and expenditure.
21. Leaders maintain an appropriate complaints policy. Leaders respond courteously to parents when informal concerns are raised. Leaders manage any submitted formal complaints in accordance with the published policy and maintain detailed and clear records, including of actions taken and resolutions reached. Boarders understand how to raise concerns about their boarding provision through surveys and boarding committees.

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

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

## Section 2: Quality of education, training and recreation

23. Leaders implement a broad curriculum that appropriately meets the needs of pupils. Specialist staff teach pupils across the school so that lessons consistently widen pupils' knowledge and skills. Pupils' learning is further enhanced by the 'learn, enhance, advance and progress' programme, which provides well-planned opportunities to develop a range of life skills, such as producing a school podcast and newspaper or learning to touch type.
24. Leaders monitor the quality of teaching and learning through a comprehensive schedule of focused learning walks, observations and work scrutiny. Leaders provide opportunities for staff to engage in continuous professional development through their participation in research projects and working parties, and through written contributions to the termly teaching and learning newsletter. As a result, lessons are delivered by reflective practitioners who consistently seek to promote pupils' significant progress.
25. Leaders identify well-considered methods to develop pupils' communication, literacy and numeracy skills. Pupils, for instance, participate in debates and oral activities in French. Older pupils in Year 5 demonstrate a confident grasp of long multiplication, clearly explaining multi-step processes and methods for checking accuracy. Leaders plan curriculum activities that combine a range of subjects, such as when Latin, grammar and lessons exploring Roman history are integrated so that pupils learn about the Senate, verb tenses and historical context. Leaders provide opportunities for numeracy beyond the classroom. Pupils in Year 1, for example, discuss units of measurement when they collect leaves during outdoor learning activities.
26. Leaders ensure pupils explore challenging and relevant topics throughout the curriculum. For instance, pupils learn about natural disasters in geography and plan ambitious projects in design and technology (DT) lessons. Pupils in Year 6 learn how to solder and construct electrical circuits when building a remote-controlled car. Teachers use specific scientific terminology to enable pupils to distinguish accurately between different adaptations and correctly classify arthropods. Pupils collaborate and work well together in art to create a collagraph of a cardboard house in the style of Hundertwasser. In music, pupils build on their prior knowledge and skills when they use digital software in compositional activities. As a result of teachers' imaginative and well-planned lessons, pupils develop a responsible and diligent approach to learning and make consistently good progress.
27. A suitable assessment framework is in place. Leaders monitor pupils' progress closely by tracking outcomes from standardised assessments. Pupils, including children in the early years, achieve well in their work. Teachers provide pupils with individual and focused guidance and feedback on their work that enables them to understand what they do well and the steps they need to take to further improve.
28. Leaders prioritise early identification of pupils who have SEND. Regular parents' meetings and structured transition planning provide teachers with a secure understanding of pupils' individual needs. Leaders monitor the implementation of pupils' individual learning strategies through learning walks and scrutiny of their work. As a result of such measures, pupils who have SEND make good progress in their work.
29. Leaders provide pupils who speak English as an additional language (EAL) with appropriate and individual support so that they can fully access the curriculum. Pupils are assessed when they join

the school and supported by effective teaching. For instance, pupils are provided with vocabulary in advance of lessons, writing frames, modelled sentences and adapted word lists. The progress of pupils who speak EAL is monitored regularly through assessment, individual plans and review meetings. As a result, pupils who speak EAL make good progress and develop confidence in written and spoken English.

30. In the early years, leaders deliver carefully planned activities to help children to effectively develop their communication and language skills in fun and interesting ways. Staff plan opportunities to extend children’s vocabulary, explaining new and unfamiliar words throughout each school day. Children practise language skills and create drama sketches using puppets which they confidently perform. They use their developing knowledge of phonics to write a greeting card to celebrate Chinese New Year. Well-qualified staff are quick to identify any speech or language difficulties and ensure early intervention is provided. Such measures mean that children learn to use written and spoken English confidently.
31. Leaders ensure that the programme of co-curricular and recreational activities is broad and inclusive. Pupils develop their co-ordination skills in dodgeball and explore mindfulness in yoga. Pupils participate in the chess and computing clubs which help them to develop problem-solving and critical thinking skills. Pupils are provided with opportunities to successfully prepare for London Academy of Music and Dramatic Art (LAMDA) examinations and take part in the school’s drama productions.
32. Boarding leaders provide boarders with an appropriate balance of study time, organised activities and unstructured relaxation time. The boarding environment is managed well so that boarders work quietly and effectively. Boarding staff are on hand to offer boarders academic support, if required.

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

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

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

34. Pupils' physical and mental health and emotional wellbeing are supported effectively through a caring and inclusive school culture. Staff know pupils well and support their aspirations and individual needs carefully and consistently. Pupils benefit from positive, trusting relationships with staff and peers and feel confident that concerns will be listened to and addressed promptly.
35. Pupils learn about different world religions, faiths and cultures, enabling them to understand different perspectives and develop their spiritual understanding. Leaders provide time for reflection in assemblies and form time through well-chosen music, texts and poems linked to assembly themes. Pupils lead prayers in assemblies and at lunchtimes. In the early years, children learn about people from around the world and celebrate a range of diverse festivals.
36. The school provides pupils with well-planned opportunities to develop self-esteem and confidence. For example, pupils collaborate in drama productions and school concerts, gaining confidence from performing to live audiences. In assemblies, pupils are publicly rewarded for their positive attitudes to learning as well as for demonstrating kindness, acting responsibly and for their contributions to the school community.
37. Leaders place physical health at the centre of pupils' development, ensuring sport is accessible, valued and motivating. They ensure that physical education (PE) is embedded from the early years through structured lessons that include regular swimming sessions. Leaders arrange a broad and inclusive competitive games programme through which pupils learn to play a range of sports in a respectful manner. Specialist games staff help pupils to develop their sporting skills and understanding. As a result, pupils demonstrate high levels of engagement, develop physical competence and gain a secure understanding of sporting values.
38. Leaders implement a carefully planned personal, social, health and economic education (PSHE) programme. PSHE topics, taught by specialist teachers, are supplemented by form time discussions and talks by external speakers. Teachers create a supportive environment which encourages pupils to ask questions. Pupils learn how to manage their emotions and develop strategies that help them overcome difficult moments and challenges. They explore, at an age-appropriate level, the dangers of alcohol and drugs and learn the importance of taking responsible decisions. Staff teach pupils about the onset of puberty and adolescence. Pupils engage enthusiastically in their PSHE lessons and are well prepared for future experiences.
39. Leaders provide a suitable RSE programme which reflects current statutory guidance. The school consults with parents appropriately about the curriculum and delivery of the RSE programme. Children in the early years learn about the value of supportive friendships. Older pupils are taught about the importance of consent and respecting the views of others. Pupils learn how to build and maintain respectful and inclusive relationships with others.
40. Leaders set consistently high behavioural expectations across all areas of school life which reflect the values of the school. As a result of this positive culture, pupils benefit from learning in a calm, secure and supportive community. Pupils behave well throughout the school. Positive behaviour is praised and rewarded in age-appropriate ways, including through headteacher's commendations. Leaders ensure clear procedures are in place to promote an effective anti-bullying message through

educational opportunities, the school's well-understood culture and the consistent vigilance of staff. Posters of the anti-bullying strategy are prominently displayed around school. Pupils engage in a range of activities during anti-bullying week that help them to understand the consequences of any discriminatory behaviour. Leaders maintain detailed records that identify patterns and trends, and the actions taken.

41. Leaders maintain attendance and admission registers which reflect current statutory guidance. Leaders adopt a compassionate but rigorous approach to monitoring pupils' attendance, recognising any vulnerabilities pupils may have and responding through the provision of personalised support. Consequently, pupils are supported sensitively, promoting their wellbeing and high levels of attendance.
42. Leaders maintain a systematic and thorough approach to health and safety. Staff are provided with comprehensive training in health and safety procedures. A suitable number of staff are trained as fire wardens. Fire equipment is regularly checked and tested. Fire drills are carried out during the school day and in boarding hours so that pupils know how to evacuate buildings in the event of an emergency. Leaders with designated health and safety responsibilities conduct regular visual checks of the school site and respond to any reported concerns promptly and effectively. As a result, the premises and accommodation remain suitable and secure for pupils.
43. The school's medical and first aid provision is appropriate and well managed. A suitable number of staff undertake first aid training. All staff in the early years hold current paediatric first aid certificates. Accidents and the administration of first aid and medicines are recorded appropriately. Boarding staff ensure that boarders' medical and first aid needs are carefully managed, if required.
44. Leaders ensure that pupils are supervised carefully throughout the school day. Alert and vigilant staff supervise breaktimes and provide support to pupils, if requested. Leaders maintain suitable staff-to-child ratios in the early years. An appropriate number of boarding staff supervise boarders during the evenings and overnight.
45. Leaders promote boarders' wellbeing consistently effectively. Pupils who board less frequently are integrated well so that they quickly feel part of the inclusive boarding community. Boarding houses are comfortable, clean and provide spacious sleeping accommodation. Boarding leaders consult with boarders in regular forums so that they feel listened to and valued. Boarders are provided with nutritious and balanced meals and a range of appropriate snacks outside mealtimes. Leaders manage the boarding environment well so that boarders have suitable storage areas for their laundry and personal items. Boarders are looked after compassionately and thrive in a caring and nurturing environment.
46. Leaders provide children in the early years with a wide range of stimulating activities to promote physical and mental development. Children in the early years have a range of suitable opportunities to participate in outdoor activities, such as building shelters for elves. Children build an outdoor obstacle course and develop their co-ordination and fine motor skills by using the woodwork bench. Learning areas are well maintained and provide a stimulating environment for children to learn through play.

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

**47. All the relevant Standards are met.**

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

48. Leaders ensure that the values of mutual respect, inclusion and tolerance are promoted through the curriculum, boarding, pastoral work and co-curricular activities. Pupils, for example, discuss humanitarian responses to earthquakes in different parts of the world. They participate in age-appropriate United Nations (UN) projects and debate a range of contemporary global issues. In English, pupils respectfully consider different viewpoints when discussing different characters in the books they read. Children in the early years show empathy and an understanding of difference when discussing a story about a character who lives with a disability. Leaders organise themed meals to celebrate cultural festivals around the world. As a result, pupils develop social maturity and empathy, preparing them well for life in British and global society.
49. The curriculum provides pupils with opportunities to learn about finance and develop a secure understanding of economic wellbeing. Pupils in the early years take part in shopping role-play activities. Pupils manage personal budgets when they participate in activities and buy gifts at the Christmas fayre. Older pupils learn about bank accounts and interest rates in their 'learn, enhance, advance and progress' lessons. Pupils are taught about budgeting in well-considered computing lessons. Pupils in Year 8 organise a fundraising ball to raise funds to support their chosen charity that supports people who experience serious illness.
50. Pupils are taught about democracy and British institutions through the PSHE curriculum, chapel assemblies and well-planned themed weeks. Pupils discuss the importance of democracy and express their opinions about the proposed change to the age when people can first vote. Leaders ensure that political discussions are managed impartially, such as when pupils explore how voting habits can be affected by parents, friends and social media. In early years assemblies, children confidently discuss open-mindedness and tolerance, reflecting on respectful behaviour when responding to stories and fables. Pupils develop a wide knowledge of British institutions such as the National Health Service (NHS) and the role of the police in supporting local communities.
51. Leaders consistently reinforce the school's ethos and values through both academic and pastoral work, as well as through boarding arrangements. Pupils, for instance, collaborate and demonstrate courteous manners towards each other when they sit on mixed-age tables during lunchtimes. The boarding provision actively promotes pupils' social wellbeing by fostering a strong sense of community, shared responsibility and positive peer relationships. For example, boarders undertake dormitory leadership roles and represent the boarding community in boarding council meetings. Such measures promote a community spirit throughout the school, which positively contributes to pupils' personal development.
52. Pupils, including children in the early years, receive suitable careers guidance. Careers education is enriched through an annual careers fair and a programme of guest speakers who inform pupils about their jobs and the work that they do. For instance, pupils have attended presentations about the medical profession, graphic design, engineering and dairy farming. The careers programme helps pupils to set aspirational career ambitions and provides balanced information about a range of potential employment pathways.
53. Pupils are encouraged to seek positions of responsibility and to develop their leadership skills. Prefects are given appropriate responsibilities such as organising co-curricular events and

supervising younger pupils under the guidance of staff. Pupils serve on the 'echo representative' committee and support staff by helping to organise charity fundraising initiatives. Older pupils visit the early years and support children's reading. Peer mentors actively help other pupils by providing advice and friendship, when needed.

54. Leaders prepare pupils for the next stages of their education and future experiences effectively. Children in Reception, for example, visit their new classrooms in advance of moving into Year 1. Leaders provide opportunities for pupils to gain practical skills in bike maintenance and learn how to cycle safely on the road. Older pupils receive guidance about scholarship applications and develop competent study skills in preparation for their entrance exams for selective schools.
55. In the early years, staff model how to treat others respectfully and kindly. Children demonstrate positive social behaviour, such as co-operating confidently and showing respect and tolerance towards others. For example, in paired work during a music lesson, children take turns to copy and repeat musical patterns, listening carefully to their peers. During mealtimes, children chat politely to teachers and to each other and demonstrate appropriate table manners. Children are encouraged to help one another, develop independence and take responsibility for tidying away. As a result, children learn to approach social situations appropriately and with confidence.

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

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

## Safeguarding

57. Leaders promote a vigilant safeguarding culture throughout the school. The safeguarding policy is clearly written, reviewed in a timely manner and reflects current statutory guidance. Governors maintain effective oversight of the safeguarding policy and procedures. The safeguarding governor visits the school regularly to ensure that safeguarding procedures are carried out effectively. All governors undertake training in safeguarding.
58. Leaders with responsibility for safeguarding are trained appropriately for their role. They meet regularly to discuss safeguarding concerns and take carefully considered decisions and actions in response. The safeguarding team keeps comprehensive and detailed safeguarding records that reflect current statutory guidance. They maintain effective and constructive relationships with local safeguarding partners and other external agencies and refer safeguarding concerns to them, when required.
59. Staff are provided with regular and effective safeguarding training, including at induction. Training includes raising staff understanding of how to respond to incidents of female genital mutilation and the latest updates to the 'Prevent' duty, ensuring they are alert to the dangers of radicalisation and extremism. Staff understand the different forms of child-on-child abuse. Leaders ensure that staff understand how to respond to and report any low-level or more serious allegations about adults who work at the school, in line with the school's clear staff code of conduct.
60. Pupils have a secure understanding about the importance of seeking support, when needed, and know how to share a concern if they need to. Older pupils, for instance, can share concerns anonymously with senior staff by using an online form. 'Worry boxes' are provided in classrooms for younger children. Leaders remind pupils about the identity of the safeguarding team by prominently displaying posters around the school.
61. Leaders understand and teach pupils about contextual risks and challenges, including when they use the internet. Pupils learn how to be digitally responsible in computing and PSHE lessons. They are taught about the importance of secure passwords and, at an age-appropriate level, how to respond to suspicious online activity. Leaders ensure that suitable internet filtering and monitoring procedures are in place. Alerts are promptly reviewed by members of the safeguarding team, who take appropriate action and maintain thorough records.
62. Boarding staff are aware of the safeguarding responsibilities associated with their roles and create a culture in which boarders' security and welfare are prioritised. Boarders have access to a suitable independent person and are provided with clear guidance so that they know how to make contact, should they need to.
63. In the early years, staff have a thorough understanding of their responsibility to protect children's wellbeing. Leaders ensure that a range of effective procedures are in place so that the early years environment is suitable and secure.
64. Leaders understand and carry out safer recruitment checks in advance of adults beginning employment at the school. These checks are accurately recorded on the SCR. In a very few instances, leaders have not obtained a second reference in a timely manner prior to a member of staff starting work at the school.

## The extent to which the school meets Standards relating to safeguarding

**65. All the relevant Standards are met.**

## School details

<b>School</b>	Prestfelde School
<b>Department for Education number</b>	893/6008
<b>Registered charity number</b>	1102931
<b>Address</b>	Prestfelde School London Road Shrewsbury Shropshire SY2 6NZ
<b>Phone number</b>	01743 245400
<b>Email address</b>	office@prestfelde.co.uk
<b>Website</b>	www.prestfelde.co.uk
<b>Proprietor</b>	Governing Body of Shrewsbury School
<b>Chair</b>	Rex Sartain
<b>Headteacher</b>	Mr Matty Thavenot
<b>Age range</b>	3 to 13
<b>Number of pupils</b>	283
<b>Number of boarding pupils</b>	30
<b>Date of previous inspection</b>	14 to 16 February 2023

## Information about the school

66. Prestfelde School is an independent, co-educational day and boarding school situated in Shrewsbury, Shropshire. The school joined the Shrewsbury School group and appointed a new headteacher in September 2025. The school comprises three sections: Little Prestfelde, for pupils aged 3 to 7 years; the middle school, for pupils aged 7 to 10 years; and the senior school for pupils aged 10 to 13 years.
67. Boarders are accommodated in one boarding house. Pupils may board from the age of 7 years.
68. The school has identified that 47 pupils have special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
69. The school has identified that a very small number of pupils speak English as an additional language.
70. The school states that its aims are to provide an all-round education that maximises pupils' academic potential and promotes a love of learning. It seeks to motivate, challenge and support pupils by providing opportunities to demonstrate selflessness and a sense of service. The school endeavours to ensure that pupils acquire a zest for life and develop their individual talents.

## Inspection details

### Inspection dates

3 to 5 February 2026

71. A team of five inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

73. 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](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)