



ISI Independent
Schools
Inspectorate

Self-Evaluation Form

Regulatory Compliance, Focused Compliance and Educational Quality Inspections

For use from September 2022

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To be completed electronically

Is the school happy for this form to be shared with the inspection team?	Yes
Date on which SEF was completed or last revised	October 2023

Changes to the September 2022 version

The document has been updated to take into account the changes to the National Minimum Standards for boarding.

Day schools do NOT need to transfer their previous SEF onto this document.

Boarding schools should use this template rather than any previous version.

Changes to the January 2022 version

Minor wording amendments only.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than any version prior to September 2020.

Changes to the April 2021 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 32(1)(k) which requires a school to publish its arrangements for remote education if the school has pupils who are wholly funded by the state. This amendment has been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Changes to the September 2020 version

The DfE has amended the Independent School Standards Regulations with the addition of paragraph 2A and some amendments to paragraph 20. These amendments have been included in Part 1, the regulatory checklist.

There is no need for schools to transfer their previous SEF onto this document, but schools who are re-writing their SEF should use this template rather than the 2019 or earlier versions.

Formatting improvement

Each of the rows in which responses are to be written are now separated by a paragraph mark. This facilitates adding additional rows, if required, by pressing the tab key.

Alternative version

The school may wish to use the alternative version of the SEF in the last section of this document. This contains exactly the same questions, but the response sections are divided into two columns which align more closely with the way inspectors gather evidence on inspection. The intention here is that comments in the first column outline outcomes for pupils, and comments in the second column relate these outcomes to contributory factors or the school's provision, such as aspects of the curriculum, teaching, pastoral care, leadership and management etc.

If the school uses this alternative version, the previous sections relating to pupils' achievements, pupils' personal development and contributory factors should be deleted. Otherwise, the alternative version should be deleted.

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PART 1 for Regulatory Compliance and Focused Compliance Inspections

For each Regulation and Standard, answer 'Yes' or 'No' on the basis of whether the school fully meets the requirements. For certain Regulations and Standards, and depending on the age range of the school, a response of 'N/A' may be appropriate. Under each section, provide brief explanatory comments only where needed to help the team to understand the nature and circumstances of the school, and its compliance. In addition, please indicate the member of staff responsible for the matters dealt with under each section of the form. This will enable the inspection team to know who to contact if further clarification is needed.

Part 1 Quality of education provided (curriculum)

1	The standards about the quality of education provided at the school are those contained in this Part.			
2(1)	The standard in this paragraph is met if—			
(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively ; and	Yes	No	
(b)	the written policy, plans and schemes of work—	Yes	No	
(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and	Yes	No	
(ii)	do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Yes	No	
2(2)	For the purposes of paragraph (2)(1)(a), the matters are—			
(a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;	Yes	No	
(b)	that pupils acquire speaking, listening, literacy and numeracy skills;	Yes	No	
(c)	where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;	Yes	No	N/A
(d)	personal, social, health and economic education which—			
(i)	reflects the school's aim and ethos; and	Yes	No	
(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);	Yes	No	
(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—			
(i)	is presented in an impartial manner;	Yes	No	N/A
(ii)	enables them to make informed choices about a broad range of career options; and	Yes	No	N/A
(iii)	helps to encourage them to fulfil their potential;	Yes	No	N/A

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;	Yes	No	N/A
(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;	Yes	No	N/A
(h) that all pupils have the opportunity to learn and make progress; and	Yes	No	
(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.	Yes	No	
2A(1) The standard in this paragraph is met if the proprietor:			
(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education	Yes	No	N/A
(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),	Yes	No	N/A
(c) [relates to Academies – not within ISI's remit]			
(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,	Yes	No	
(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),	Yes	No	
(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and	Yes	No	
(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.	Yes	No	
2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.	Yes	No	N/A
2A(3) Sub-paragraph (1)(a) and (c) do not apply to a pupil who is under compulsory school age.			

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Planning documents

Lesson observation

Work scrutiny

Pupil interviews

With regard to RSE, the school consulted with parents in September 2019 and invited comments and queries in relation to the (at the time) draft RSE policy. The right to, and means of requesting, withdrawal from sex

education were explained at the time and contained in the policy which is updated annually and published on the website. The Head of Thrive (PSHE/RSE) at The Prep writes to all parents annually to make them aware of the topics covered throughout the school in PSHE/RSE and reminds them of the right to withdrawal for sex education lessons.

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Kit Perona-Wright, Assistant Head (Compliance), Phil Williams (Director of Studies) & Rachel Hamlyn (Deputy Head Academic)

Part 1 Quality of education provided (teaching)

3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school—		
(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;	Yes	No
(b)	fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;	Yes	No
(c)	involves well-planned lessons and effective teaching methods, activities and management of class time;	Yes	No
(d)	shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;	Yes	No
(e)	demonstrates good knowledge and understanding of the subject matter being taught;	Yes	No
(f)	utilises effectively classroom resources of a good quality, quantity and range;	Yes	No
(g)	demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;	Yes	No
(h)	utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;	Yes	No
(i)	does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Yes	No
(j)	does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.	Yes	No
4	The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.	Yes	No

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Please see documentation on inspectors' page and folder of supplementary evidence on arrival at the school
Departmental Schemes of Work
Lesson Observations

Pupil Interviews Work Scrutiny Heads' of Department minutes Digital Strategy Prep Rewards & Sanctions Records Academic Assessment Schedule Education Committee (Governors) papers Assessment and tracking data CPD+, INSET, Learning Lunches and Twilight Sessions Portfolio of Digital Learning
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.
Rachel Hamlyn (Deputy Head Academic) & Phil Williams (Director of Studies)

Part 2 Spiritual, moral, social and cultural development of pupils

5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—		
(a)	actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;	Yes	No
(b)	ensures that principles are actively promoted which—		
(i)	enable pupils to develop their self-knowledge, self-esteem and self-confidence;	Yes	No
(ii)	enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;	Yes	No
(iii)	encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;	Yes	No
(iv)	enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;	Yes	No
(v)	further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;	Yes	No
(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and	Yes	No
(vii)	encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;	Yes	No
(c)	precludes the promotion of partisan political views in the teaching of any subject in the school; and	Yes	No
(d)	takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—	Yes	No
(i)	while they are in attendance at the school;		

(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or		
(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.		

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Please see documentation on inspectors' page relating to;
 SMSC
 Promoting fundamental British values
 Thrive programme content (including wellbeing)
 Chapel and assembly talks
 Visiting speakers
 RSE policy emphasises relationships based on equality and respect

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Kit Perona-Wright (Assistant Head Compliance) & Noll Jenkins (Deputy Head Pastoral)

Part 3 Welfare, health and safety of pupils

6	The standards about the welfare, health and safety of pupils at the school are those contained in this Part.			
7	The standard in this paragraph is met if the proprietor ensures that—			
	(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and	Yes	No	
	(b) such arrangements have regard to any guidance issued by the Secretary of State.	Yes	No	
	<i>PREVENT</i> : The school has a clear approach to the Prevent strategy	Yes	No	
8	Where section 87(1) of the Children Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—			
	(a) arrangements are made to safeguard and promote the welfare of boarders* while they are accommodated at the school; and NOTE: for legal reasons failure of NMS 8 triggers a failure of this ISSR 8(a) (as a minimum), and customarily of 7(a) and (b) and 8(a) and (b).	Yes	No	N/A
	(b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges. NOTE: for legal reasons failure of any NMS triggers a failure of this ISSR 8(b) as a minimum.	Yes	No	N/A
*	Boarder means a pupil for whom a school provides accommodation, whether or not the pupil is a pupil at that school.			

9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that –		
	(a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour;	Yes	No
	(b) the policy is implemented effectively; and	Yes	No
	(c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.	Yes	No
10	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.	Yes	No
11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.	Yes	No
12	The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.	Yes	No
13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.	Yes	No
14	The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through appropriate deployment of school staff.	Yes	No
15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.	Yes	No
16	The standard in this paragraph is met if the proprietor ensures that-		
	(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and	Yes	No
	(b) appropriate action is taken to reduce risks that are identified.	Yes	No

Other legislation

Does the school fulfil its duties under Schedule 10 of the Equality Act 2010?	Yes	No
Does the school reject the use of corporal punishment?	Yes	No

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Please see information on the inspectors' page

Annual safeguarding review

Termly meetings of the Welfare & Safeguarding Committee (Governors)

Welfare Management Team

Compliance Committee minutes

Inclusion Committee minutes

Risk assessments

Use of CPOMS

Use of ISAMS and serious sanctions log Fire Safety Policy H&S policy First Aid Policy Low Level Concerns process introduced E-safety policy
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.
Kit Perona-Wright (Assistant Head Compliance), Noll Jenkins (Deputy Head Pastoral), Catherine Solomon (Head of Pupil Wellbeing) & Phil Attwell (Bursar)

Part 4 Suitability of staff, supply staff and proprietors

17. The standards about the suitability of staff*, supply staff and proprietors are contained in this part.			
*Interpretation: Staff means any person working at the school whether under a contract of employment, under a contract for services or otherwise than under a contract but does not include supply staff or a volunteer.			
18(1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.	Yes	No	
18(2) The standard in this paragraph is met if—			
(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;	Yes	No	
(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;	Yes	No	
(c) the proprietor carries out appropriate checks to confirm in respect of each such person—			
(i) the person's identity ;	Yes	No	
(ii) the person's medical fitness ;	Yes	No	
(iii) the person's right to work in the United Kingdom; and	Yes	No	
(iv) where appropriate, the person's qualifications ;	Yes	No	
(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;	Yes	No	
(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and	Yes	No	N/A

(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 19 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 19 of the National Minimum Standards for Residential Special Schools, is complied with, and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed. NOTE – for legal reasons, a failure of NMS 19.1 in relation to staff triggers a failure of this ISSR 18(2)(f)(as a minimum). For boarding supply staff, see below under ISSR 19(2)(e). Failures of NMS 19.2 to 19.4 and 22.1 to 22.5 will trigger failure of ISSR 8(b) (as a minimum).	Yes	No	N/A
18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.	Yes	No	
18(4) The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ('M') has worked in—			
(a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;			
(b) a maintained school in England in a position to which M was appointed on or after 12 th May 2006 and which did not bring M regularly into contact with children or young persons; or			
(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons, during a period which ended not more than three months before M's appointment.			
19 (1) This paragraph relates to the suitability of supply staff at the school.			
19(2) The standard in this paragraph is met if—			
(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received –			
(i) written notification from the employment business in relation to that person—			
(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;			
(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and			
(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and	Yes	No	N/A
(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;	Yes	No	N/A

(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;	Yes	No	N/A
(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);	Yes	No	N/A
(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—			
(i) the notification referred to in paragraph (a)(i); and	Yes	No	N/A
(ii) a copy of any enhanced criminal record certificate which the employment business obtains,	Yes	No	N/A
in respect of any person whom the employment business supplies to the school; and			
(e) except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 19 of the National Minimum Standards for Boarding Schools or where applicable, Standard 19 of the National Minimum Standards for Residential Special Schools are complied with. NOTE – for legal reasons, a failure of NMS 19.1 in relation to boarding supply staff triggers a failure of this ISSR 19(2)(e) (as a minimum).	Yes	No	N/A
19(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.	Yes	No	N/A
19(4) This sub-paragraph applies to a person ('P') who has worked in—			
(a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons;			
(b) a maintained school in England in a position to which P was appointed on or after 12 May 2006 and which did not bring P regularly into contact with children or young persons; or			
(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons, during a period which ended not more than three months before P is due to begin work at the school.			
20(1) The standard in this paragraph relates to the suitability of the proprietor of the school.			
20(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual .			
20(3) The standard in this paragraph is met if –			
(a) the individual—			

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and	Yes	No	N/A
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and	Yes	No	N/A
(b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor—	Not applicable: DfE use only. However, if a school has not notified DfE of a new proprietor or chair of governors, ISI Office should be so informed and a check made with DfE.		
(i) [deleted]			
(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and			
(iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
(c) before the school is entered in the register, or in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor, the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual—			
(i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature of the application by the Secretary of State; or			
(ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State; and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State.			
20(4) Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.			
20(5) The standard in this paragraph is met in relation to an individual who is the chair of the school if—			
(a) the individual—			
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and	Yes	No	N/A

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and	Yes	No	N/A
(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—	Not applicable: DfE use only, as above.		
(i) [deleted]			
(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and			
(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate; and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.			
(c) subject to paragraphs (7) and (8), the Secretary of State receives confirmation that, where relevant to the individual, an enhanced criminal record check has been made relating to the individual –			
(i) which is countersigned by the Secretary of State or by or on behalf of another registered person who is asked to arrange countersignature or the application by the Secretary of State; or			
(ii) which is transmitted by or on behalf of a registered person who is asked to arrange transmission of the application by the Secretary of State;			
and, where an enhanced criminal record check is made, the Secretary of State either obtains an enhanced criminal record certificate relating to the individual or confirms to the individual that no certificate is required to be provided to the Secretary of State.			
20(6) The standard in this paragraph is met in relation to an individual ('MB'), not being the Chair of the school, who is a member of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register, if—			
(a) MB—			
(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and	Yes	No	N/A
(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order , an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;	Yes	No	N/A
(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—			

(i) where relevant to the individual, an enhanced criminal record check ;	Yes	No	N/A
(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and	Yes	No	N/A
(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State; and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and	Yes	No	N/A
(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.	Not applicable: DfE use only.		
20(8) In the case of a registered school—			
(a) sub-paragraph 5(b) and (c) are met where the checks referred to in those sub-paragraphs are completed before or as soon as practicable after the Chair of the school starts acting as such;			
(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts as an acting member of the body of persons corporate or unincorporated named in the register as the proprietor of the school; and			
(c) sub-paragraph 6(c) is met where the enhanced check is made as soon as practicable after the Secretary of State's request.			
20(9) In this paragraph [20] a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporated named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer.			
Please provide BRIEFLY your evidence for answering Yes above. If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.			
Please see anonymised extract sample of SCR on inspectors' page Regular inspection of SCR by President of Council (Chair of Governors) and Council lead for Safeguarding Visit to HR department Compliance Committee minutes Annual Safeguarding Review			
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.			
Kay Rackliff (Director of HR) & Phil Attwell (Bursar)			

Paragraph 21 Single Central Register of Appointments

21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.

21(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.	Yes	No	
21(3) The information referred to in this sub-paragraph is—			
(a) in relation to each member of staff ('S') appointed on or after 1 st May 2007, whether—			
(i) S's identity was checked;	Yes	No	N/A
(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;	Yes	No	N/A
(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;	Yes	No	N/A
(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;	Yes	No	N/A
(v) an enhanced criminal record certificate was obtained in respect of S;	Yes	No	N/A
(vi) checks were made pursuant to paragraph 18(2)(d);	Yes	No	N/A
(vii) a check of S's right to work in the United Kingdom was made; and	Yes	No	N/A
(viii) checks were made pursuant to paragraph 18(2)(e),	Yes	No	N/A
including the date on which each such check was completed or the certificate obtained; and	Yes	No	N/A
(b) in relation to each member of staff ('S'), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.	Yes	No	N/A
21(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1 st August 2007 who was appointed at any time before 1st May 2007 , whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes	No	N/A
21(5) The information referred to in this sub-paragraph is, in relation to supply staff—			
(a) whether written notification has been received from the employment business that—			
(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and	Yes	No	N/A
(ii) an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,	Yes	No	N/A
together with the date the written notification that each such check was made, or certificate obtained, was received;	Yes	No	N/A
(b) whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and	Yes	No	N/A
(c) where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph	Yes	No	N/A

19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.			
21(6) The information referred to in this sub-paragraph is, in relation each member ('MB') of a body of persons named as the proprietor appointed on or after 1st May 2007 , whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.	Yes	No	N/A
21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1 st August 2007 who was appointed at any time before 1st May 2007 —			
(a) whether each check referred to in sub-paragraph (6) was made; and	Yes	No	N/A
(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.	Yes	No	N/A
Please provide BRIEFLY your evidence for answering Yes above. If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.			
Please see anonymised extract sample of SCR on inspectors' page Regular inspection of SCR by President of Council (Chair of Governors) and Council lead for Safeguarding Visit to HR department Compliance Committee minutes Annual Safeguarding Review Inspection (ex-ISI RI) consultant visitis			
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.			
Kay Rackliff (Director of HR) & Phil Attwell (Bursar)			

Part 5 Premises and accommodation

22. The standards about the premises of and accommodation at the school are those contained in this Part.			
23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—			
(a) suitable toilet and washing facilities are provided for the sole use of pupils;	Yes	No	
(b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and	Yes	No	N/A
(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.	Yes	No	N/A
23(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.			
24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—			
(a) accommodation for the medical examination and treatment of pupils;	Yes	No	

(b) accommodation for the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and	Yes	No	
(c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.	Yes	No	N/A
24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).			
24(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in other schools other than special schools or by children with special requirements.			
25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.	Yes	No	
26 The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.	Yes	No	
27 The standard in this paragraph is met if the proprietor ensures that—			
(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and	Yes	No	
(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.	Yes	No	
28(1) The standard in this paragraph is met if the proprietor ensures that—			
(a) suitable drinking water facilities are provided;	Yes	No	
(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;	Yes	No	
(c) cold water supplies that are suitable for drinking are clearly marked as such; and	Yes	No	
(d) the temperature of hot water at the point of use does not pose a scalding risk to users.	Yes	No	
28(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—			
(a) they are readily accessible at all times when the premises are in use; and	Yes	No	
(b) they are in a separate area from the toilet facilities.	Yes	No	
29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—			
(a) physical education to be provided to pupils in accordance with the school curriculum; and	Yes	No	
(b) pupils to play outside.	Yes	No	
30 The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.	Yes	No	N/A

31	For the purposes of this Part –
(a)	‘physical education’ includes the playing of games;
(b)	any requirement that anything provided under this Part must be ‘suitable’ means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and
(c)	a pupil has ‘special requirements’ if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special school.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards or requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Please see relevant information on the inspectors’ page

H&S committee

Compliance Committee

H&S tour

Visit to Boarding House & across site

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Phil Attwell (Bursar)

Part 6 – Provision of information

32(1)	The standard about the provision of information by the school is met if the proprietor ensures that—			
(a)	the information specified in sub-paragraph (2) is provided* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes	No	
(b)	the information specified in sub-paragraph (3) is made available* to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;	Yes	No	
(c)	particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request;	Yes	No	
(d)	following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;	Yes	No	
(e)	following an inspection under section 87(1) of the Children Act 1989, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school’s internet website, and provided to the parents of each boarder;	Yes	No	N/A

(f)	an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;	Yes	No	
(g)	any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;	Yes	No	
(h)	where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;	Yes	No	N/A
(i)	where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority.	Yes	No	N/A
(j)	particulars of any actions specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.	Yes	No	N/A
(k)	particulars of the arrangements for meeting the requirement to provide remote education in paragraph 2 of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction given on 30th December 2020 by the Secretary of State for Education are published and maintained on the school's website or, where no such website exists, are provided to parents [NB this only applies to independent schools that have registered pupils whose education at the school is wholly paid for out of public funds received by the school from the Secretary of State.]	Yes	No	N/A
32(2) The information specified in this sub-paragraph is—				
(a)	the school's address and telephone number and the name of the head teacher;	Yes	No	
(b)	either—			
(i)	where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or	Yes	No	N/A
(ii)	where the proprietor is a body of persons, the address and telephone number of its registered or principal office;	Yes	No	N/A
(c)	where there is a governing body, the name and address for correspondence of its Chair; and	Yes	No	N/A
(d)	a statement of the school's ethos (including any religious ethos) and aims.	Yes	No	
32(3) The information specified in this sub-paragraph is—				
(a)	particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;	Yes	No	
(b)	particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;	Yes	No	N/A

(c) particulars of the policy referred to in paragraph 2;	Yes	No	
(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;	Yes	No	
(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;	Yes	No	
(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and	Yes	No	
(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.	Yes	No	
32(4) The action specified in this sub-paragraph is –			
(a) any decision by the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119 or 123 of the 2008 Act;	Yes	No	N/A
(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act;	Yes	No	N/A
(c) any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.	Yes	No	N/A
32(5) For the purposes of sub-paragraph (4)(b), 'relevant restriction' has the meaning given in section 117(1) of the 2008 Act.			
*Interpretation			
In these Regulations, where an element of a standard is information or a document being provided to a person, that element of the standard is met—			
(a) where the person has provided the school with a valid electronic mail address, by sending to that address			
(i) the information or a copy of the document in electronic form; or			
(ii) the address for an internet website where the information or a copy of the document can be downloaded by the person,			
in which case the information or copy of the document must be available for inspection by the person on the school's premises during the school day; or			
(b) by sending or giving the information or a copy of the document to the person.			
In these Regulations, where an element of a standard is information or a document being made available , that element of the standard is met—			
(a) in a case where the school has an internet website, if—			
(i) the information or a copy of the document is—			
(aa) available on the website in a form accessible to parents of pupils and parents of prospective pupils, and			
(bb) available for inspection on the school's premises during the school day, and			
(ii) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are aware that the information or a copy of the document is available and the form in which it is available; and			
(b) in a case where the school has an internet website but the information or a copy of the document is not available on the website, or where the school does not have an internet website, if—			
(i) the proprietor takes reasonable steps to ensure that parents of pupils and parents of prospective pupils are made aware that they may request the information or a copy of the document; and			

(ii) the information or a copy of the document is sent or given to such parents free of charge, in response to a request.
Please provide BRIEFLY your evidence for answering Yes above. If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.
Information available to parents on school website and parent portal The inspectors' page contains additional documents and policies that are not made available on the website
Indicate the name of the member of staff responsible for matters dealt with in this section of the form.
Kit Perona-Wright (Assistant Head Compliance)

Part 7 – Manner in which complaints are to be handled

33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—		
(a)	is in writing;	Yes	No
(b)	is made available to parents of pupils;	Yes	No
(c)	sets out clear time scales for the management of a complaint;	Yes	No
(d)	allows for a complaint to be made and considered initially on an informal basis;	Yes	No
(e)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;	Yes	No
(f)	where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;	Yes	No
(g)	ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;	Yes	No
(h)	allows for a parent to attend and be accompanied at a panel hearing if they wish;	Yes	No
(i)	provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—	Yes	No
(i)	provided to the complainant and, where relevant, the person complained about; and	Yes	No
(ii)	available for inspection on the school premises by the proprietor and the headteacher;	Yes	No
(j)	provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and –	Yes	No
(i)	whether they are resolved following a formal procedure, or proceed to a panel hearing; and	Yes	No

(ii) action taken by the school as a result of these complaints (regardless of whether they are upheld); and	Yes	No
(k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.	Yes	No

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Complaints log available for inspection. This contains both concerns and formal complaints to show the range of contact and the manner of handling both

The President of Council (Chair of Governors) views the complaints file each term and discusses cases with the Head

All formal complaints and their outcomes and reported to Council (Governors)

If a parents is not satisfied, they follow the complaints procedure, including potentially a panel hearing

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Tom O'Sullivan (Head)

Part 8 – Quality of leadership in and management of schools

34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—		
(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;	Yes	No
(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and	Yes	No
(c) actively promote the well-being of pupils.	Yes	No
34(2) For the purposes of paragraph (1)(c) 'well-being' means well-being within the meaning of section 10(2) of the Children Act 2004(a).		

Please provide BRIEFLY your evidence for answering Yes above.

If there are any requirements which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Council minutes

President of Council (Chair of Governors) regularly visits The Prep

Safeguarding Council member at Pastoral Management Group meetings

Governance review completed October 2019

Head underwent an external 360 appraisal in May 2022 and is appraised annually

SLT minutes

There are no standards that the school does not meet

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Tom O'Sullivan (Head)

Briefly indicate the process by which the proprietors/governing body satisfy themselves that Regulations and Standards are met, especially those for safeguarding, health and safety, safe recruitment, and boarding provision.

A thorough annual review of Safeguarding is undertaken and reported to the Council (Governors) annually. The Welfare & Safeguarding Committee is provided with an annual report on the current state of Boarding. The President of Council (Chair of Governors) and the nominated Safeguarding member for Council perform checks on the SCR and recruitment. The Finance, Risk & Development Committee of Council receive regular Health & Safety reports. Council members visit the Boarding House during the year. Regular visits are taken by Council members to the Health Centre, Support Services and Academic Departments. The College Doctor reports to the Welfare & Safeguarding committee annually. The Prep ensures that Council members are aware of what is happening in school. The President of Council (Chair of Governors) is copied into relevant compliance information received from VWV. An annual compliance report is sent to Council. An independent consultant (ex-ISI RI) visits the Prep each term and reports back to the Head and senior staff. Meets also with President of Council when in attendance.

National Minimum Standards for Boarding Schools (NMS) applicable from 5 September 2022

This whole section on NMS should be deleted if the school does not have boarders

Part A: Governance, leadership and management

Aim: The leadership, management and governance of the school enables a culture to thrive which is child-centred, safeguards children's wellbeing and is ambitious for the progress of every child. Monitoring and accountability is strong and adds value.

To achieve this aim, the school should meet the following standards:

Standard 1 – Statement of boarding principles and practice

Failure of this NMS triggers a failing of ISSR 8(b)

1.1	A suitable statement ¹ of the school's boarding principles and practice is available to parents, carers and staff, is known to and understood by boarders, and is seen to work well in practice.	Yes	No
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Standard 2 – Management and development of boarding

Failure of any part of this NMS triggers a failing of ISSR 8(b) and, consequently, under ISSRs 34 (leadership and management), as appropriate.

2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.	Yes	No
2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.	Yes	No
2.3	There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.	Yes	No
2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that the standards are met.	Yes	No
2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.	Yes	No
2.6	Senior boarding staff are knowledgeable and experienced and have undertaken appropriate training in the management and practice of boarding. They use this to ensure that boarders' welfare is safeguarded and promoted.	Yes	No
2.7	The school follows and maintains the policies and documents described in Appendix A.	Yes	No
2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as appropriate.	Yes	No

¹ Individual schools will be best placed, on a case-by-case basis, to ensure the statement is accessible to those for whom English is not their first language.

Standard 3 – Inclusion, equality and diversity

Failure of this NMS triggers a failing of ISSR 8(b). See also “Other legislation”, Equality Act 2010, Sched 10.3 (accessibility plan).

3.1	Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010 ² . In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing, the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.	Yes	No
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Part B: Boarding provision

Aim: The school provides a homely and welcoming environment in which boarders feel safe, secure and comfortable, and where their privacy is respected. Boarders enjoy their accommodation and meal times and feel that their belongings and personal possessions are protected.

To achieve this aim, the school should meet the following standards:

Standard 4 – Boarding accommodation

Failure of any part of this NMS triggers a failing of ISSR 30

4.1	Good quality sleeping accommodation is provided for boarders. It is well organised and managed with ongoing assessments of risk (which should be documented) and findings acted upon to reduce risk for all boarders. Accommodation gives boarders appropriate privacy, taking into account sex, age and any special requirements. Where children share a bedroom, they are able to express a preference about whom they share with.	Yes	No
4.2	Good quality living accommodation and equipment, including appropriate internet ³ access, is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.	Yes	No
4.3	Sufficient toilet and washing facilities with good-quality fixtures and fittings and access to hot water are provided for boarders, are readily accessible from the sleeping accommodation and take into account sex, age and any special requirements. ⁴	Yes	No
4.4	Boarding houses and other accommodation provided for boarders are well lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide accessible accommodation for any boarders with disabilities.	Yes	No
4.5	Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation	Yes	No

² The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. Guidance is available at: [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/Equality_Act_2010_advice_for_schools.pdf).

³ Part 2 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/Equality_Act_2010_advice_for_schools.pdf) sets out requirements for appropriate filtering and monitoring.

⁴ Separate toilet facilities for boys and girls aged 8 years or over must be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time. The School Premises (England) Regulations 2012, - <https://www.legislation.gov.uk/uksi/2012/1943/regulation/4/made> and [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2014/1013/regulation/4/made)

	between boarder accommodation and staff accommodation. Bedding is warm, clean and comfortable.		
4.6	Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.	Yes	No
4.7	Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members of organised groups using school facilities) unsupervised ⁵ access to boarders, or to boarding accommodation while occupied by boarders.	Yes	No
4.8	Any use of biometric data/technology ⁶ or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes ⁷ does not intrude unreasonably on boarders' privacy. Any schools ⁸ which use biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO) ^{9,10} and comply with relevant data protection legislation including the UK General Data Protection Regulations ¹¹ , the Data Protection Act 2018 ¹² and the Protection of Freedoms Act 2012 ¹³ .	Yes	No

Standard 5 – Boarders' possessions

Failure of any part of this NMS triggers a failing of ISSR 8(b)

5.1	Good and regular laundry provision is made for boarders' clothing and bedding. Boarders' clothing is stored safely while in the process of being laundered and returned to the right boarder following laundering.	Yes	No
5.2	Boarders are able to obtain personal and stationery items whilst accommodated at school.	Yes	No
5.3	Good protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.	Yes	No

Standard 6 – Provision and preparation of food and drinks

Failure of any part of this NMS triggers a failing of ISSR 8(b)

6.1	All boarders, including those with special dietary, medical or religious needs, are provided with good quality, nutritionally balanced meals with choice and variety and of sufficient quantity ¹⁴ .	Yes	No
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⁵ Part 3 of Keeping children safe in education - GOV.UK (www.gov.uk) sets out supervision requirements.

⁶ Biometric data means personal information resulting from specific technical processing relating to the individual's physical, psychological or behavioural characteristics which allow or confirm the unique identification of that person, such as facial images, voice recognition or fingerprints. DfE guidance at: <https://www.gov.uk/government/publications/protection-of-biometric-information-of-children-in-schools>

⁷ Policies should be clear where surveillance is used for security purposes- it should not be used to compensate for inadequate staffing levels.

⁸ [Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

⁹ CCTV checklist | ICO

¹⁰ [Amended Surveillance Camera Code of Practice \(accessible version\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

¹¹ [The Data Protection, Privacy and Electronic Communications \(Amendments etc\) \(EU Exit\) Regulations 2019 \(legislation.gov.uk\)](http://www.gov.uk)

¹² [Data Protection Act 2018 \(legislation.gov.uk\)](http://www.gov.uk)

¹³ [Protection of Freedoms Act 2012 \(legislation.gov.uk\)](http://www.gov.uk)

¹⁴ [School food standards: resources for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

6.2	Good quality facilities are provided for the hygienic preparation, serving and consumption of boarders' main meals. These may be situated in the main school building provided it is adjacent to or reasonably accessible from the boarding accommodation.	Yes	No	
6.3	In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarders' individual needs in this respect.	Yes	No	
6.4	Boarders with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.	Yes	No	N/A

Part C: Health and wellbeing

Aim: Boarders' health needs are fully met, and their physical, emotional and social wellbeing and mental health are promoted and supported. Any health care provided is in the best interests of the child.

To achieve this aim, the school should meet the following standard:

Standard 7 – Boarders' health and wellbeing

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRs 13(first aid) and 24(medical accommodation) as appropriate.

7.1	The school has, and implements effectively, appropriate policies for the care of boarders who have medical conditions and/or are unwell, ensures that the physical and mental health and emotional wellbeing ¹⁵ of boarders are promoted and prompt action is taken when health concerns are identified. The policies include first aid ¹⁶ , care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of both prescription and non-prescription medication (including controlled drugs). Policies for administration of medication should reflect, where appropriate, guidance provided by the Royal Pharmaceutical Society and the Royal College of Nursing . <i>In addition to ISSR 8(b), reported under ISSR 13(first aid), as appropriate.</i>	Yes	No
7.2	Boarders are supported and educated to understand their health needs, how to develop and maintain a healthy lifestyle and to make informed decisions about their own health.	Yes	No
7.3	Effective arrangements are made to care for boarding pupils who are sick or injured. Boarders are accommodated away from other children where this is necessary to care for the child in question or to protect other boarders (e.g. from contagious conditions). Where boarders need to be cared for away from their usual accommodation, they are provided with good quality accommodation, including toilet and washing facilities. The accommodation is staffed appropriately and provides boarders with appropriate privacy, taking into account sex, age and any special requirements. <i>In addition to ISSR 8(b), reported under ISSR 24 (medical accommodation), as appropriate.</i>	Yes	No
7.4	The school ensures boarders have access, as appropriate, to local medical, dental and optometric services and provision. In addition, the school engages effectively with health agencies, including specialist services (such as CAMHS, sexual health	Yes	No

¹⁵ "wellbeing" means wellbeing within the meaning of section 10(2) of the Children Act 2004

¹⁶ [First aid in schools, early years and colleges - GOV.UK \(www.gov.uk\)](#)

	services and those providing support for victims of sexual abuse) when appropriate, responding in a timely manner to boarders' needs.		
7.5	The school facilitates access to all relevant health, counselling and support services (set out above) as required. It should be clear who is responsible for making emergency and routine health care appointments for children, including where consultation between parents/carers and staff is necessary. ¹⁷	Yes	No
7.6	All medication is stored safely and securely and accurate records are kept of its administration. Staff are properly trained to provide the support that pupils need when administering medicines. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as being sufficiently responsible to do so. Where applicable, schools have regard to government guidance ¹⁸ .	Yes	No
7.7	Boarders' confidentiality, rights, privacy and dignity as patients is fundamental and is appropriately protected. This includes the right of a boarder deemed to be 'Gillick Competent' ¹⁹ to give or withhold consent for their own treatment.	Yes	No

Part D: Safeguarding

Aim: Boarders are safe, including in the school's boarding accommodation and away from the school's premises. Effective measures are taken to manage safeguarding risks and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

Standard 8 – Safeguarding

Failure of this NMS triggers also a failing of ISSR 7(a) and (b), and 8(a) and (b).

8.1	The school should ensure that: • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State²⁰.	Yes	No
8.2	The school should ensure that all staff are aware that safeguarding and promoting the welfare of children is everyone's responsibility throughout the school and the boarding facilities.	Yes	No

¹⁷ [Healthy Child Programme: 5 to 19 years old - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/healthy-child-programme-5-to-19-years-old)

¹⁸ [Supporting pupils at school with medical conditions](#) - which is statutory guidance for maintained schools, PRUs and academies, and non-statutory guidance for independent schools and [Promoting the health and wellbeing of looked-after children](#)

¹⁹ Gillick competence is used in medical law to decide whether a child (16 years or younger) is able to consent to his or her own medical treatment, without the need for parental permission or knowledge. A child will be deemed to be Gillick competent, if he or she has sufficient maturity and understanding of the treatment being proposed and the nature of the consent required. Further guidance is provided in the NHS consent to treatment – children and young people advice: <https://www.nhs.uk/conditions/consent-to-treatment/children/>. Young people aged 16 and over are assumed to have sufficient capacity to decide on their own medical treatment, unless they are deemed not to have capacity under Section 2 of the Mental Capacity Act 2005, or where the decision in relation to their medical treatment is deemed to be against their best interests.

Fraser guidelines apply specifically to advice and treatment about contraception and sexual health- [Gillick competence and Fraser guidelines](#) | NSPCC Learning

²⁰ [Keeping Children Safe In Education](#); and [Working Together to Safeguard Children](#)

8.3	It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school's approach to online safety should be reflected in the child protection policy, having regard to the Department's Keeping children safe in education guidance.	Yes	No
8.4	Keeping Children safe in education sets out that boarding schools have additional factors to consider with regard to safeguarding. As such it will be important that the boarding school's child protection policy (and/or other policies if appropriate) reflect: - the school's policy on sexual relationships between children (and importance of boarders understanding this policy); - the school's approach to child-on-child abuse, reflecting the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation; - the approach to protecting children where there is a significant gender imbalance in the school; and - the approach to harmful online content and how boarders' devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3,4 and 5G that will bypass the school's filtering and monitoring systems.	Yes	No

Part E: Health and safety

Aim: Boarders are safe while at school, including in the school's boarding accommodation and when away from the school's premises, but under the care of the school, on an educational visit for example. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

To achieve this aim, the school should meet the following standards:

Standard 9 – Safety of boarders

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSR 11(health and safety), 16 (risk assessment) and 25 (premises), as appropriate.

9.1	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy²¹. Staff undertake sufficient training to ensure the policy is followed in practice. <i>In addition to ISSR 8(b), reported under ISSRs 11 (health and safety), 16 (risk assessment) as appropriate</i>	Yes	No
9.2	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn. <i>In addition to ISSR 8(b), reported under ISSR 25 (premises).</i>	Yes	No

²¹ [Health and safety: advice for schools](#)

9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. <i>In addition to ISSR 8(b), reported under ISSR 16 (risk assessment)</i>	Yes	No
9.4	The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.	Yes	No
9.5	Schools should have procedures to ensure boarders' safety when off site, but under the care of the school, including when on organised visits ²² . These procedures should be proportionate and focus on managing assessed risks. <i>In addition to ISSR 8(b), reported under ISSR 16 (risk assessment)</i>	Yes	No

Standard 10 – Fire precautions and drills

Failure of this NMS triggers a failing of ISSR 8(b). Reported also under ISSR 12(fire safety).

10.1	Boarders and staff know what they would need to do in an emergency and can be evacuated safely.	Yes	No
10.2	The school complies with the Regulatory Reform (Fire Safety) Order 2005 and ensures alerting systems are accessible and there are clear evacuation plans for all children subject to their needs.	Yes	No
10.3	In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'. At least one drill per year should be carried out overnight, unless the school has assessed that this would be detrimental to boarders' welfare.	Yes	No
10.4	Schools with 'flexi' boarders may (this will be based on their own risk assessment) need to carry out additional fire drills to ensure pupils with flexible boarding arrangements know what to do in an emergency.	Yes	No

Part F: Boarders' rights, advocacy and complaints

Aim: Boarders are enabled to communicate, and develop positive relationships with staff, make their views known and maintain a good relationship with their family or carers (unless precluded by law). Boarders' views, wishes and feelings about their boarding experience are sought and taken into account by the school.

To achieve this aim, the school should meet the following standards:

Standard 11 – Boarders' induction and individual support

Failure of any part of this NMS triggers a failing of ISSR 8(b)

11.1	There is an appropriate process of induction and guidance for new boarders and that process includes information covering the standards 11.2 through 11.6.	Yes	No
11.2	The school should make arrangements, with parents and carers, which are clear about who is responsible for the collection and transport of boarders (including arrangements for international pupils) at the start and end of the school term and where there is any temporary absence from school.	Yes	No

²² [Health and safety on educational visits](#)

11.3	Boarders are able to contact any member of staff with personal, academic or welfare concerns. All staff should know what to do if a boarder approaches them with a concern.	Yes	No
11.4	The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.	Yes	No
11.5	Boarders are also provided with details of two or more child specific support services, such as Childline or the Children's Commissioner's Help at Hand service , to contact in case of problems or distress.	Yes	No
11.6	Boarders are provided with appropriate advocacy support where necessary and are made aware of what advocacy services are available, how they may access such support and any entitlement they may have to advocacy provision, and that advocacy provision adheres to the National Standards ²³²⁴ .	Yes	No

Standard 12 – Contact with parents/carers

Failure of this NMS triggers a failing of ISSR 8(b)

12.1	Schools facilitate arrangements so boarders can contact their parents/carers and families in private, at a time that is suitable for both parties, considering relevant time zones for international pupils. Schools should operate proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders. Schools are sensitive and comply with individual children's circumstances such as restricted contact with families.	Yes	No
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Standard 13 – Securing boarders' views

Failure of this NMS triggers a failing of ISSR 8(b)

13.1	Boarders are actively encouraged to contribute their views to the operation of boarding provision. There should be clear and easily accessible systems for boarders to provide their views and raise concerns. Boarders' views are considered in decisions about the running of the school and boarding provision and boarders are provided with feedback about their expressed views. Boarders are not penalised for raising a concern in good faith.	Yes	No
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Standard 14 – Complaints

Failure of either part of this NMS triggers a failing of ISSR 8(b) and NMS 18.1 is also reported under ISSR 33(complaints)

14.1	The school has, and follows, an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards ²⁵ . The	Yes	No
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²³ [National Standards for the Provision of Children's Advocacy Services](#)

²⁴ Further guidance on advocacy for children and young people with SEND is set out in [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#). The Code re-states the statutory requirement in s19 Children and Families Act 2014 for local authorities to have regard to the views, wishes and feelings of children and young people and 'advocacy should be provided where necessary'.

²⁵ [The Education \(Independent School Standards\) Regulations 2014 \(legislation.gov.uk\)](#) and <http://www.legislation.gov.uk/ukpga/2002/32/section/29>

	policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.		
14.2	The school should also have a clear and easily accessible process for boarders to raise their own complaints about boarding provision. The school's procedures should be clear about how it will respond to complaints from boarders. Boarders are not penalised for raising a complaint in good faith.	Yes	No
14.3	The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld). The school should keep a record of complaints made but later withdrawn. The school should keep under review any emerging patterns arising from complaints.	Yes	No

Part G: Promoting positive behaviour and relationships

Aim: Boarders behave well and develop healthy and respectful relationships with fellow pupils and staff. Positive behaviour and respectful relationships are encouraged and praised. Any sanctions for misbehaviour are well understood and implemented fairly and consistently.

To achieve this aim, the school should meet the following standards:

Standard 15 – Promoting positive behaviour

Failure of any part of this NMS triggers a failing of ISSR 8(b). See also ISSRS 9 (behaviour) and 10 (bullying), as appropriate.

15.1	The school has and consistently implements a written policy²⁶ to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on: - the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; - the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees; - the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems; - how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong; - school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;	Yes	No
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²⁶ DfE guidance for maintained schools and academies- which may also help independent schools is here- [Behaviour-and-discipline-in-schools](#)

	- pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour; - measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action; - when restraint²⁷, including reasonable force²⁸, is to be used and other physical contact and how this will be managed; and - arrangements for searching and screening²⁹ children and their possessions and how this relates to safeguarding policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.		
15.2	The policy complies with relevant legislation and has regard to guidance ³⁰ , and is accessible, clear and easily understood by staff, pupils, parents and carers.	Yes	No
15.3	Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.	Yes	No
15.4	The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.	Yes	No

Standard 16 – Preventing bullying

Failure of any part of this NMS triggers a failing of ISSR 8(b) and ISSR 10 (bullying)

16.1	The school ensures that all forms of bullying (including cyberbullying, prejudice-based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective antibullying strategy. The strategy should include accessible and effective systems for children to report bullying.	Yes	No
16.2	Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.	Yes	No
16.3	The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.	Yes	No

Standard 17 Promoting Good Relationships

Failure of any part of this NMS triggers a failing of ISSR 8(b).

17.1	Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required	Yes	No
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²⁷ In these standards "restraint" means using force or restricting liberty of movement

²⁸ [Use of reasonable force: Advice for headteachers, staff and governing bodies](#)

²⁹ [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#)

³⁰ [School and college behaviour and attendance](#)

	to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.		
17.2	In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.	Yes	No
17.3	Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained ³¹ to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern ³² .	Yes	No

Part H: Boarders' development

Aim: The boarding experience aids and enhances boarders' development and helps them to develop social skills, living skills and resilience in line with their age and needs.

To achieve this aim, the school should meet the following standard:

Standard 18 – Activities and free time

Failure of any part of this NMS triggers a failing of ISSR 8(b)

18.1	Schools should create and make accessible a stimulating environment to encourage boarders to develop their emotional, intellectual, social, creative and physical skills in an age-appropriate way taking account any special requirements.	Yes	No
18.2	All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.	Yes	No
18.3	Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.	Yes	No
18.4	Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.	Yes	No
18.5	Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.	Yes	No

³¹ The regular safeguarding and child protection training (as required in KCSIE) could be one useful avenue.

³² Annex B of [Keeping children safe in education](#) provides information on teenage relationship abuse, exploitation and child on child abuse.

20.2	Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.	Yes	No	N/A
20.3	The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and individual needs of boarders, and the locations and activities involved.	Yes	No	N/A
20.4	Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. There is continuity of staff, as far as is reasonably possible, such that boarders' relationships with staff are not overly disrupted.	Yes	No	
20.5	Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.	Yes	No	
20.6	Staff working within the school know and implement the school's policy, and any local protocols, in relation to boarders going missing and understand their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.	Yes	No	
20.7	Schools should ensure that they have a suitable number of staff (and at least one) sleeping or on duty in each building, who is responsible for the boarders and available to meet boarders' needs during the night.	Yes	No	
20.8	Boarders are able to contact a member of staff easily in each building at night and know how to do this.	Yes	No	
20.9	Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation, and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated ³⁶ from the accommodation and facilities provided for boarding pupils.	Yes	No	
20.10	No boarders have access to staff residential accommodation, other than in exceptional circumstances. Where this occurs a one-to-one situation should be avoided with boarders with another adult always present. There is no inappropriate favouritism or inappropriate one-to-one contact between staff and boarders.	Yes	No	

Standard 21 – Prefects

Failure of this NMS triggers a failing of ISSR 8(b)

21.1	Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.	Yes	No	N/A
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³⁶ "Appropriately separated" does not mean that the accommodation has to be in a separate building. But separation should mean that facilities are not shared.

Standard 22 – Educational guardians

Failure of this NMS triggers a failing of ISSR 8(b)

22.1	All educational guardians appointed by the school ³⁷ are subject to the same safer recruitment procedures as staff.	Yes	No	N/A
22.2	Where the school is responsible for appointing educational guardians it regularly monitors the suitability of its arrangements.	Yes	No	N/A
22.3	Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.	Yes	No	N/A
22.4	Any concerns about an educational guardianship arrangement should be acted upon immediately and referred to any relevant agencies ³⁸ .	Yes	No	N/A
22.5	Under no circumstances should school staff be appointed as an educational guardian for boarders ³⁹ .	Yes	No	N/A

Part J: Children accommodated off-site

Aim: Boarders accommodated off-site, placed by the school in the care of a third-party, are kept safe and protected from harm at all times.

To achieve this aim, the school should meet the following standard:

Standard 23 – Lodgings and Host Families

Failure of any part of this NMS triggers a failing of ISSR 8(b)

23.1	It is clearly stated to parents/carers whether any lodgings ⁴⁰ accommodating pupils are to be arranged by the school or by parents/carers themselves.	Yes	No	N/A
23.2	Any lodgings arranged by the school to accommodate pupils provide good quality accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least termly.	Yes	No	N/A
23.3	Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.	Yes	No	N/A
23.4	The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up	Yes	No	N/A

³⁷ This standard applies where a guardian is appointed for a child under 18 by a school, by a member of staff as part of their work for the school, or by an agency or organisation on behalf of the school. Where a school provides lists of possible guardians, written documents should be clear as to whether the school or parent is responsible for the arrangements made and thus the welfare of the child. Guidance for schools on educational guardians is available in the 'Boarding Briefing' series published by the Boarding Schools' Association.

³⁸ Steps to take where a concern about an educational guardianship arrangement relate to the harm (or likely harm) of a boarder are set out in Part 1 of [Keeping children safe in education](#)

³⁹ Note- this does not prevent school staff supporting a child in an emergency situation where that support has been risk assessed and arranged through consultation with senior managers (and where possible the designated safeguarding lead and SENCO as appropriate).

⁴⁰ School arranged lodgings are those provided or arranged for a pupil under 18 by the school, or any member of its staff as part of their work for the school, or by an agent or organisation acting for the school, rather than by the pupil's parent or an organisation (including educational guardian) other than the school acting on the parent's behalf. They include term-time use of lodgings instead of on-site boarding accommodation, holiday lodgings arranged for pupils by the school, pupils lodging with staff members during holidays, and accommodation during either term or holiday time with school-arranged educational guardians. This standard does not apply for school trips.

	references, and has recorded a satisfactory assessment, before any boarder is placed there. Unless the host family are in a family relationship with the boarder, the school can demonstrate that all members of the host family aged 16 and over, who will be living at the lodgings whilst the boarder is staying, obtain an Enhanced DBS check, with check of the Children's Barred List, with satisfactory outcomes known, before any boarder is placed.			
23.5	The school ensures that all adults providing lodgings for boarders on its behalf have undergone suitable safeguarding training at least every three years, and that they understand the school's policy in relation to boarders going missing and their role in implementing that policy.	Yes	No	N/A
23.6	The school has a satisfactory written agreement with each adult providing lodgings for boarders on its behalf.	Yes	No	N/A
23.7	At least once per school term a member of staff discusses their lodgings separately with each boarder accommodated by or on behalf of the school in lodgings, recording the boarder's assessment in writing and taking action on any concerns or complaints.	Yes	No	N/A
23.8	The school provides satisfactory written guidance to host families accommodating boarders on behalf of the school, covering the school's policy and practice for lodging pupils. This might include clear advice on risks such as passive smoking, medicine management, access to the lodging's wifi, access to and the showing of age restricted material, such as films etc with restricted content (e.g. certificate18) and access to alcohol to children living in lodgings.	Yes	No	N/A
23.9	Schools alert the local authority to any arrangements that may constitute private fostering ⁴¹ .	Yes	No	N/A

Appendix A: List of policies and documents

The following policies and documents should be kept by the school:

Policies:

1.	Countering bullying, including cyberbullying and initiation/ hazing type violence and rituals	Yes	No
2.	Child protection and safeguarding	Yes	No
3.	Discipline (including sanctions, rewards and restraint)	Yes	No
4.	Staff disciplinary, grievance and whistleblowing	Yes	No
5.	Care of boarders who are unwell, including first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of prescribed and non-prescribed medication	Yes	No
6.	Safety and supervision on school journeys	Yes	No
7.	Access to school premises by people outside the school	Yes	No
8.	Pupil access to risky areas of school buildings and grounds	Yes	No

⁴¹ Children Act 1989: private fostering - GOV.UK (www.gov.uk)

9.	Health and safety	Yes	No
10.	Pupil access to a person independent of the school staff group	Yes	No
11.	Provision for pupils with particular religious, dietary, language or cultural needs	Yes	No
12.	Supervision of 'unchecked' staff	Yes	No

Documents:

13.	Staff Handbook/guidance for boarding staff (this document may include many of the policy documents listed above)	Yes	No
14.	Statement of the school's boarding principles and practice	Yes	No
15.	Requirement for staff to report concerns or allegations of risk of harm to pupils	Yes	No
16.	Complaints procedure	Yes	No
17.	Procedure for enabling pupils to take problems or concerns to any member of staff	Yes	No
18.	Responses to alcohol, smoking and substance abuse	Yes	No
19.	Risk assessment and plans for foreseeable crises	Yes	No
20.	Staff induction, training and development programme	Yes	No
21.	Prefect duties, powers and responsibilities	Yes	No
22.	Key written information for new boarders	Yes	No
23.	Job descriptions for staff with boarding duties and safeguarding responsibilities	Yes	No

Where applicable:

24.	Clarification of responsibilities of any educational guardians and homestays	Yes	No	N/A
25.	Agreement with any educational guardians and homestays	Yes	No	N/A
26.	Clarification of responsibilities of school for lodgings arranged by the school	Yes	No	N/A
27.	Educational guardianship agreement	Yes	No	N/A
28.	Agreement with any adult providing lodgings, on behalf of the school, to pupils	Yes	No	N/A

Appendix B: List of records

The following school records are required:

1.	Child protection allegations or concerns	Yes	No
2.	Major sanctions	Yes	No
3.	Use of reasonable force	Yes	No
4.	Complaints and their outcomes	Yes	No
5.	Individual boarder's records (containing personal, health and welfare information)	Yes	No
6.	Administration of medication, treatment and first aid (kept confidentially)	Yes	No

7.	Significant illnesses	Yes	No	
8.	Significant accidents and injuries	Yes	No	
9.	Parental permission, where required, for medical and dental treatment, first aid and non-prescription medication	Yes	No	
10.	Risk assessments, and action taken in response to risk assessments	Yes	No	
11.	Staff recruitment records and checks (including checks on others given unsupervised access to children or residential accommodation)	Yes	No	
12.	Staff duty rotas	Yes	No	
13.	Staff supervision, appraisal and training	Yes	No	
14.	Fire precautions tests and drills	Yes	No	
15.	Risk assessments under the Regulatory Reform (Fire Safety) Order 2005	Yes	No	
16.	Menus	Yes	No	
17.	Pocket money and any personal property looked after by staff	Yes	No	
18.	Care plans (where applicable)	Yes	No	
19.	Parental permission for high-risk activities	Yes	No	
20.	Checks on licensing of relevant adventure activities centres	Yes	No	N/A
21.	Assessments of lodgings arranged by the school	Yes	No	N/A
22.	Assessment of off-site accommodation used by the school	Yes	No	N/A
23.	Suitability of any guardianship arrangements	Yes	No	N/A

All of the above records should be regularly monitored by the Head or a senior member of staff, to identify whether review or change in welfare practice is needed. The records should contain on appropriate level of information to support monitoring, reviewing and changing policy and process.

Please provide BRIEFLY your evidence for answering Yes above.

If there are any standards which the school does not meet, please explain why this is so and state what the school is doing to become compliant.

Please see documentation on inspectors' page
House Handbook
House self-review
House checks document
Internal mock-inspection
Senior staff and Council visits to the Boarding House
Boarders' Leadership Team (in lieu of Prefects)
Pupil induction checklist

Indicate the name of the member of staff responsible for matters dealt with in this section of the form.

Jack Avery (Boarding Housemaster) & Kit Perona-Wright (Assistant Head Compliance)

PART 2 for Educational Quality Inspections

The evaluation scale

The report grades the pupils' achievements and personal development according to the following scales.

Main school (and EYFS settings not needing registration) The grades relate to headline judgements only. In practice, the body of the report often uses more flexible epithets.
Excellent
Good
Sound
Unsatisfactory

Notes on self-evaluation

These parts of the form are designed to help the school and inspection to focus upon the most relevant and important issues. The school may have a variety of methods for performance review and management **but the emphasis in this document should be solely on outcomes for pupils:**

- (i) through its own formal self-evaluation of or monitoring programme for pupils' achievement and personal development;
- (ii) as part of any appraisal arrangements where outcomes for pupils are a focus;
- (iii) built into the cycle of development planning;
- (iv) using the ISI form.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with the quality of outcomes for pupils. ISI has no requirements about the methods the school uses to promote pupils' achievement and personal development; the inspection focuses on the distinctive character of each school. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development related to outcomes for pupils.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas related to pupil outcomes you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for this self-evaluation are:

- (i) observation (of lessons and activities);
- (ii) scrutiny (of pupils' work, assessment records, pastoral records, sanctions and reports);
- (iii) analysis of indicators (ability tests, examination results, rates of attendance, subject choices, participation in activities, EYFS assessments and EYFS Profile);
- (iv) discussion and taking surveys (of pupils, parents, staff and others);
- (v) review (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Educational Quality Inspection Grade Descriptors* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

The characteristics of the main school

Which of its aims does the school fulfil best?

The Prep believes it fulfils all of its aims, most importantly that every child is treated as an individual, that they are encouraged and supported to fulfil their potential, and that they have a rewarding and enjoyable childhood whilst being well prepared for the challenges ahead. They are happy children who, as a result, learn and play enthusiastically.

Pupils are curious, active participants in their learning who relish challenge, aren't afraid to make mistakes, and utilise resources independently. Staff plan engaging, varied learning sequences which optimise pupil engagement and attainment, with regular, effective feedback cycles keeping individual progress at the heart of teaching and learning.

There is a suitable balance between knowledge and skills across the curriculum (underpinned by the school's Key Skills and Attributes) which ties into the school's rewards system.

All pupils have access to a genuinely all-round education both within and outside the classroom. Opportunities abound in sport, music, art and drama, together with a vibrant activities programme.

The contribution of the school Chaplain and our regular use of the College Chapel drives a strong desire to emphasise the spiritual, and a strong pastoral influence and wellbeing programme breeds a genuine concern for others.

Which of its aims does the school fulfil least well, and what steps are you taking to improve?

The school believes it fulfils all of its aims, but is also aware of the need for constant evaluation and improvement. A full strategic review has recently been completed, following the appointment of new Heads to both College and The Prep. This 2019 report covers all aspects of school life and should be read alongside this SEF and is reviewed and updated regularly.

We are embedding our use of digital learning across all age groups further (with increased support staffing, hardware/software and the appointment in 2021 of a Head of Digital Learning at The Prep and also at College, and the creation of a Digital Strategy Group led by both Heads and The Bursar), to increase the time spent between pupils and their form teachers (evidenced by the new timetable put in place in September 2020) to develop the level of pastoral support, and to continue to raise the profile of environmental issues amongst the pupils (as evidenced by the formulation of an Eco-Committee in addition to the School Council). In addition, to increase the opportunities for leadership amongst the eldest pupils, and implement a programme of skills and experiences which help them to prepare for the next stage of school and careers beyond. This programme, entitled The Chadwick Programme, started in Autumn 2021 and is being developed further in this current year (Autumn 2023).

Work continues to further develop and embed positive attitudes of respect and compassion, and robust study skills, through our pastoral provision and Thrive (PSHE/RSE) delivery. There is a strong focus on equality, diversity and inclusion which includes the use of visiting speakers (in areas such as racism and unconscious bias) and evolution of our curriculum.

What evidence do you use to ascertain the fulfilment of the school's aims?

Governance & Leadership;

- ☐ Regular formal reports to Council (Governors) allow for the evaluation of The Prep's aims and ensures the leadership teams are accountable for these aims. Aims of the school are at the front of all Council papers
- ☐ Council visits to various areas of The Prep (such as the Boarding House and academic departments) to help to ascertain the fulfilment of goals, as does staff consultation
- ☐ External audit of governance taken in 2019. Head had a 360 external appraisal in 2022.
- ☐ Pupil and Parent surveys regularly undertaken

- ☐ Regular termly visits by an external inspection consultant (ex-ISI RI)
- ☐ All members of SLT teach and undertake duties to have a hands-on approach and a clear view of outcomes.

Academics;

- ☐ Regular lesson observations (informal and as part of the appraisal system)
- ☐ Regular work scrutiny
- ☐ Pupil interviews
- ☐ Learning walks
- ☐ Reports (half-termly)
- ☐ Departmental exams and assessments
- ☐ Comprehensive assessment, tracking and moderation feed into the constant review of the academic aims
- ☐ Wide and varied achievements of pupils such as with scholarship success, the securing of places at first choice senior schools, ongoing longer term success such as at GCSE.
- ☐ In EYFS, the pupils are monitored against developmental age bands and next steps identified and planned for

Pastoral & personal development;

- ☐ Broad co-curricular programme (activities, trips & tours)
- ☐ Increased form time to support the children pastorally
- ☐ The re-developed Thrive (PSHE/RSE) programme
- ☐ Assemblies/chapel services/visiting speakers
- ☐ Regular staff meetings
- ☐ Minutes of meetings (Section meetings, Pastoral Management Group, Safeguarding, School Council, etc)
- ☐ Small group interviews by visiting inspection consultant
- ☐ Gloucestershire wellbeing survey completed in Y6 and Y8 in 2021 enabled The Prep pupils' health and wellbeing to be compared with students of a similar age in other schools across the county. The results showed that The Prep pupils compare very favourably.
- ☐ Reflective essays as part of detentions are used by the Deputy Head to encourage reflection on behaviour issues

Parental feedback;

- ☐ Moving to on-line parent meetings has enabled us to improve attendance (particularly for Boarding parents)
- ☐ A new parental on-line platform will enable targeted, streamlined, two-way communication between parents and The Prep to make our communications more effective and efficient
- ☐ Two new initiatives have greatly improved parental communications with the school. A group of parent reps, from each section of the school, has been formed. This group is called Parent Voice and meets with the Head every 6 weeks. This has instigated far better communication, allowing both concerns and suggestions to be easily shared. The minutes of these meetings are shared with all parents. There is also a Parents Forum termly – this allows for any parents to come and meet the head and other senior staff to both hear about the school's plans or explain what we currently do, and to raise any questions

or issues they may have, both with other parents and with the school. Both initiatives have been well received and have already made a very positive difference.

What have been the main improvements since the previous inspection?

Academically;

- ☐ Evolution of an holistic assessment and tracking approach where potential, attainment and teacher observation are carefully triangulated to ensure specific, individualised pupil actions (where required) so no pupil 'slips through the net'
- ☐ Assessment and tracking systems have been reviewed/updated with a roll out of tools (as appropriate to age phase and subject) such as the GL complete digital solutions tool (including CAT4), STAR Reader, PIRA and PUMA, a revised examination schedule, development of Assessment Without Levels and the introduction of an IT based pupil tracker tool all provide a greater overview of pupil potential and progress.
- ☐ Consistency of feedback and marking has been addressed with a focus on providing regular, high quality feedback using a range of different mechanisms to engage pupils in the feedback process and ensure it helps to close gaps in learning.
- ☐ The introduction of a new CPD (CPD+) programme to increase the frequency of internal learning opportunities for staff, run as a mixture of lunchtime and twilight sessions (delivered by both external professionals and internal staff)
- ☐ Continual review of the curriculum at all levels has seen inclusion of the Accelerated Reader programme, RWI and Talk4Writing in English, the introduction of Maths Mastery and cursive handwriting into the Pre-Prep, and to deliver the Games curriculum by College Sports professionals (alongside Prep staff) throughout the entire Prep School
- ☐ Implementation of Digital Strategy Group (across College) to look at how we use ICT for teaching and learning. Large increase in numbers of devices and effective use of digital learning tools across The Prep as a result, as well as the appointment of a Head of Digital Learning
- ☐ Comprehensive study skills programme has been introduced to the Thrive (PSHCE) scheme of work and Form time programme to help develop all pupils as independent learners and enable them to demonstrate our Key Skills and Attributes confidently.

Pastorally:-

- ☐ A focus on ensuring the school is truly co-educational. This is evidenced most clearly in the activities programme and sport where we have extended our provision. In addition, ensuring that all co-curricular activity has the same focus as sport (whilst not undermining the standards of the schools' traditional strength). This is evidenced by the appointment of a Director of Creative Arts alongside a Director of Sport.
- ☐ An increased commitment to the development of wellbeing for both pupils and staff. This has seen the introduction of a Head of Pupil Wellbeing (leading a team of trained specialist practitioners), increased/dedicated time for PSHE/Relationships & Sex education in the curriculum being taught by pastoral specialist staff in Y5-8 (rather than tasked to form teachers), the introduction of wellbeing and mindfulness throughout the EYFS, Pre-Prep and Prep and an SLT lead-member for staff wellbeing (sitting on the Common Room Committee, and ensuring staff wellbeing is a standing item on the agenda)
- ☐ Pupil leadership continues to be developed through the Year 8 Chadwick Programme (involving external community projects and working with the younger pupils in school)
- ☐ Partnership work continues to be strengthened through links with St. John's Primary School and Gloucester Road Primary School. Initiatives include The Big Sing concert in 2022 at The Town Hall (Prep staff leading 450+ performers from 5 local schools in a join concert which included weekly rehearsals)

for a whole term) which is being repeated again in April 2024. We also deliver DT/science sessions to 3x local primary schools to enhance their curriculum and upskill their staff.

- ☐ Development of the Rewards & Sanctions system

EYFS & Pre-Prep;

- ☐ Complete refurbishment of the Pre-Prep completed September 2021
- ☐ Appointment of new Head of Pre-Prep (SLT) in January 2022
- ☐ Construction and redevelopment of the external play area for Reception completed September 2022
- ☐ Design and build of a state-of-the-art Nursery and outdoor play area completed September 2022
- ☐ Establishment of an enhanced transition experience for Nursery children
- ☐ Late stay arrangements have been amended for EYFS children to provide a better experience more suitable for their age
- ☐ Introduction of 'Super Saturdays' for Year 1 & 2 children to include activities provided by expertise from the Prep School
- ☐ Amended timetable for EYFS to ensure that learning through play and free-flow is not interrupted by the arrival of specialist teachers for music, French or PE
- ☐ Introduction of RWI to ensure a high quality, comprehensive approach to teaching early literacy and phonics

Strategic & other;

- ☐ A new timetable for The Prep has been constructed and introduced in September 2020
- ☐ Increased Partnership work (with a number of local schools) and the appointment of SLT member with oversight of this aspect of Outreach provision
- ☐ Implementation of a new skills/leadership programme for Year 8 pupils run by a range of internal and external staff, the purpose of which is to help prepare them for senior school and beyond with careers
- ☐ Continual investment in facilities ensure pupils have access to a state-of-the-art teaching and learning environment. This includes a new Science and DT facility, fully refurbished library, refurbished Assembly Hall (creating a flexible, multi-use space and auditorium), refurbished classrooms in the Davies Block, increased sets of portable IT devices around the school site, new technology in the Pre-Prep to provide a greater interactive learning experience, establishment of an outdoor learning zone for EYFS (supporting free-flow principles) and development of the new Nursery for children to enhance social interactions and styles of play.
- ☐ New branding and uniform introduced in September 2022
- ☐ Boarding House refurbishment, including creation of sick bay/rest rooms and food preparation area in September 2022
- ☐ Digital learning and IT provision/systems have been radically improved with the appointment of a new Head of Digital Learning and embedded use of technology in lessons throughout the school
- ☐ An Equality Development Plan has been created and is being implemented to improve equality, diversity and inclusion
- ☐ Virtual parents meetings have allowed greater access, particularly for Boarder's parents
- ☐ Policy & compliance systems have been developed, for example with the appointment of a Training Manager across College/Prep

Alternative Version

The Quality of the Pupils' Academic and Other Achievements

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. References (A1, A2 etc) refer to the criteria in the Inspection Framework.

A1 – What do examination and externally standardised tests show about pupils' attainment? What do changes in their attainment levels indicate with regard to pupils' progress and the value which the school adds to their achievement? Are there any differences in the achievement of different groups of pupils (eg year/stage, gender, ethnicity, SEND, EAL, the most able)	
Outcomes for pupils	Provision / Contributory factors
The majority of pupils at The Prep routinely make at least expected levels of progress in their learning, with most pupils attaining above the national average across all subjects and age phases. A robust system of assessment and tracking using both internal and external tools provides evidence for this and ensures no pupil 'falls through the gap'. The introduction of Building Learning Power and our Key Skills and Attributes have heightened the profile of our learning culture and pupils are demonstrating increasing level of skill as effective learners, as seen through lesson observations and staff evaluation. In 2021-22, almost all pupils achieved at least the expected level of attainment for their age group nationally: English 94%, Maths 95%, Science 98%, Reading 94%. 2022 CE Grades were in line with historic levels of attainment with 95% of all grades being Grade C or above (across all subjects), despite disruption over previous years due to Covid. In addition, multiple awards were won for highest attainment, including two for Maths and Latin at Harrow School and awards at Cheltenham College. Year 8 pupils fed a range of schools in addition to College (89% of the Year 8 cohort) this year, including: Radley, Harrow, Eton, Millfield, Bradfield College, Rendcomb College, St Edward's (Cheltenham) and Kingham Hill with all pupils, including those with SEN and EAL, entering their first choice of school. Performance in the 2021-22 scholarship examinations for College was extremely strong. We were thrilled to see 10 of the 12 pupils who sat for scholarship at College obtaining awards, including The Lord James Hereford Award and the Prain Award. This included 6 scholarships and 4 exhibitions. This compares to an average (over the previous 3 years) of 3 Academic Scholarships and 5 Academic Exhibitions each year. The following awards, at 13+, have been secured in the last four years: 16 Academic Scholarships and 19 Academic Exhibitions. The award from Cheltenham	Well qualified, enthusiastic, effective teachers Specialist teachers in the Learning Support Department Specialist teacher for EAL Individual learners' needs and support strategies provided for teachers Integrated approach to learning support Academic support offered as necessary (Academic Action Plan, Focus Report, etc) Range of standardised assessment tools used to monitor progress (CAT4, Progress Tests, NGRT, NGST, STAR reader, PIRA, PUMA) Power BI used for tracking progress HoDs involved in tracking and work scrutiny Head of Digital Learning appointed Consistent, high-quality marking and feedback Prep library and librarian provide excellent source of support and inspiration for all learners Independence and love of learning are promoted through the Thrive programme, Independent learning project in Upper School and through Form time session Partnership work with local schools Regular academic reports are made to the Education Committee of Council (Governors) Giving of prizes at the end of term for progress and achievement motivates contribution, endeavour, attainment and achievement. Support and preparation for senior school entrance, scholarship processes and exams Excellent staff CPD provision and focus on ever evolving best practice

College for the award for the best overall scholarship performance, The Lord James Hereford, and the best Science and Maths scholarship results, The Prain Award, have been won twice each in the last four years; the Roxburgh Award at Stowe has been won once in the last four years. A number of awards have been secured at other senior schools including Millfield, Radley, Marlborough College, Rugby, Cheltenham Ladies College and Bradfield College. The EYFS cohort of 2021-2022 achieved 84% level of GLD and 15% EXS (No national data to compare to due to changes in assessment and tracking in this age phase) this is compared to the previous year of 70%, which was a cohort significantly impacted by Covid, and pre Covid levels of 86% in 2019/2020 (Nationally 72%). Across all areas of the curriculum, performance by girls and boys was broadly the same with no significant discrepancy in any area of the Maths or Literacy benchmarked, and pupils with additional needs progressed as expected with relevant support in place. Annual data analysis completed each January shows no disparity in levels of progress for different groups of pupils including SEN, EAL, gender, boarding/day, and ability. Long term, pupils from The Prep go on to achieve extremely well with 72% of all GCSE grades awarded to past pupils in the 2021-22 Fifth Form Cohort at Cheltenham College being either the ‘if challenged’ grades (as predicted from CAT4 scores) or higher.	
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A2 – How well do pupils develop their knowledge, understanding and skills across the different areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)? Are there any areas in which pupils demonstrate particularly effective knowledge, understanding and skills?

Outcomes for pupils	Provision / Contributory factors
Pupils develop strong knowledge, understanding and skills across the curriculum and all are encouraged to be ambitious. Observation from activities such as Forest School and Wellbeing sessions help identify how pupils are developing a wide range of skills for life. Success on the games field in team sports at all levels demonstrates the ability to collaborate, lead and play tactically and creatively. An active House system, which includes a comprehensive activities and competition programme, demands pupils to apply their thinking and learning skills to different scenarios, the success of which is monitored through the inter-house league. In EYFS the children are observed using the Characteristics of Effective Learning and activities provided to further develop children’s skills.	Creative Arts provision (music, drama, art) Preparation for scholarships and awards to College and other schools Enrichment included in the curriculum for younger pupils, and embedded throughout the comprehensive activity programme across the school House Competition in various disciplines (art, DT, music, sport, etc) Clubs/Activities programme Professional sports coaching Careful planning by staff to optimise cross-curricular opportunities

Performance outside the classroom such as ABRSM music results, LAMDA drama results, and success in competitions such as Townsend Warner and Radio 2’s 500 Words help staff monitor how well pupils are demonstrating particularly effective knowledge and skill. An awareness of cross curricular opportunities helps ensure pupils have opportunities to apply skills from different subject areas. For example, a consistent approach to teaching equations in Maths and Science, joint Art and Maths projects, and collaborative Computing and DT schemes of work.	
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A3 – How well do pupils develop their communication skills (speaking, listening, reading and writing)? How well do they apply these skills to other areas of learning?

Outcomes for pupils	Provision / Contributory factors
Frequent lesson observations indicate that pupils’ communication skills are always good, and frequently excellent. Communication skills are effectively developed across curricular areas, with lessons, prep and enrichment affording opportunities for further development. Pupils sit a formal speaking and listening assessment in Years 2, 3, 4 and 5, as well as formal assessment in speaking and listening as part of their Modern Foreign Languages Curriculum. Drama forms an integral part of the development of communication skills with pupils in Years 1-6 having timetabled drama lessons. All pupils from Pre-School up to and including Year 6 take part in compulsory drama productions and presentation assemblies, and those in Years 7 and 8 are given the opportunity to participate in drama productions such as the Upper School production or Shakespeare Experience. LAMDA is an extremely popular co-curricular activity with large numbers of pupils in Years 3-8 participating in lessons and examinations. During assemblies, pupils often make presentations, and this is replicated in the classroom where pupils are regularly asked to talk to the whole class in many different subject areas. All pupils have the opportunity to read in Chapel as well as pupils in Years 2, 4, 7 and 8 acting as tour guides for prospective families. During Open Days, all pupils are involved in hosting and additional events such as Grandparents’ Day offer further opportunity for them to communicate confidently and articulately. Year 8 pupils are given opportunities to further develop their communication skills in more formal social settings such as during dinner parties with the Head, formal lunch taken in form groups, and the Year 6-8 Masquerade Ball. In addition, elements of the new Year 8 Leadership Programme (Chadwick Programme) enable the pupils to use their speaking and listening skills when engaging with younger pupils and pupils	Lessons incorporate opportunities for collaboration, communication and high level literacy skills. Communication is developed by lessons, prep and enrichment Whole school and section assemblies Chapel services Presentations given in class and in Houses Well-resourced libraries that are age-appropriate, and a reading scheme (Accelerated Reader) which monitors engagement Eco-committee and School Council liaising with and presenting to staff Drama is taught in the curriculum by specialists in Y1-6, and offered as an extra-curricular activity in Y7-8 Boarders’ Council Dedicated reading time built into the week for Day and Boarding pupils Year 8 Chadwick (Leadership) Programme Debating Club Open Mornings utilise pupils as tour guides Programme of preparation for senior school entry/Pre-Test and Thrive which includes taught verbal reasoning and English skills Cohesive and progressive curriculum outline for phonics, spelling reading and the teaching of writing from Nursery to Year 8 Opportunities to learn French from Nursery and Latin from Year 6 Linguistic strands to Post Scholarship Programme

from partnership schools. The level of engagement with reading for pleasure is increasing with the introduction of Accelerated Reader for pupils in Years 3-8 and some pupils in Year 2. The introduction of RWI phonics and spelling has ensured consistency and continuity in the development of these skills in pupils from Nursery to Year 6. Talk4Writing now underpin the development of writing from Year 3-6 which will further improve standards. Pupils form pen pal relationships at different stages of the school. For example, Year 5 pupils write to a partnership school in Japan, and older pupils write to our sister school in Oman. Pupils in the Boarding House have the opportunity to form pen pal friendships with pupils at partnership schools. Pupils take part in forums such as School Council and Eco Committee, and all Year 8 pupils get training and experience of different sorts of communication across different age ranges through the Chadwick `programme. As a school, there is an expectation that all lessons contain a variety of activities that include opportunities such as paired work and use of high level literacy skills, and this is monitored through lesson observation and regular learning walks. Overall literacy is strong with most pupils performing above age-expected national levels (94% in 2021-22). All pupils gain entry to their senior school of choice, performing well in both the entrance exams, CE and interview elements of the process and application for scholarship. Prep pupils perform equally well to peers from other prep schools in Entrance@11 English assessments and Common Entrance English papers (moderation completed since 2017). Over the last three years, an average of 44% of our pupils have achieved awards in one or more disciplines at 13+. On average, 95% of pupils receive A-C grades at Common Entrance with English being one of the highest performing subjects. In EYFS, Communication and Language is valued and taught as a Prime Area and includes opportunities for children to make regular presentations about their own interests. When reviewing CAT4 data, verbal capacity is considered across all subject areas, and pupils demonstrate above average ability. Teaching of verbal reasoning skills is built into Thrive, and verbal reasoning and English skills are taught as part of the Pre-Test/senior school entry Preparation.

Pupils make links between English and other taught languages, such as French and Latin, and make solid progress in these other languages. More able pupils in Year 8 are introduced to Ancient Greek and other languages, such as Italian and Russian, as part of their Post-Scholarship Programme.

A4 – How well do pupils develop their competence in numeracy? How well do they apply their knowledge and skills in mathematics to other areas of learning?

Outcomes for pupils	Provision / Contributory factors
Pupils' numeracy skills are well developed throughout all sections of the school, as evidenced in the CE results and other assessment data. In 2021-22 95% of pupils reached at least the expected level for their age group. Pupils take part in termly House maths challenges and other local and national maths competitions. MyMaths is very popular and enables pupils to practise their skills and make progress independently. Opportunities to identify patterns, shape and space concepts in subjects such as Art and DT are maximised. Problem solving, creative thinking, noticing, making links and reasoning are developed strategically across the curriculum, for instance in Drama, ICT, Latin, MfL, RS, PE and Art, and are strands on our Key Skills and Attributes Learning Ladders. Pupils are expected to regularly and accurately use maths skills such as drawing graphs, calculating equations and working with co-ordinates in subjects such as Science and Geography. Co-curricular activities such as STEM Club call on pupils to use and apply their numeracy skills in unfamiliar contexts. All pupils in Year 8, including those who have sat for academic scholarship, work towards CE examinations in Maths to ensure a solid foundation in the subject where attainment is in line with external prep school applicants. When reviewing CAT4 data, capacity in quantitative, spatial and non-verbal problem solving are considered and these taken into account in subjects when relevant learning experiences are planned which may link to these skills. Pupils show above average abilities in these skills. Non-verbal reasoning skills are taught as part of Thrive, and these and Maths skills are taught as part of the Pre-Test/senior school entry preparation programmes delivered.	Excellent Maths, Science, Geography, DT, IT and Music teaching and enrichment Opportunities for cross-curricular use of skills Provision for pupils to further develop their skills outside of lessons with subscriptions to applications such as MyMaths Support clinics and exam support offered Strong enrichment opportunities available for pupils Programme of preparation for senior school entry/Pre-Test and Thrive which includes taught non-verbal reasoning and Maths skills

A5 – How well do pupils develop their competence in information and communication technology? How well do they apply their ICT skills to other areas of learning?

Outcomes for pupils	Provision / Contributory factors
Digital Learning is integrated in the way in which our school community teach and learn. Pupils learn the problem-solving skills necessary for ICT competency in several subjects. They learn how to use the basic tools of computers (email, using the internet, Word, PowerPoint and Excel) as well as learning skills such as programming through Scratch and similar applications. In addition to this, the skills of noticing patterns, making links and creating and ordering instructions are included in many subject areas and on our Key Skills and Attributes Learning Ladders. Pupils are taught to be resilient and review and modify plans which are	Computing is taught in the curriculum from Y1-8, encompassing software, hardware and coding Co-curricular activities offered in coding Presentations by pupils in class Use of MS Teams/Forms/O365/Padlet for pupil communication, learning and assessment (COVID and now continuing post-COVID as appropriate) Provision for SEN pupils to utilise technology Digital Strategy Group & new Head of Digital Learning Provision for SEN pupils to learn to touch type and utilise specialist software

essential skills for key concepts in ICT and Computing. Within delivery of the curriculum, staff use ICT to enhance the learning experience where appropriate with resources such as visualisers, interactive whiteboards/large display screens, iPads and computer suites being an integral part of the curriculum. For instance, pupils may translate composition techniques developed in Music onto digital composition software such as Garage Band, or staff may use QR codes to make different resources accessible to pupils. Some staff will use Explain Everything on their iPad to record pupil contributions in lessons and enable pupils to play back explanations to support their independent learning. Subscription to and use of resources such as Office365 have enhanced the opportunities for pupils to use and apply their ICT skills across the curriculum. Platforms such as Padlet are used as a way of collating evidence of learning, and for pupils to share their learning and interact with it. All classrooms are equipped with Apple TV enabling easy and flexible use of IT within teaching and learning, including the ability to quickly share pupil work with a class for example. Pupils with additional needs are supported through the use of resources such as iPads, laptops, electronic translators and reading pens which are integrated into their regular way of working. A key strand within the Thrive (PSHE) and Computing curriculum is online safety and this is reinforced through information workshops for parents and training for staff. Opportunities within the co-curricular programme have seen pupils produce code that has been run on the International Space Station as well as teams of girls participating in a gender specific coding day. ICT provision is made available for every Upper School form during Prep to enable ICT based preps to be set for Years 7 and 8, or for pupils to access devices to further support their independent study during this time. All EYFS pupils have a digital learning portfolio which is accessed by home and school.	EYFS digital learning portfolio Investment in high quality, reliable IT infrastructure including multiple sets of bookable iPads (some including pens and keyboards), Apple TV in all classrooms, teacher laptops and iPads, IT Support available immediately throughout the school day. IT provision during prep
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A6 – What is your assessment of pupils’ study skills and their ability to draw upon a suitably wide range of sources? How well developed are their higher-order learning skills such as the ability to analyse, hypothesise and synthesise? How effectively do pupils apply their learning and thinking skills to other areas?

Outcomes for pupils	Provision / Contributory factors
Pupils demonstrate high level, age appropriate study skills throughout the school. In Pre-Prep, pupils can confidently explain the roles each of their Building Learning Power Skills Squad characters play in helping them be a good learner. Pupils in Years 3-8 develop independent learning skills in line with the Key Skills	Key Skills & Attributes embedded into lesson planning and delivery, encouraging higher order thinking skills and independence Scholarship preparation in various disciplines Thrive (PSHE/RSE) programme and Form periods devoted to study skills

and Attributes Learning Ladders, which link to the rewards system and are built into lesson planning. Strands run through the Thrive programme and opportunities to refine these are built into times such as start of term form periods. Staff construct sequences of learning which provide opportunities for all abilities to experience challenge and utilise higher order thinking skills. In addition, the Year 8 scholarship set complete a mini-EPQ which requires high levels of independence and self-reflection. This form of independent enquiry permeates throughout the Key Skills and Attributes embedded in all areas of the curriculum, and projects and prep work set to further these skills for all pupils. Participation in events such as the Lower School and Year 6 Dragons Den project, the Maths and Art artist in residence project and the scholars' project on plastic, for example, show the ability to draw on skills from across the curriculum and apply them in new situations. Success in STEM competitions, Ampleforth Da Vinci Competition, participation in the inter-house quiz, and success at the Cheltenham College Leadership Challenge, for example, demonstrate the ability of pupils to apply their skills and attitudes in diverse contexts, including those outside the classroom environment. Performance in CAT4 identifies the high and sophisticated level at which our pupils have the capacity to think independently outside the classroom environment. The careful tracking of progress in comparison to this ensures all pupils are using and applying their learning and thinking skills as effectively as possible. All-round awards or awards in more than one discipline are regularly won at 13+ for example the Lord James Hereford scholarship (highest applicant attainment in all academic disciplines) and Prain scholarship (highest applicant attainment in Maths and Science) to Cheltenham College, and the Roxburgh Award (all rounder scholarship) to Stowe. In EYFS, parents are given the opportunity to record their children's application of skills learned using a variety of methods including Wow vouchers and uploading observations to online learning journals, which are monitored.	Mini-EPQ project for Year 8 Academic scholars BLP (Building Learning Power) and use of Questioning embedded within all subjects and sections of the school Whole school CPD including work on challenge for all and SOLO Taxonomy to encourage higher order opportunities for all abilities
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A7 – How well do pupils achieve in other areas? What are their achievements in scholarships and competitions? What other academic distinctions do they achieve? How successful are they in sports, the performing and other arts and other extra-curricular activities? In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).

Outcomes for pupils	Provision / Contributory factors
The following awards, at 11+/13+, have been secured since the last inspection: 109 Sport, DT, Art, Drama, Music and Choral awards have been won to a number of schools including Cheltenham College, Marlborough	Scholarship preparation in various disciplines (sport, music, art, drama)

College, Radley College, Rugby School, Millfield School and Bradfield College. In Drama, around 50 pupils participate in LAMDA with 107 awards being achieved (in 2021/2022), mostly at merit and distinction level. We have had pupil participation in external professional productions such as the London touring cast of ‘An Inspector Calls’, ‘Joseph and his Technicolour Dreamcoat’, and ‘Eddie the Eagle: the musical’, during which remote learning content was made available to support their learning whilst being privately tutored on tour. In addition, pupils have been involved in recording voice-over material for Netflix productions and being a regular, main character in the series Paw Patrol. In addition, a number of pupils have won awards at the Cheltenham Festival. In Music, the chamber choir (Cantabile) regularly performs evensong at Cathedrals (Gloucester, Bristol and Worcester), and pre-COVID toured Sicily in 2019 performing at various prestigious venues. There are around 250 individual music lessons taken every week and there were 107 ABRSM music exams entered last year with the majority of pupils receiving a distinction or merit, and the String quintet were semi-finalists in the national Pro Corda Chamber Music (2019). In 2021, two Year 8 pupils took their Grade 7 piano exam, showing the high level achieved by our most advanced musicians. In sport over the last academic year, we have had our usual excellent results across the board with a variety of disciplines, and this is particularly pleasing given the lack of competitive sport that was able to take place during COVID. In rugby, our 13A team won the Severnside Rugby 7s trophy and also won the Bowl at the Down’s 7s tournament. In Hockey, our 13A boys represented Gloucestershire at the West Regional Hockey Finals, as did the 12A boys who also finished 3rd in the IAPS national U12 Hockey finals and were also County Champions. The U11A boys team qualified for the IAPS national finals and represented Gloucestershire at the West Regional Hockey Finals. The U12A girls team also made the IAPS Hockey Finals. In netball, the 13A girls won the County Finals and qualified for the IAPS National Netball Finals, and the U12A girls qualified for the IAPS National Netball Finals. In cricket, we are running specialist training before and after school for boys and girls, and we have expanded our provision for girls to move much more in line with boys’ cricket. We have significant numbers of pupils that participate in both County and Cheltenham District sides. We have developed our Rowing provision to make use of the facility held by College, and last year	Opportunities to play sport at regional and national level, as well as inter-house level at The Prep Drama productions for all age groups staged in the well-equipped Assembly Hall, College ‘Big Classical’ and externally at the local Playhouse Theatre Opportunity for musicians and actors to perform in local Cheltenham Performing Arts Festival School offers the chance for pupils to participate in the Outreach programme (performing with and to pupils from other local schools in music and drama) Yamaha School piano status and an exceptional chapel organ Art exhibitions in school and externally (Wilson Art Gallery) Sport allows opportunities for leadership across all age ranges, and for Year 8 as part of the Chadwick Leadership Programme with younger pupils Every pupil participates in sport at least 3x per week with fixtures run on a Wednesday and a Saturday Regular opportunities for musical performance in school, ranging from Section and Whole School assemblies, Chapel, Informal Concerts and large-scale end of term Concerts Celebration of the Arts event held annually for 13+ award holders (Art, Music, Drama) Individual provision made available to support pupils participating in external teams/activities to a high level to ensure they can attend their external commitments and that their academic progress continues
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put out the largest rowing squad that we’ve ever had to compete. Pupils swim regularly and further provision has been made to simulate that of a swimming club. Additional hours are available and club links have been established with Bristol city swim club so that our More Able and Talented pupils have the opportunity to swim in ASA recognised external galas. In 2022, 12 prep pupils qualified for National IAPS Swimming. Out of the 12, 3 qualified for the finals. One Year 8 boy finished in 8th place in 50m Breaststroke. One Year 8 girl won a silver medal in 50m butterfly and one year 7 girl won a silver medal in 50m Backstroke. 2 girls relay teams qualified in freestyle and medley relays. The Prep has never had this many pupils qualify for National Swimming finals before. With regards to Athletics, in 2022, the 100m Severn side record was broken by one of our Year 7 boys, with a time of 12.0 seconds. The same pupil broke the 300m Cheltenham Prep school record with a time of 44.03. One pupil competes at a high level in gymnastics and is supported in being able to leave school early and step down from some team sport commitments to enable her to travel to Bristol to train. One pupil, who moved to the senior school in September 2022, had been supported by the school to reach the GB equestrian squad with work being sent remotely when she was required to train or compete internationally during her time at The Prep.	
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A8 – What is your assessment of pupils’ attitudes towards learning? To what extent do they demonstrate initiative and independence? To what extent are they willing to work collaboratively and to take leadership in their learning?

Outcomes for pupils	Provision / Contributory factors
Pupils’ attitudes to learning are positive. They are active participants in their learning who are keen to achieve, to challenge themselves and to learn from feedback and mistakes. They are confident to take risks and resourceful in their tenacious approach to learning. Regularly, they are encouraged to self-assess and complete Fix It in class, being actively involved in the feedback process. Pupils regularly show initiative such as using a variety of resources independently to support their learning or overcome a problem, writing a note to a teacher when a prep has been challenging, or seeking additional support with a problem. They strive hard to achieve better than average Attitude to Learning grades on their reports each half term, and are proud of their progress and achievements. Leadership is encouraged by all pupils, including through their learning. AS Tracking identifies pupils attitudes to various factors which impact how effectively they can apply thinking and learning skills. Where appropriate, support plans are put in place to help pupils develop such skills, the impact of which is	Subject clinics Culture of challenge for all Extension activities built into lessons Strong academic support for all pupils in and out of class Regular opportunities for pupil engagement in feedback from a variety of sources Rewards system linked to Key Skills and Attributes Chadwick leadership/skills programme Study skills programme Various types of reports are published to parents and pupils; all include an attitude to learning grade A range of measures are understood by pupils as supportive, not punitive; interventions, Coach House, small group work, TA support, subject clinics, Chill and Chat, Pupil Support service Prep library and librarian

monitored and reviewed. Form teachers develop a good understanding of the attitudes of the pupils in their forms. Thinking and learning activities in form groups and Thrive help staff monitor the attitudes of pupils to their learning with regards to, for instance, Growth Mindset, ability to self-reflect and set targets, resilience, teamwork and communication skills. Prep sessions, supervised regularly by the form teacher, give opportunities to observe and coach pupils in their attitudes to learning, including the ability to use and apply their thinking in different contexts. Thinking and Learning activities within form time and Thrive, especially at the start of term, give pupils the knowledge and tools to self-regulate and develop their attitudes to learning as well as help form teachers identify pupils who may need support with their attitude to learning. An average of 44% of pupils achieve awards in one or more disciplines at 13+ with this being split evenly between girls and boys. This demonstrates commitment to achieving at the highest levels by a large number of our pupils and a culture that celebrates success, high standards and an impressive attitude to learning. External speakers such as Jamie Chadwick (OC female racing driver), engineers from Jaguar Land Rover, and pilots from British Airways and the Red Arrows, for example, inspire pupils to follow their ambitions and to develop positive attitudes to learning. The pastoral and emotional needs of pupils are monitored and supported hand in hand with the academic needs of individuals to ensure every child is equipped with the stability, confidence and strategies needed to develop positive, independent attitudes to learning.

Other comments

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If you wish, select a grade for pupils’ achievements, using the EQI grade descriptors document to assist you.

Excellent	Good	Sound	Unsatisfactory
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The Quality of the Pupils' Personal Development

Self-evaluation – Outcomes

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections but give a cross-reference where it seems important. NB This section focuses on the outcomes for pupils. It is helpful to provide specific examples for each criterion.

P1 – What is your evaluation of pupils' self-understanding, self-esteem, self-confidence, self-discipline and resilience? How well do they understand how to improve their own learning and performance, and how well prepared are they for the next stage of their lives?	
Outcomes for pupils	Provision / Contributory factors
Pupils at The Prep show positive levels of self-understanding, self-esteem and self-discipline. Pupils are confident, are well behaved, accept responsibility, appreciate success of others and take on leadership roles where available. The implementation of the Chadwick leadership/skills programme in Year 8 provides the pupils with a broad range of skills and opportunities for individual and collaborative leadership which is designed to help prepare them for senior school and careers beyond. They develop productive relationships with others, including younger pupils (both at The Prep and via our Partnership schools), where they show they are adaptable and socially aware. Pupils are supported to achieve in whatever they have strength in – their individual talents are recognised. The confidence gained from being celebrated in one area has a huge impact on their confidence, and therefore performance, across the board. It also allows them to feel valued and an intrinsic part of something much larger. Children so often feel isolated – everything we do here works to demonstrate to them that they are not. There is an excellent rapport between staff and pupils that enables children to show curiosity, perseverance and resilience without fear of failure. Our leavers are emotionally (as well as academically), ready for the challenges of senior school, however they retain the innocence and exuberance of youth – they still play! Pupils are active participants in learning and regularly engage with high quality feedback to help them progress. They are self-aware of their own strengths as a learner, and what they would like to develop further both in terms of subject knowledge and skill, and effective skills of learning.	Thrive (PSHE/RSE) programme Mindfulness/wellbeing delivered across all sections of the school Strong pastoral care through form teachers with time set aside for relationships to be developed Outreach (community/charity) programme Steer assessment programme in Years 7 and 8 with action plan interventions to move pupils forward Fundraising activities Visiting speakers (Danielle Babatunde, Alex Holmes and Ed Draper) as well as many authors Chadwick leadership/skills programme Boarding House centred around pupil personal development and holistic development Pupils reflect on their learning when receiving reports and regular feedback Study Skills delivery throughout Lower, Middle and Upper School helps develop organisational ability and self-management Building Learning Power ethos and Key Skills and Attributes Fundraising activities
P2 – How good are pupils at making their own decisions, for example, with regard to their work and their use of time? How fully do they appreciate that their decisions are important determinants of their own success and well-being?	
Outcomes for pupils	Provision / Contributory factors
The breadth of curricular and co-curricular programmes available to pupils allow for many	Boarding promotes independence Mindfulness delivered to all pupils

opportunities for decision-making, of both an independent and supported nature. Form teachers and Thrive teachers spend time with pupils exploring decision making, target setting, ownership of decisions and an understanding that these decisions will strongly influence their success and wellbeing. Self-evaluation and assessment features strongly both academically and pastorally. Pupils reflect upon their learning and behaviour and the areas where they believe improvements can be made. Pupils are regularly involved in identifying which task is most appropriate for them to further progress, or selecting the most appropriate resources to support their learning. Boarders are also acquiring the skills to become more independent and take greater responsibility for their education. This development is supported by the staff but encouraged through the choices presented to them through a diverse programme during the day and in the evenings, throughout the week and the weekend. There are at least three different activity choices each evening that make the most of the excellent facilities, such as the Swimming Pool, Sports Hall, Squash Courts, ICT Suites and Design Technology Centre. In School Council, pupils work together with the wider community to decide how best to spend some funds for a school development project.	High quality activities programme across all sections of the school Library open to pupils in their own time during the day Use of pupil planners Target setting for pupils with form teachers Subject clinics Mini-EPQ (Year 8 academic scholars) develops decision-making Self-assessment via reports each term and in class feedback Form and subject teachers explore with pupils decisions open to them with regards to work, subjects and behaviour Staff are Mental Health First Aid trained Use of restorative practice to resolve conflict between pupils Building Learning Power ethos and Key Skills and Attributes
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P3 – How do pupils demonstrate their spiritual understanding and appreciation of the non-material aspects of life, whether religious, philosophical or other?

Outcomes for pupils	Provision / Contributory factors
Pupils have considerable access to this through weekly Chapel services and Assemblies delivered in school. Pupils participate in both Chapel and Assemblies with fellow pupils readily listening to their peers. Pupils contribute to the Outreach programme in the local community (with other partner schools, performing local care homes and participating in charitable/fundraising activities), and through the Chadwick leadership programme in Year 8. Mindfulness is taught in the curriculum in every section of the school, and a variety of visiting speakers talk to the children about charitable topics such as Water Aid, Winston's Wish and Open Door (homeless charity). The activities programme offers pupils the opportunity to take part in a variety of activities that celebrate the non-material aspects of life (running cake sales, gardening club, current affairs club, photography, etc). Pupils experience inspiration and uplift through the many creative experiences they have in and out of school (Cheltenham Festival, exceptional quality of Art exhibition pieces, music and dramatic performances, etc). Pupils learn about and acknowledge a range of different cultures, celebrations and festivals for	Outreach programme Charitable giving and fundraising Chapel Assemblies Mindfulness Thrive (PSHE/RSE) programme Public Speaking within Chadwick Programme Gardening Club Photography Chadwick leadership/skills programme Curriculum and Co-Curriculum Art exhibitions Visiting speakers TPE syllabus House Art Competition

instance Chinese New Year lunch, visiting parents teaching the traditions associated with Diwali in Pre-Prep, and India Day in Lower School.	
P4 – To what extent are pupils able to distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including their behaviour towards others?	
Outcomes for pupils	Provision / Contributory factors
The Head of Wellbeing has a dedicated role in working with pupils to resolve bullying issues. In some instances, this will be through restorative practice, and in other cases this will involve helping children to see the consequences of their actions. Most pupils respond well to a 'quiet word' rather than a sanction, and a low level of major sanctions has been in evidence (i.e. – internal suspension at DH level). The high quality of staff-pupil interactions indicate that pupils' voices are heard and that their desire to see improvements within the school community are taken seriously. There is an awareness demonstrated by peers when a friend has got something wrong, and an acceptance of the need for help or a sanction when necessary. Strong relationships between staff and pupils and a commitment to support pupils in understanding errors they have made in a constructive way are effective in helping individuals modify their behaviour.	Thrive (PSHE/RSE) programme (covering a variety of topics including relationships, wellbeing, consent, staying safe, taking risks, respecting ourselves and others, etc) Positive behaviour management Online safety/RSE Detentions are reflective Restorative practice being introduced Head of Pupil Wellbeing role works across different sections SMSC permeates the school culture Pupils are involved in drawing up their own code of conduct Strong relationships between staff and pupils
P5 – To what extent are pupils socially aware and able to work effectively with others? How well do they work with others to solve problems and achieve common goals?	
Outcomes for pupils	Provision / Contributory factors
This is a particular strength of the school. Pupils work together well both in and out of the classroom, whether through collaborative, differentiated academic work, through team-work in House meetings, or through membership of the School Council or Eco-Committee. The Chadwick leadership programme provides the Year 8 pupils with ample opportunities to work with peers and pupils from other schools, and they take ownership of delivering various projects (sports festivals, musical performances, etc). Throughout the school within sports teams, on stage and also musically, there is a great sense of collaboration and working with and for one another. Peer mentors are trained over the course of a term at the end of Year 7 and work with all Year groups to resolve potential issues between pupils, as well as spending time working and playing with the younger pupils. Playtime strategies are taught in Pre-Prep to encourage mutual problem solving, and Year 2 are given positions of responsibility to support this. Opportunities to build relationships with wide and varied members of the cohort and to work and play in different groups is fostered. For example, Year 7 take part in a five day residential in the first half of the	Outreach programme Charitable giving and fundraising School Council Eco-committee Pupil voice Boarding Council Peer Mentors Sports team (various levels) Music groups (various levels) Drama performances (various levels) House competitions (sport, music) Playtime strategies taught in EYFS/Pre-Prep Chadwick leadership/skills programme (for example, the Big Sing concert at The Town Hall involving 450+ pupils from 5 different schools) Activities Week in the summer term Y8 post-CE programme Pupils selected to tour parents for Open Morning and taster days Team building trips

Autumn term which focusses on team building activities.	
P6 – To what extent do pupils fulfil responsibilities and contribute positively to the lives of others, within the school, including in boarding, to the local community and wider society?	
Outcomes for pupils	Provision / Contributory factors
The general Outreach programme and the Chadwick leadership/skills programme in Year 8 encompasses work in the local community through Partnership or project work (with other schools) and local charities, and a large number of pupils are involved directly or indirectly. This may be seen through partnership activities with local schools playing sport, collaborative drama productions, musical events or reading with younger pupils in those schools. Other community activities include performing in local care homes for the residents and carol singing in town. As a Prep School, our role is to help prepare children not just for their next assessment or the move to Senior School but to provide skills that will serve them well throughout their lives. The Chadwick Programme aims to provide this opportunity to all of our Year 8 pupils through a calendar of unique, fun and engaging activities and events. Named after former pupil Jamie Chadwick, the programme enjoyed a very successful first year from last September and encompasses a wide range of vital learning outside the classroom from emergency first aid, financial education and planning to a block of five cookery sessions led by a professional chef. Over the year each pupil will take part in a range of activities both within school and our local community. During this time they will further develop many of the key attributes that will serve them well in the coming years: empathy, resilience, creativity, perseverance and a willingness to participate. The sessions are led by a mix of external experts and Prep staff and run every Thursday between 5pm and 6pm. As part of The Chadwick Programme we are also keen to give our pupils an introduction to the opportunities that might be open to them further in the future as they begin to consider their careers beyond school. Once or twice each term, speakers come to talk about their jobs or achievements; this term we will hear from the news anchor from Sky Sports News and a British explorer who has made record-breaking journeys to both North and South Poles. The Programme also sees the majority of Year 8 sign up voluntarily to support play and break times lower down the school, normally sharing a book or running a game with children in Pre-Prep and Lower School. The introduction of the Chadwick Charity Challenge this year for each form in	Charitable giving and fundraising Outreach programme Partnership work Chadwick leadership/skills programme including environmental work on Leckhampton Hill this term Working with younger pupils (wake & shake, reading, sports days) House activities (competition, weekly meetings, working in a ‘vertical’ strand of mixed age groups) School Council Eco-Committee Boarders’ Council

Year 8 provides a further opportunity for pupils to support the local community and develop their organisational and entrepreneurial skills. The whole school is involved in fundraising for charities throughout each year, whether through mufti days, cake sales, sponsored challenges or collecting food for the local food bank. The House system facilitates supportive relationships between girls and boys of all ages through a planned range of activities designed by each member of the House staff. The School Council and Eco-committee, led by the children and supported by staff play a crucial role in the ordinary and extraordinary life of the school. The boarders also get significant opportunities to show and develop leadership through, amongst other things, The Boarders' Council, which meets each Half Term to discuss all aspects of Boarding and ensures the smooth running of the evenings and weekends, whether that is Facilities, Equipment, Music or 'Bun and Drink' in conjunction with a committed team of staff. Boarders' Council is changed each Term, giving many an opportunity to take responsibility and support the boarding community.	
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P7 – How do pupils show that they respect and value diversity within society, have respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions?

Outcomes for pupils	Provision / Contributory factors
Pupils show interest in views about diversity and a willingness to debate and discuss these in lessons and as part of Thrive (PSHE/RSE) and TPE. They speak and listen with pride and interest about their own culture or when they are learning about cultures that are new to them. Various themed days celebrating a particular culture or event are always warmly embraced by pupils. We are fortunate to welcome pupils from all over the world, and the easy relationships that they forge with their peers reflects the ethos of tolerance and warmth that underpins all our work. The Chadwick Leadership Programme enables our Year 8 pupils to undertake activities with children from other schools who come from a diverse background. In the boarding house, the relationships that are created between international and British boarders, boys and girls, seven-year-olds and thirteen-year-olds, help to make pupils have a greater awareness of those around them and learn how to live together in a community. Each Boarder is part of a 'Boarding House Family', which are vertical groups of five pupils who do activities together, have meals together and compete for the highly prized 'Family of the Week' Trophy. In addition, all pupils, day and boarding, are part of one of six vertically grouped	School Council Boarding Leadership Team Themed days celebrating particular cultures or events International pupils integrated fully into life of the school celebrating diversity Current Affairs Club Thrive (PSHE/RSE) curriculum Chapel (topics such as accepting differences, belonging, acceptance of others, etc) Visiting speakers talk on race/racism/un-conscious bias (see P1) Inclusion Committee (College & Prep staff) Equality Development Plan Pupil Voice (in Councils and through post-boxes) Chadwick Leadership Programme work with pupils from other schools House system

houses who meet on a weekly basis, encouraging tolerance and respect within our community.	
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P8 – How good is pupils' knowledge and understanding of how to stay safe and be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle? How well do they put this knowledge and understanding into practice?

Outcomes for pupils	Provision / Contributory factors
Pupils survey data through AS tracking indicates that emotional health is generally strong. Staying safe is promoted through focussing on e-safety and Relationships and Sex education (through the Thrive/PSHE programme), amongst other aspects of safety (drugs and alcohol awareness in Year 8, for example). Holroyd Howe (catering company) delivers talks to the children about healthy diet, and very few pupils have a high BMI. The huge breadth of sporting activities and time afforded to sport in the curriculum enables all pupils to exercise and to see the value in a healthy lifestyle. Within Science and Thrive, pupils learn about varied elements which impact health and wellbeing including smoking/vaping, exercise and diet.	Thrive (PSHE/RSE) programme Digital ambassadors Healthy Schools Award Sports Coaching Participation in extra-curricular activities for sport Holroyd Howe (Caterers) and Health Centre advice for pupils on healthy eating Education for pupils on e-safety Curriculum

Other comments

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If you wish, select a grade for pupils' personal development, using the EQI grade descriptors document to assist you.

Excellent	Good	Sound	Unsatisfactory
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