



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

THE PETERBOROUGH SCHOOL

OCTOBER 2017



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SCHOOL'S DETAILS

School	The Peterborough School			
DfE number	874/6000			
Registered charity number	269667			
Address	The Peterborough School Thorpe Road Peterborough Cambridgeshire PE3 6AP			
Telephone number	01733 343357			
Email address	office@tps.ch.co.uk			
Headteacher	Mr Adrian Meadows			
Chair of governors	Ms Lynne Ayres			
Age range	0 to 18			
Number of pupils on roll	526			
	Boys	260	Girls	266
	EYFS	109	Preparatory	157
	Seniors	203	Sixth Form	57
Inspection dates	17 to 19 October 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 The Peterborough School was founded in 1895 for the education of girls and moved to its present site in 1936. It was incorporated into the Woodard Corporation in 1974, following a period of expansion during which the sixth form and boarding education were developed. The school became a charitable trust in 1975 and is managed by its own governing body, all of whom are Woodard Fellows. The school became fully co-educational in 2010 and boarding education ceased in 2013.
- 1.2 The school operates a nursery and preparatory school on the same site as the senior school. Since the previous inspection a new sports facility has opened, laboratory provision has been extended and updated, art and design provision has been redeveloped, redevelopment and expansion of the preparatory school play areas has been completed, and boarding accommodation has been converted to teaching and study rooms.

What the school seeks to do

- 1.3 The school aims to unlock the potential of all pupils and to develop, nurture and achieve academic excellence, passion for learning, confidence, teamwork, creativity, leadership, and spiritual and moral values in a stimulating learning environment. In line with the tenets of the Woodard Corporation, it offers an experience of Anglican worship.

About the pupils

- 1.4 The pupil body is multicultural with families predominantly coming from White British backgrounds, which represents the profile of the local area. They live mainly within a 10-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils in the senior school is above average and that of pupils in the preparatory school and sixth form is broadly average. The school has identified 63 pupils as having special educational needs and/or disabilities (SEND), 20 of whom receive additional specialist support. It also has 1 pupil with an education, health and care plan and a statement of special educational needs. A total of 26 pupils have English as an additional language (EAL), 2 of whom receive additional support. Data used by the school have identified 81 pupils as the most able in the school's population, and the curriculum is modified for them.

2. REGULATORY COMPLIANCE INSPECTION

Preface

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

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

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

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key Findings

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

PART 1 – Quality of education provided

- 2.2 In the preparatory school, the school measures attainment using national curriculum tests. Results in 2014 were above the national average for maintained schools, and those in 2015 and 2016 were well above.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

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

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

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

- 2.21 The overall effectiveness of the early years provision is outstanding.
- 2.22 Due to the excellent levels of care and suitable learning experiences that the setting provides, almost all children under the age of two make significant progress relative to their individual starting points. Staff know the children for whom they take key responsibility very well, and endow them with the appropriate confidence and skills to prepare them for their next stage in their education. Individual needs are extremely well met. The systems in place to identify and support children with additional needs are appropriate and overseen by suitably experienced and qualified staff.
- 2.23 Children's personal and emotional development is afforded high priority and as a result is excellent. Babies and toddlers quickly separate from their parents and settle well with their key people. Each child benefits from high-quality individual time with adults who ensure that they are happy, safe and secure. The requirements for children's safeguarding and welfare are fully met. Members of staff and the senior leadership team are fully aware of their responsibilities regarding safeguarding and have a very good understanding of how to keep children safe. All policies are implemented fully and all necessary checks on staff have been undertaken. Self-evaluation is thorough, and the setting's development plan highlights realistic targets for continuous improvement.

Effectiveness of leadership and management

- 2.24 The effectiveness of leadership and management is outstanding.
- 2.25 Strong and effective leadership results in an enthusiastic and highly effective Early Years Foundation Stage (EYFS) team of staff who share an ambitious vision to provide high-quality education and exemplary levels of care. Leadership and management are highly effective in overseeing the education plans, staff practices and children's records, ensuring that the curriculum is suitably covered and offers a stimulating range of exciting experiences. Very effective systems for performance management enable staff to focus on their professional development, ensuring that they are extremely well supported in their roles as key people and that training needs are identified and met. These impact positively on children's learning and development. Leaders evaluate the quality of provision and outcomes for children through robust self-evaluation; the views of staff and parents are a significant part of this process. The findings are used to develop improvement and planning for future needs.
- 2.26 The responses of parents to the pre-inspection questionnaire and during interviews were overwhelmingly positive. Parents particularly appreciate the care that their children receive and the focus on individual children's next steps for learning. Staff have excellent knowledge of EYFS requirements. The well-planned curriculum ensures that comprehensive learning programmes provide children with an excellent start to their education and enable them to be ready for each new stage in their learning. This is regularly monitored to ensure that it meets statutory requirements.
- 2.27 Equality, diversity, and British values of respect and tolerance are actively promoted and are woven into everyday experiences and routines. Key people model polite and kind behaviour, and the children learn to value each other from a very young age.
- 2.28 Robust procedures for safeguarding are fully adhered to across the setting. Staff undertake appropriate safeguarding training including that to prevent radicalisation and extremism, and they are aware of the actions to be followed should there be cause for concern. Comprehensive policies and daily risk assessments ensure that children are kept safe. Accidents and the issuing of medicine are carefully recorded. Fire practices are held regularly.

Quality of teaching, learning and assessment

- 2.29 The quality of teaching, learning and assessment is outstanding.
- 2.30 Members of staff have very high expectations of what babies and children under two can achieve, including the most able and those with additional needs. All staff know the children very well and devise enjoyable, interesting and age-appropriate activities that enthuse and challenge all children and meet their individual needs and interests. Adults model language highly effectively for babies and toddlers, and they use books creatively to devise guessing games and songs to increase vocabulary.
- 2.31 Staff demonstrate an excellent understanding of the age group that they are working with. They apply their secure knowledge of age-appropriate goals for individual children, seek further specific training if required and share this with colleagues. Assessment information is continually gathered through photographs and written observations, and is kept carefully in the child's personal electronic learning journal. Key workers make excellent use of the assessment to determine what children know, can do and understand, and appropriate next steps are shared with parents.
- 2.32 On entry to the setting, useful information is collected in collaboration with parents which acts as a baseline from which progress is measured. Their contributions to the child's initial assessments results in children settling happily and quickly. Highly effective assessment and record-keeping maps individual children's progress against age-related expectations, alerts staff to any emerging needs and ensures readiness for their next stage in learning.
- 2.33 Planning identifies the areas of learning to be worked on and the individual needs of each child. Additional support for those with particular needs is carefully planned. Staff evaluate their planning daily and make adjustments as necessary to ensure that the children are stimulated, have their interests considered and know how to progress.
- 2.34 Interactions between staff and children are warm, timely and purposeful, and help to extend children's understanding and development. Praise and encouragement are used effectively to help children understand when they are doing well and how to develop, such as encouraging babies to play with footballs in the outdoor area. Members of staff engage positively with children during routine daily activities, such as nappy changing, to maximise opportunities for social and language development.
- 2.35 A comprehensive school handbook provides clear information about the Nursery. Parents' consultations, verbal feedback at the end of a session and informal discussions all help parents to understand and engage with their children's learning in relation to their age. All children receive bi-annual reports. Detailed evidence of achievement and development taken from observations is recorded in each child's online record of learning. Parents have access to this document and are encouraged to contribute to the overall record of the child's learning and development, and personal interests. Staff recognise diversity. Resources displaying different ethnic groups are used as part of the children's play activities, increasing their understanding of the world. Cultural festivals such as Diwali are celebrated.
- 2.36 High-quality teaching and support ensure that all children acquire the necessary skills for future learning. Children are carefully prepared for transition, ensuring that they are ready to move on to the next class. Checks at age two highlight any potential concerns, and well-established links with local agencies ensure that advice can be swiftly obtained.

Personal development, behaviour and welfare

- 2.37 The personal development, behaviour and welfare of children are outstanding.
- 2.38 Highly positive attitudes to learning and a consistent culture of praise and encouragement foster the development of the children's independence and their sense of curiosity. Children are happy to take risks to succeed in mastering new skills, as observed when a toddler skilfully negotiated his way across the wobbly bridge in the outdoor area. Achievement is valued and celebrated; children are praised when they have a go or succeed, raising their confidence. They smile and clap their hands.
- 2.39 Children demonstrate great confidence in their surroundings and use their increasing mobility and sense of curiosity to access activities, as was observed during a water play activity in the baby room. All children enjoy their learning. They are happy to explore their surroundings, select their own toys or join in with adult-led activities. A sense of fun prevails throughout the setting.
- 2.40 Transition arrangements within the setting are excellent. They are effectively managed so that children are introduced to their new surroundings and parents are fully informed of new expectations and routines. A photo board helps parents identify the adults who care for their children. The strong key person system ensures very warm relationships and close bonds with children and their families. Well-established routines enable children to feel safe and secure emotionally and physically; children know that they must lie down and go to sleep after lunch.
- 2.41 Accurate records of attendance are kept and any absences are swiftly followed up. Excellent behaviour is encouraged by vigilant staff. Careful supervision ensures that children treat each other kindly and any incidences of challenging behaviour are quietly addressed, such as by encouraging children to share and not take toys from their friends. Younger children are content to play alongside each other, sharing resources as necessary. Members of staff use 'behavioural steps', a gentle manner, a consistent approach and act as very good role models of the behaviour expected.
- 2.42 Children of all ages are developing an understanding of how to keep safe, such as when descending stairs. At snack times, children enjoy healthy snacks. Nutritious food at lunchtime ensures that children have a balanced and healthy diet that is tailored to their individual needs. Regular time is spent outdoors, on walks through the school grounds or in the garden, ensuring that children have fresh air and exercise in a safe environment.
- 2.43 High standards of care and hygiene support the children's personal needs. Children are taught to respect each other and are beginning to develop an understanding of how they can contribute to wider society and life in Britain, such as by raising money for national charities.

Outcomes for children

- 2.44 Outcomes for children are outstanding.
- 2.45 Children of all ages and abilities progress very well from their individual starting points. A high proportion of children meet and some exceed the level of development that is typical of their age, thus enabling them to be ready for their next stage of development. Babies explore their environment with determination and excitement, in response to the warm and caring staff. This allows them to be emotionally secure and able to develop skills for the future.
- 2.46 Toddlers are inquisitive and happy as they self-select their activities. They enjoy mark-making, counting, and age-appropriate information and communication technology. They listen attentively to stories and enjoy books on their own. Children demonstrate perseverance when feeding themselves and persist at activities.
- 2.47 All children develop the key skills needed for their next stage of learning extremely well.

Compliance with statutory requirements

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

Recommendation for further improvement

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

- Further develop the interpretation of data so that groups of children within the cohort can be monitored effectively and appropriate action taken.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

Key Findings

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

- Across the school, pupils' excellent communication skills and outstanding attitudes play a key part in their learning.
- All pupils make good progress in line with their ability as a result of specific individual needs being well known and successfully met.
- Pupils achieve considerable success in extra-curricular activities and events.
- Pupils make the most progress when teaching enthuses, inspires and challenges them to do so.
- Pupils' rate of progress is increased through some but not all marking and assessment of work.

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

- Pupils hold well-developed spiritual and moral values, underpinned by the Woodard ethos.
- Pupils display excellent collaborative skills and engage enthusiastically in teamwork.
- Pupils' leadership skills and their determination to enrich the lives of others are highly developed as a result of the many opportunities offered to them.
- Pupils greatly value and respect the diversity within their school, demonstrating sensitivity towards and acceptance of those from different backgrounds and culture to themselves.
- Pupils demonstrate excellent self-confidence as they feel very well known, supported and valued.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that teaching across the school enthuses, inspires and challenges pupils more consistently to enable them to make the best progress possible.
- Ensure consistency of marking and assessment across the school, in order to increase the rate of pupils' progress.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The following analysis uses the national data for the years 2014 to 2016, the most recent three years for which comparative statistics are currently available. Results in national tests at age 11 have been above and well above in relation to the national average for those in maintained junior schools. In addition, evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data indicates attainment to be significantly above the national average in English, mathematics, reading, punctuation, spelling and grammar. Results in GCSE examinations have been above, and A-level results have been similar to the national average for maintained schools. In 2016, A-level results were lower than in previous years but in line with the ability of that cohort's pupils. In 2017, national comparative data was not available, but the school's measure of value-added was the highest for 7 years at GCSE and the highest for 5 years at A-level. The great majority of school leavers enter their first choice of university, and in 2017 some pupils gained high-level apprenticeships. In the EYFS, children's attainment in 2017 was far above national age-related expectations. A very large majority of parents and pupils who responded to the pre-inspection questionnaire thought that the school enables pupils to make good progress. Inspection evidence confirms this. School assessment data indicate that progress from Reception to Year 6 is at least good, and in the senior school it is appropriate in relation to the average for pupils of similar abilities. Lesson observations and scrutiny of work indicate that pupils make good progress in lessons and personal study across the school.
- 3.6 Pupils make good progress as their individual learning needs are very well known; early-alert forms are in use throughout the school, and individual learning profiles with invaluable input from the pupils themselves enable teachers to address individual pupils' specific needs successfully. As a result, pupils who require SEND or EAL support achieve in line with their peers at all levels, and the most able pupils make good progress in line with their ability. In the prep school, regular extension lessons in English and mathematics challenge the more able and enable them to make good progress. In the senior school, extension tasks are set in some subjects such as science. Pupils' higher-level translation skills are developed in French and German lessons. and outstanding synthesis was apparent in a presentation of research on links between stress and various diseases in a psychology lesson.
- 3.7 Enthusiastic, knowledgeable and challenging teaching leading to good development of pupils' knowledge, skills and understanding was observed in many but not all lessons; pupils were not always encouraged to develop initiative and independence, to take risks, in their learning. Missed opportunities for extension work were also noted in pupils' written work, and although pupils' rate of learning and progress was increased as a result of some effective marking and assessment, a more cursory approach in some areas was less helpful to them. These findings support the view of a small minority of pupils' questionnaire responses which indicated that some lessons lack interest and that some marking does not help them to improve their work.
- 3.8 Inspection evidence from discussions with pupils across the age range did not support the small minority of responses to the questionnaire indicating that pupils do not always know how well they are doing in their subjects. Across the school, pupils are able to take ownership of their learning as regular assessments and baseline tests are used to track their progress and set appropriate targets, and to offer appropriate advice and support. Small class sizes enable teachers to know their pupils and any special needs very well. Likewise, pupils know their teachers very well and comment on their accessibility, approachability and willingness to provide additional support when required. This enables pupils to overcome difficulties promptly and advance their learning and understanding with confidence.

- 3.9 From the youngest age, pupils' positive attitudes to learning are a strength of the school and play a key part in their learning. Pupils display resilience and perseverance in lessons and, when opportunities arise, demonstrate initiative and independence. As a result of a positive classroom atmosphere and good relationships with their teachers, pupils are used to sharing their ideas and are open to constructive criticism from their peers, as observed in tutor time, and in English and art lessons. Their keenness to work collaboratively was evident in many areas such as a cookery lesson for younger pupils, a French lesson and in discussion of *'An Inspector Calls'* by older pupils in an English lesson. Pupils develop good knowledge, understanding and skills across all areas of learning due to the high expectations of and encouragement from their teachers. The youngest pupils said that they enjoy their learning very much, and pupils of all ages take great pride in their written work. Pupils' attitudes and achievements are encouraged by the strong support of the leadership and management in all sections of the school, including the link of governors to different departments. They are further encouraged in their ambitions by the regular collective celebration of success such as in the 'what a star' song in Reception, 'worker of the week' in prep school assemblies, weekly celebration assemblies in the senior school and individual congratulatory postcards home.
- 3.10 Pupils' communication skills across the school are excellent, as observed in written work, tutor-time discussions, enactment of an employment tribunal in psychology and in addressing an audience in drama. These skills are also developed through opportunities offered outside the classroom such as assemblies, chapel services, leading tours for prospective parents, and successful participation in local poetry competitions and drama festivals. Good numeracy skills were evident in the EYFS, where older children of all abilities were able to use one pence and two pence coins correctly to purchase items from their shop, with appropriate support from their teacher and the teaching assistant. Good application of numeracy knowledge and skills to other areas of learning such as science, food technology, geography and design technology was observed throughout both prep and senior schools. This is supported by well-planned teaching and inter-department liaison such as the 'mathematics for science' course, taught by the mathematics department to A-level scientists not taking the subject at A level.
- 3.11 Pupils' achievements in extra-curricular events and activities are excellent, especially in the light of the size of the school. Teams and individuals achieve success in sports at district, county, regional and national level. Pupils succeed in music, speech and drama examinations, and prep and senior choirs perform at many outside venues including local cathedrals and the Birmingham Symphony Hall. In 2017, Year 2 won their age-group category and the award for best overall film in the Years 1 to 6 category of a Peterborough film festival. As a result of their success in a rocket car challenge, several older preparatory pupils will have their names etched on the Bloodhound car that will attempt to break the land speed record in 2018, and senior school computer scientists won the final of a national STEM student challenge. In addition, pupils achieve well in a range of academic competitions such as national mathematical challenges and British Science Association awards. The art and textile work on display around the school is further testimony to the development of pupils' creativity.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 In line with the school's aims, self-confidence and self-esteem are outstanding across the entire age range. As they progress through the school, pupils understand themselves increasingly well, appreciating the setting of both academic and personal targets. Regularly conducting presentations helps pupils develop a high level of confidence, as do small class sizes and supportive teachers who know them well. In interview, pupils with SEND indicated that their confidence has improved greatly through the school's support. From a young age, pupils confidently make decisions such as, in Reception, which food to choose at lunchtime and what to do when they finish their work, as a result of encouragement from their teachers. Through group discussions and their personal actions, prep school pupils understand that a decision may be made for the greater good and not their own personal gain, and senior school pupils engage with many decision-making possibilities including those concerning their curriculum. Pupils reflect on choices presented through the personal, social, health and economic education (PSHEE) programme which includes topics such as 'beginning and belonging' in the EYFS, 'rights, rules and responsibilities' in the prep school, and 'consequences, checks and considerations' in the senior school.
- 3.14 The school fully meets its aim of developing, nurturing and achieving leadership. Pupils with positions of responsibility throughout the school, ranging from bun of the day monitor in Year 1 to head boy and girl in Year 13, demonstrate excellent skills such as organisation, delegation and the ability to motivate others. All forms have captains and deputies, head boy and girl and deputy positions are present in both prep and senior school in addition to house captains and prefects, enabling the many pupils in these roles to develop leadership and teamwork skills that will benefit them beyond school. In the prep school, pupils' understanding of the process of democracy was enhanced through debating the motion 'should children in Ancient Greece have an education?'. Pupils from Years 7 to 13 participate in the democratic process, for example, by electing peers to represent their views in the Student Parliament.
- 3.15 In line with the Woodard ethos, pupils demonstrate an excellent understanding of non-material aspects of their lives, such as through their active participation in chapel and the constructive feedback that they are encouraged to provide after each service. Their appreciation of the natural world was clear in the comments made in interview about the outdoor learning environment. Many enjoy group singing, and pupils are very respectful of the school's Christian ethos. In interview, pupils including those who do not profess to be religious said that they enjoy the opportunity for reflection offered by chapel. Pupils of all ages are kind and caring to one another.
- 3.16 From a very young age, pupils are aware of what is right and wrong and take responsibility for their behaviour, as observed in the class charters drawn up by prep school pupils. Pupils understand the need for rules both in school and in society, and respect school rules even when they do not necessarily agree with them. Good behaviour throughout the school is fostered through positive reinforcement and good role models; the school has an embedded culture of pupils working together and an expectation that pupils should help and support each other. Pupils are very able and willing to problem solve in teams, and work together toward common goals such as when involved in sporting and performance activities. Pupils of all ages have a strong understanding of fundamental British values which is enhanced by visits from the police, fire service and magistrates, and through participation in mock general elections and voting on the European Union referendum. Preparatory school pupils benefit from the presence of sixth form link prefects and senior school pupils from trained sixth form peer supporters and study buddies.

- 3.17 Opportunities for teamwork outside the classroom abound; the outdoor learning environment activities and residential bushcraft trip enable younger pupils to work together extremely well, as does the St John Ambulance badger group. Older pupils gain valuable skills such as teamwork, resilience, delegation and leadership through participation in The Duke of Edinburgh's Award and Young Enterprise schemes. During the inspection, sixth form pupils proudly demonstrated the robotic autonomous vehicle which they had designed and created in their computing option project.
- 3.18 Pupils are strongly aware of and sensitive to the needs of others. Older pupils are engaged in volunteering, and pupil-led fundraising in aid of various charities is highly successful in all areas of the school. Leaders successfully ensure that the school is fully inclusive, with the result that pupils of all ages embrace diversity and display respect and care for one another regardless of background, appearance, faith or traditions. For example, pupils contributed to a Diwali assembly; the religious studies curriculum across the school encompasses a range of faiths, religions and cultures; and pupils visit a range of places of worship, further enhancing their appreciation of diversity. Assemblies, tutor time and the PSHEE programme all foster pupils' respect for others, and their fundraising focus includes projects in Kenya. Most parents and pupils who responded to the questionnaire agreed that the school encourages respect and tolerance of those with different faiths and beliefs.
- 3.19 Pupils across the school are well aware of the need to lead a healthy and balanced lifestyle. They are very knowledgeable about how to stay safe online. This is due to the PSHEE programme including age-appropriate health and safety topics in each Year group. A recent assembly led by older pupils demonstrated their excellent grasp of the issues surrounding mental health. The school's provision for sport, the physical education and games programme, and sport-related extra-curricular clubs all contribute positively to pupils' physical health, as does the opportunity for pupils to receive first-aid training through activities such as the St John Ambulance cadet scheme.
- 3.20 Pupils are encouraged by the regular attendance of governors at school events and performances, and the value placed by leadership and management on their personal development, as testified by regular awards in assemblies for non-academic achievements. The school successfully achieves its aims of developing and nurturing pupils' confidence, creativity, spiritual and moral values, teamwork and leadership skills.

4. INSPECTION EVIDENCE

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

Inspectors

Mrs Janet Pickering	Reporting inspector
Mr Lee Thomas	Compliance team inspector (Director of teaching and learning, Society of Heads school)
Mr David Holland	Team inspector (Head, Society of Heads school)
Mr Nic Hoskins	Team inspector (Head of junior school, HMC school)
Mr Anthony Nelson	Team inspector (Director of studies, HMC and Society of Heads school)
Ms Valerie Holloway	Co-ordinating inspector for early years (Former head of Nursery and Kindergarten, IAPS school)
Mrs Alyson Lobo	Team inspector for EYFS (Deputy head, IAPS school)