



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Heywood Prep School**

**November 2022**

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## School's Details

<b>School</b>	Heywood Prep School			
<b>DfE number</b>	865/6023			
<b>Address</b>	Heywood Prep School The Priory Priory Street Corsham Wiltshire SN13 0AP			
<b>Telephone number</b>	01249 713379			
<b>Email address</b>	office@heywoodprep.com			
<b>Headteacher</b>	Mrs Rebecca Mitchell			
<b>Proprietor</b>	Heywood Prep Ltd			
<b>Age range</b>	2 to 11			
<b>Number of pupils on roll</b>	254			
	<b>Nursery</b>	43	<b>Pre-prep</b>	88
	<b>Prep</b>	123		
<b>Inspection dates</b>	8 to 10 November 2022			

## **1. Background Information**

### **About the school**

- 1.1 Heywood Prep is an independent co-educational day school. Set in a two-acre site near the centre of Corsham, Wiltshire, it is housed in a Georgian manor house. The Early Years Foundation Stage (EYFS) is accommodated in the town's former fire station on the same site. The school opened in 1940 and moved to the current site in 1953. It is owned by the Wishford Schools Group, and overseen by the group's executive team.

### **What the school seeks to do**

- 1.2 The school's aim is to provide a safe, happy environment in which children demonstrate responsible behaviour and develop a love of learning and thus gain the confidence and capability to fulfil their potential.

### **About the pupils**

- 1.3 Pupils come from a range of professional and business backgrounds, mostly living within a ten-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, ADD and ADHD, of whom 27 receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 10 pupils, of whom one receives additional support for their English. The school has identified 26 pupils as the most able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [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, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 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.
- 2.9 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**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

## **PART 6 – Provision of information**

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils of all abilities make excellent progress at the school.
- Pupils demonstrate outstanding speaking skills; they are highly articulate and confident in their use of language from an early age.
- Pupils' excellent progress is encouraged by fast paced teaching, effectively planned and delivered to meet the needs of all pupils.
- Pupils have excellent study skills which enhance their learning across the curriculum.

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

- Pupils mix with ease across all age groups and are highly supportive of each other as a result of the strong family ethos throughout the school community.
- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness.
- Pupils develop excellent social and empathetic skills from the earliest of age.
- Pupils have an excellent understanding of how to be physically and mentally healthy.

#### Recommendation

3.3 The school is advised to make the following improvements.

- Strengthen pupils' ability to use their own initiative and become more independent learners by providing more open-ended and self-directed learning tasks.

#### The quality of the pupils' academic and other achievements

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

3.5 Pupils achieve highly and make excellent progress across all ages. A large majority of the youngest children achieve a good level of development by the time they leave the early years setting. The attainment of older pupils maintains this excellent standard, with results in English and mathematics above national age-related norms. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make good progress. Evidence from a scrutiny of pupils' work and observation of lessons confirms this picture. Those with special educational needs and/or disabilities (SEND) or with English as an additional language (EAL) are highly



productive. Detailed planning, effective differentiated support for individual pupils enable them to make high levels of progress alongside their peers.

- 3.6 The achievement of all learners is supported by a wide and well-planned curriculum which includes areas of learning such as the daily 'Individualised Learning Programme' and the science, technology, engineering, arts and mathematics (STEAM) lessons. Pupils demonstrate excellent knowledge, skills and understanding which they apply highly effectively. This was seen by the older pupils in English who demonstrated excellent knowledge of grammar and understood the importance of incorporating interesting vocabulary to accurately portray pace in their written work. Pupils in Year 4 were seen rapidly absorbing many new skills during their ukulele lesson. Year 3 pupils demonstrated a well-developed understanding of light sources and the importance of reflective materials. Reception children increased their knowledge of how to throw and catch, and applied these skills to improving their accuracy, demonstrating effectively the 'Heywood Habit' of determination.
- 3.7 Pupils' excellent skills in reading and writing are well used throughout the curriculum. They develop a well-formed cursive handwriting style as seen in independent learning sessions and in their books. Children in the EYFS demonstrate good knowledge of letter sounds and produce emerging writing of a high quality. Older pupils are able to identify and accurately describe features of poetry and narrative writing, as seen in the creation of sensory poems during English lessons. Pupils are articulate. They speak with fluency and clarity even from a young age and they listen attentively to their teachers and peers. Children in the EYFS were seen exploring their understanding of numbers to 20 by discussing with their peers and using accurate terminology to explain their thinking. Pupils speak confidently to adults and are eager to lead in assemblies, as seen when the Year 6 'Music Maestros' performed solos confidently, justified their selection of the singers of the assembly and led the part singing across the school. Pupils' advanced reading skills are fostered by regular visits to the well-stocked library, appropriate texts chosen by staff to extend their comprehension and many opportunities to read in school and share feedback with peers.
- 3.8 Pupils' mathematical competency develops steadily as they progress through the school, supported by a curriculum that is carefully planned and assessed. By the time they leave, pupils display excellent numeracy skills and apply their mathematical skills with confidence in other areas of the curriculum. This was seen in a STEAM lesson where pupils applied accurate mathematical skills and knowledge to programme the robots effectively. The excellent mathematical skills can be attributed to teaching which provides clear explanations and modelling, and a range of activities that meet the individual needs of pupils. Year 5 pupils used a wide range of mathematical terminology accurately to ask effective questions in a warm-up game. Year 6 pupils accurately self-assess their understanding to ensure they selected appropriately challenging activities and made excellent progress with their ability to manipulate fractions. Younger pupils are highly competent in numeracy, using their knowledge of numbers effectively to help them work out complements of 10 to 100. Children in Reception confidently identify and rank numbers to 20, understanding they are made up of tens and units.
- 3.9 Children begin to acquire good technological skills in the EYFS, as they programme devices to move around a track. In the pre-prep they are able to use different programmes to present information and demonstrate their developing information communication technology (ICT) skills through logic puzzles. Older pupils are able to present their information effectively, as evidenced by their use of ICT to produce and present their own research projects. Pupils' coding skills develop rapidly as they move through the school. These are put to challenging and real-life use when preparing their entries for an international robotics competition. This was seen in a year 5 STEAM lesson where pupils were able to generate and accurately edit their script to improve the accuracy of their robots' movements. The oldest pupils demonstrated their well-developed understanding of power of the coding software to fine tune their instructions and solve practical problems, which they were able to apply to real world examples.
- 3.10 Pupils' study skills show steady development as they progress through the school. Pupils of all ages concentrate, focus, and behave extremely well and this creates a good learning atmosphere where

pupils can practice and develop their study skills in a nurturing environment. Almost all parents who responded to the questionnaire agreed that the school equips their children with the team-working, collaborative, and research skill they need in later life. Pupils are developing self-assessors, who make use of clear criteria to improve their work. This was seen in a Year 4 mathematics lesson about calculating area, as pupils selected the level of challenge they wanted to tackle based on their own understanding and self-assessment. As they move through the school, younger pupils become well organised and reflective learners. They can work out and explain why local shopping habits may have changed recently and the effects that these have had on their local high street. The oldest pupils hypothesised knowledgeably about the relative importance of different elements which led to the British victory at the Battle of Britain, supported by differentiated information cards. Pupils draw knowledge effectively from sources to which they have been directed and are extremely attentive in lessons. However, in the lessons which are more dependent on teacher-led learning, pupils show limited initiative. Pupils develop and demonstrate their thinking and learning to a higher level when more open-ended tasks are presented to them.

- 3.11 Pupils achieve success in a range of academic and other achievements throughout their time at school. Pupils regularly gain places at their first-choice senior school, with pupils recently successful in attaining academic, music, art, drama and sports scholarships. The school's leadership has been successful at ensuring that a wide range of opportunities for success is available to all pupils, from sporting, performing arts and academic competitions to involvement in a national 'First Lego League'. They are highly supportive of pupils' endeavours and celebrate their wide range of talents and interests in assemblies and through a plethora of different avenues, such as house points, certificates, and the Head Teacher Award. Many pupils achieve plaudits and success in academic, sporting, performing arts, robotics as well as external music and speech and drama examinations and through extra-curricular clubs. Musical performances are a regular part of school life. Musical instrumentalists are numerous and pupils play in a variety of ensemble groups and choirs. Older pupils benefit from the school's regular involvement in a national robotics innovation competition. In previous years the team has reached national and international competition level. Sport teams succeed in regular local fixtures, in inter-school competitions in a variety of sports, including runners up in the national ISA hockey finals and runners up in the ISA South West Netball competition which qualifies them for the national ISA netball competition in March.
- 3.12 Throughout the school pupils display positive attitudes and an enthusiasm for learning, as evidenced by their endeavours in lessons and activities. They are productive when working individually, with their learning partner or in a group. Older pupils apply themselves during their lessons with enthusiasm and maturity. For example, in a Year 6 history lesson, pupils accessed their prior knowledge of battle tactics to argue and defend their decisions to their partner and then to the class as a whole. Pupils' enthusiasm is encouraged by committed leaders and staff who reinforce a productive work ethic and positive 'can do' approach. In discussion, pupils confirmed that they see any setbacks as evidence that they are trying to improve. Pupils' excellent attitudes to learning are acknowledged through the rewarding of positive behaviour through verbal praise, house points and certificates. The pupils value their community and gain a sense of personal achievement and satisfaction from contributing to the success of the school. The school's implicit culture and sense of family, strongly promoted by the leadership team, underpins the pupils' desire to do their best.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils gain increasingly high levels of self-knowledge and self-esteem as they proceed through the school. Older pupils show a developing understanding of their learning performance in core subjects and are aware of the next steps to improve it further. Pupils who spoke to the inspectors explained that their self-confidence grows through participating in assemblies, drama productions, music performances and through presenting their work to others. Pupils' self-confidence enables pupils to

exhibit high levels of resilience when faced with challenging activities such as robotics coding lessons and mathematics challenge club. They thrive on the motivational reward system in place at the school. Their self-understanding is testament to the positive impact of the personal, social, health and economic education (PSHEE) and relationships programmes, which are given a high priority by the leadership and management team of the school.

- 3.15 Pupils are able to make decisions that will have an impact on their lives. Children in the EYFS often choose which activities to engage in. They are encouraged to pursue their own interests and access their chosen resources in the classroom. Pre-prep pupils are able to vote for the stories they want to hear and older pupils are able to make choices about what clubs and activities they will attend. Choice is a common feature of many of the most effective lessons, such as in mathematics lessons where older pupils self-selected challenges at an appropriate level. Pupils understand that the decisions they make can have an impact on their own and others' well-being. Pupils take the initiative to make decisions when acting on behalf of others in responsible positions such as on the school council. They have chosen the charities that the school will support and lobbied to have an additional water fountain installed in the playground.
- 3.16 As they move through the school, pupils develop an increasingly deep spiritual understanding and appreciation of the non-material aspects of life. For example, they appreciate the close contact with nature through outdoor learning sessions, as well as their musical and artistic pursuits. Older pupils showed awe and wonder when watching instances of the northern lights in their 'Wonders of the World' club. Pupils develop and display a respectful appreciation of the wider world through the opportunities they have to learn about and celebrate many different religions. Pupils exhibit a mature capacity to think beyond their own immediate lives, as seen in a Year 4 PSHE lesson discussing the impact of war in families both today and in the past. Kindness is embedded into all interactions. Pupils say that they are proud to support Ukraine refugees.
- 3.17 Pupils show extremely strong moral development and distinguish clearly between right and wrong behaviours. In a religious education lesson the older pupils held a lively debate about moral scenarios in a Hindu story to decide which are the right actions. Throughout all levels of the school, they behave with great courtesy and consideration for others. They were observed holding doors open for each other without being asked, offering others daily greetings and showing genuine interest in each other's feelings. Pupils accept responsibility for their own actions, understanding that rules benefit everyone. They explained that the school values and expects excellent behaviour, as celebrated in assemblies, and with house points. The high level of pastoral and mental health care in the school and the many individually tailored support initiatives helps all pupils to thrive and feel justly proud of their kindness and integrity. The success of these expectations is characterised by there being very few behavioural incidents amongst pupils. Relationships are extremely positive and a palpable culture of respect and tolerance pervades all aspects of school life. In their questionnaire responses, almost all parents agreed that the school actively promotes good behaviour and all pupils agreed that the school sorts out poor behaviour.
- 3.18 The pupils' social awareness is excellent. They demonstrate instinctive cooperation with and support towards peers and younger children and pupils. The school is seen by pupils as a large extended family where everyone is respected and treated as unique individuals. Younger pupils were often seen collaborating effectively, engaging in discussion, and enjoying successfully completed shared tasks, such as working in pairs to solve the logic puzzles in their computing lesson. Older pupils build strong relationships with peers and staff and feel respected by their warm, friendly teachers, who clearly want them to do well in all aspects of school life. Pupils readily assist their peers, without prompting, in lessons and around school, as seen in a Year 4 ukulele music lesson when pupils kindly helped their neighbours with the fingering for the correct chords. The teachers are excellent role models, leading by example with consistent kindness and patience at all times. These factors help pupils to develop into highly considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who enjoy working together to fulfil common goals.

- 3.19 Pupils take an active role in the life of the school and the wider community. In discussion, pupils say that they enjoy taking on leadership roles such as being the ‘buddy’ to a younger child, school council, house captains and ‘music maestros’. Pupils relish the many different opportunities to represent their school in events locally, nationally and internationally. They embrace responsibility from an early age with strong enthusiasm and a high level of understanding of their roles. Pupils spoke clearly about the value of having responsibility and discussed thoughtfully the opportunities they have to be involved in the democratic process of elections for some positions, such as the roles of house captains. Pupils show an understanding of their responsibilities towards the local community, and have enjoyed their local choral performances, singing in old people’s homes, local litter picks and involvement in Corsham Youth Council. They show a clear empathy for those less fortunate than themselves.
- 3.20 Pupils engage naturally and without hesitation with those of backgrounds and cultures different to their own, in response to the ethos of kindness and mutual respect which permeates the school. Pupils have a thoughtful awareness of British society, as seen in a Year 4 class discussing how and why we still celebrate Remembrance Day. An overwhelming majority of parents who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of other people. In discussion, older pupils explained how they are encouraged to appreciate diversity in society. They are well informed about other religions and cultures through the comprehensive religious education curriculum and the programme of visitors to the school from diverse cultures.
- 3.21 Pupils feel safe within the school and fully understand the importance of staying safe and healthy in different activities including when using the internet, in large part because of the priority attached by the leadership and management of the school to the fostering of their well-being. Almost all parents who responded to the questionnaire said that the school encourages a healthy lifestyle. The oldest pupils described the importance of a balanced lifestyle, with a good diet and plenty of exercise, and of limiting screen time. All the pupils speak appreciatively of the provision of ‘the listening ear,’ an area where they can go if they are feeling sad, stressed or worried where staff trained in mental health support will always listen and offer help. Evidence from pupil discussions, dining with the pupils and observation of break times confirms the fact that pupils lead healthy active lives filled with a variety of sporting and other activities which they grasp eagerly.

## 4. Inspection Evidence

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

### Inspectors

Mrs Sue La Farge	Reporting inspector
Mr James Bishop	Compliance team inspector (Former bursar, IAPS school)
Ms Jane Stevens	Team inspector (Former deputy head, ISA school)