

School inspection report

11 to 13 November 2025

King's College Prep

Pyrland
Kingston Road
Taunton
Somerset
TA2 8AA

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

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	14
SCHOOL DETAILS	15
INFORMATION ABOUT THE SCHOOL.....	16
INSPECTION DETAILS	17

Summary of inspection findings

1. King's College Prep School is a warm and welcoming community. Pupils are known as individuals. Their wellbeing sits at the centre of leaders' decisions across day, boarding and early years provision. The school's values shape daily life so that kindness, curiosity and consideration are evident in interactions between staff and pupils. Consequently, pupils participate confidently, develop secure relationships and benefit from routines that help them to grow academically, socially and emotionally in the school's supportive environment.
2. Leaders provide clear direction, while maintaining a purposeful culture in which staff understand expectations and work collaboratively to support pupils' development. They evaluate provision using evidence from lesson visits, checks on pupils' progress and regular professional dialogue to guide improvements. Governors contribute informed oversight of this work and collaborate closely with leaders. Further work is underway to refine the consistency of approaches to monitoring health and safety systems. Leaders, for example, recently addressed an administrative delay in submitting the required information on residential accommodation to the Department for Education. They also strengthened internal systems to prevent a recurrence.
3. Across the school, pupils experience a coherent curriculum that deepens their knowledge and skills as they move through each phase. Staff plan carefully sequenced learning, responding to emerging needs. They adapt teaching for pupils who have special educational needs and/or disabilities (SEND) and for pupils who speak English as an additional language (EAL). Children in the early years benefit from well-structured opportunities for communication, early literacy and exploratory play. These build secure foundations for their future progress. Enrichment, specialist teaching and carefully planned transitions further support pupils' confidence, broadening their interests, while promoting respect consistent with British values.
4. Pupils' physical and emotional wellbeing is maintained through purposeful lessons, well-considered routines and warm interactions with staff. Physical education (PE) develops pupils' skills, stamina and teamwork. Early years provision promotes balance, co-ordination and emotional regulation through structured play. The personal, social, health and economic (PSHE) education and relationships and sex education (RSE) curriculum helps staff to build pupils' understanding of healthy relationships, respectful choices and protected characteristics such as age, disability and race. Staff provide consistently effective pastoral guidance. Well-established boarding routines offer additional opportunities for pupils to talk, reflect and seek support. Pupils take roles such as 'Pelican Pals', acting as ambassadors for younger pupils. These roles strengthen the connections across age groups and help pupils to develop responsibility. Health and safety procedures, first aid arrangements and supervision standards are maintained appropriately. Leaders, however, are refining aspects of associated record-keeping to make monitoring easier to review.
5. Pupils contribute positively to school life. They learn how society functions through daily routines, curriculum links and community involvement. From the early years onwards, staff model co-operation and moral understanding. Pupils extend these behaviours as they take on age-appropriate responsibilities. Lessons, assemblies and discussions help pupils to understand democracy, the rule of law, individual liberty and mutual respect. Activities with local groups and the senior school reinforce civic awareness. Economic education develops progressively. The curriculum includes budgeting tasks and practical problem-solving, helping pupils to recognise how financial decisions influence outcomes. Leaders have begun to embed this approach more fully across the curriculum.

6. Safeguarding arrangements meet statutory requirements. Leaders ensure that staff understand their responsibilities, so they act promptly when concerns arise. Training, reporting systems and record-keeping are maintained effectively. Regular reviews across departments build contextual links with safeguarding and attendance, as well as with the needs of pupils who have SEND, who have any medical needs and those who speak EAL. Recruitment procedures follow safer recruitment guidance. Governors check the single central record (SCR) of pre-employment checks routinely for accuracy. Pupils are taught how to keep themselves safe, including when online. Leaders work with external agencies when needed to protect pupils and to refine systems.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that refinements to record-keeping and systems for monitoring health and safety are consistently clear in supporting leaders' and governors' routine identification of trends and in maintaining robust oversight of site management
- ensure that the required administrative information is provided promptly to the Department for Education when requested, so that statutory expectations continue to be met.

Section 1: Leadership and management, and governance

7. Leaders provide clear direction, which underpins the purposeful culture reflecting the school's values in daily practice. They are visible and approachable, demonstrating the skills and knowledge appropriate to their roles while fulfilling their responsibilities effectively. They shape priorities through consultation with pupils, parents and staff and know their pupils well. They use this understanding to guide decisions about the quality of provision and support. This ensures that their decisions are informed by a clear understanding of need. Their actions promote pupils' wellbeing effectively. Staff are confident in contributing to improvement planning. Leaders respond appropriately when feedback indicates the need for change.
8. Leaders evaluate the school's work in detail. They draw on lesson visits, reviews of pupils' work, assessment information and professional discussions to gain a representative understanding of the school's offer. This approach ensures that self-evaluation is honest and that developments are timely and grounded in accurate evidence. Leaders use information effectively to direct training and resources where they are most needed. Systematic checks ensure that planned actions lead to improvements in pupils' school experiences. Consequently, the school's aims are applied consistently in practice. Expectations for staff and pupils are clear.
9. Early years leaders ensure coherence across phases so that the provision is aligned across year groups from the early years to the end of Year 8. Leaders' clear oversight of the early years curriculum secures the requirements of the early years foundation stage (EYFS) effectively. Teachers' planning and the quality of provision is monitored appropriately. Leaders embed high ambition for children's learning, including through their checks to ensure that transitions into Year 1 are well managed.
10. Leaders consider the needs of pupils who have SEND and pupils who speak EAL when planning developments. They meet their responsibilities under the Equality Act 2010 by reviewing the school's accessibility plan, as well as ensuring that changes to the environment, curriculum and resources respond to current needs.
11. Leaders identify and manage risks effectively. Risk assessments are up to date, implemented consistently well and reflective of both obvious and harder-to-spot hazards. Effective risk management is underpinned by leaders' secure understanding of statutory duties. All the required policies comply with legislation, have regard to relevant guidance and are understood by staff and pupils. During the inspection, leaders addressed an administrative delay in submitting the required information regarding residential buildings to the Department for Education. They also strengthened internal systems to ensure that future submissions are completed on time. Leaders notify the local authority when pupils join or leave at non-standard transition points and maintain accurate records of these processes.
12. Leaders maintain effective oversight of boarding and ensure that the National Minimum Standards for boarding school (NMS) are met. They review boarding documentation, training and reporting so that systems remain compliant and contribute to pupils' wellbeing. Leaders collaborate with governors to ensure that boarding arrangements are monitored regularly and that any required improvements are addressed promptly.

13. Communication with parents and external partners is clear. Statutory information is published on the school's website. Parents receive regular updates about pupils' progress through reports and scheduled meetings. Leaders work appropriately with external agencies, including those supporting pupils with SEND. They apply external advice effectively to refine internal systems to support pupils' wellbeing. No pupils have an educational health and care plan (EHC plan), so annual review submissions to the local authority are not required.
14. Governors collaborate closely with leaders and bring relevant expertise to their roles. They develop an informed understanding of the school's work through regular meetings, reviews of documentation and engagement with staff and pupils. Governors ensure that leaders have the skills and knowledge required to fulfil their responsibilities. They check that the Standards are met consistently. Their oversight of safeguarding and development planning is purposeful, although their monitoring of health and safety systems is less well embedded. Governors have identified the need to strengthen alignment and regular reviews in this area. Work is underway to secure this. Governors commission external audits when needed and check that resulting actions are addressed. They ensure that the complaints policy is implemented effectively and monitor the transparent resolution of any concerns.

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

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

Section 2: Quality of education, training and recreation

16. Pupils across the school experience a broad and coherent curriculum that increases in depth and complexity as they move through each phase. Carefully sequenced plans support pupils to revisit and build securely on prior learning. Specialist teaching, in subjects such as music, modern foreign languages and digital technology, enhances curricular depth and contributes effectively to pupils' widening knowledge across academic, creative, linguistic and technological areas.
17. The early years curriculum is planned with clear sequencing across all required areas of learning and supported by well-structured schemes of work. As a result, children build the secure foundations needed for later progress. Practitioners balance children's purposeful play with well-timed adult-guided learning that develops communication and language, early literacy and self-confidence. High-quality interactions prompt children to extend their vocabulary, explain choices and sustain concentration. Resources such as sand for mark-making activities with wheeled toys promote curiosity and independence. Accurate assessment of starting points, two-year checks and structured play reviews support timely planning and ensure that children progress smoothly into the expectations of Year 1.
18. Staff plan carefully to connect pupils' learning. This approach is embedded across subjects. Consequently, pupils deepen their understanding and make meaningful connections. Staff draw links, for example, between historical research and reading comprehension, scientific enquiry and nutrition, and digital art and the study of artists. This strengthens pupils' memory of key ideas while developing transferable skills such as collaboration, problem-solving and reflective thinking. Pupils enjoy creative opportunities, including rehearsals and performance for ambitious musical theatre productions. Through these opportunities, they perform to a high standard, contributing also to staging and technical roles. This further builds their confidence in both performance and practical work.
19. Across subjects, teachers use secure subject knowledge to model processes, introduce precise vocabulary and to pose questions encouraging pupils' curiosity and critical thinking. Staff adapt explanations, content and resources to match pupils' ages and needs, for example by providing alternative recording methods for pupils who need more time, or repeating instructions for pupils with hearing needs. Practical investigation, such as in mathematics and science, partner discussion in English and history and digital modelling in information and communication technology (ICT), helps pupils to apply new learning with growing confidence. Consistent routines support calm, focused learning. Pupils respond positively to the high expectations established in classrooms.
20. Provision for pupils who have SEND is matched carefully to individual needs. Staff identify emerging needs early. They adapt planning through supportive resources, targeted adult guidance or small-step modelling. Additional support strategies include, for example, one-to-one sessions and targeted group support, as well as adapted resources in class. These help pupils to consolidate their understanding and to close any specific gaps in learning. Consequently, pupils with SEND make progress in line with expectations because teaching is adapted responsively and its effectiveness is monitored closely.
21. Staff are trained in how to use different strategies to support pupils who speak EAL. This includes through pre-teaching vocabulary, modelling technical terms and checking pupils' understanding using visuals and structured prompts. The training ensures that staff adapt their teaching effectively

and remove barriers to learning. As a result, pupils engage fully in lessons, contribute to class discussions and readily demonstrate what they know and can do.

22. Regular assessments across the early years, pre-prep and prep phases provide clear oversight of pupils' learning. This allows staff to monitor their progress securely. Teachers analyse outcomes for individuals and groups. They adapt teaching and intervention plans effectively when necessary. In lessons, staff provide immediate feedback to support pupils to improve their work. This includes, for example, prompting pupils to refine punctuation in English, to adjust decimal methods in mathematics or to explain how to improve digital art. Consequently, pupils strengthen their understanding. Checks on the accuracy of assessment of pupils' learning, both in and across year groups, support precise judgements and consistent expectations. As a result of the consistent approaches, pupils read increasingly fluently, apply mathematical methods with greater accuracy and write with clearer organisation and control as they move through the school.
23. Pupils access an expansive range of enrichment opportunities that develop their interests, confidence and resilience. Creative arts, design technology, sport and outdoor learning opportunities, such as sailing and cross-country events, extend learning and wellbeing beyond the classroom. Pupils enjoy these activities, competitions and specialist clubs which allow them to continue to build on existing knowledge and skills beyond core expectations. Boarding activities, including clubs and weekend events, provide additional recreation to help pupils to explore personal strengths. Pupils' feedback informs decisions about the range and focus of enrichment so that activities remain relevant and well attended. Leaders, for example, target pupils' interests through provision such as 'sketch club' for Years 7 and 8. This supports pupils to achieve art scholarship awards and promotes wider participation in opportunities, including creative-writing clubs and entry to history and mathematics competitions. Teaching across the curriculum encourages mutual respect and tolerance consistent with fundamental British values. Staff ensure that discussion remains inclusive and non-discriminatory.

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

24. All the relevant Standards are met.

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

25. Pupils benefit from well-planned PE and games activities that develop their core skills, stamina and teamwork. Staff model techniques clearly, giving precise feedback so that pupils refine movement, understand rules and build resilience. Boarding pupils enjoy additional access to sport and weekend activities. Through these, they sustain healthy routines and strengthen friendships. Across phases, staff manage equipment safely, ensuring that pupils understand how to take care of themselves and others during physical tasks.
26. In the early years, children experience purposeful opportunities for movement, balance and co-ordination through indoor and outdoor play. Staff model calm behaviour and positive language. Consequently, children learn to regulate emotions and develop kindness when taking turns or sharing equipment. Resources are arranged to promote exploration. Children are guided to use space safely while encouraged to build independence. Outdoor learning and moments for quiet reflection help children to develop early spiritual awareness and appreciation of the natural environment. This contributes to their confidence in their interactions with adults and peers.
27. The PSHE and RSE curriculum is planned coherently so that topics deepen in age-appropriate ways across year groups. Lessons and assemblies develop pupils' understanding of healthy relationships, celebrating difference and raising pupils' self-awareness. Staff approach sensitive content with care, using age-appropriate language. They link discussions to pupils' moral and spiritual development. These activities include, for example, building an appreciation of diversity and opportunities to reflect on values within the school's Christian foundation. Activities in boarding houses reinforce these messages through shared routines and opportunities to discuss concerns with trusted adults.
28. Systems to promote pupils' positive mental health are embedded across the school day. Staff use mentoring conversations, assemblies and regular check-ins to help pupils to recognise feelings and seek support when needed. Boarding routines provide further opportunities for pupils to share worries, contact family members and talk with resident staff when they are unsettled. Staff receive training relevant to their roles. They respond promptly to emerging issues. Consequently, pupils know that they are heard and understood. Snoops, the school dog, offers a gentle and reassuring presence, helping pupils to settle, regulate their emotions and approach the day with confidence.
29. Behaviour expectations are clear and consistently applied in classrooms, playgrounds and boarding houses. Staff encourage self-regulation from the early years onwards, guiding pupils to reflect on their choices. Reward systems, such as merits and plus points, recognise pupils' positive actions. Pupils understand the sanctions for behaviour falling below expectations and know they are fair. Anti-bullying arrangements are well established. Pupils explain confidently how they would raise concerns. Effective communication between academic and boarding teams ensures that information about minor friendships breakdowns or incidents are shared so that pupils receive co-ordinated support. Older pupils take on roles such as 'Pelican Pals', acting as ambassadors supporting younger children in play and routines. This helps to strengthen trust and relationships across age groups, contributing to pupils' sense of responsibility and belonging.
30. Attendance is monitored carefully. Staff maintain accurate attendance registers. They follow up absences promptly and work with parents when pupils do not attend school as regularly as they

should. Leaders consult with external agencies when appropriate to ensure that pupils' wellbeing and engagement in learning remain central to any attendance improvement actions.

31. Inclusive practice is evident across day and boarding settings. Staff promote respect for others effectively. They challenge stereotypes and teach pupils about differences and the characteristics protected by equality law. This includes, for example, through PSHE and RSE lessons exploring topics such as mental health, world faiths and lesbian, gay, bisexual and transgender (LGBT) awareness in ways that build empathy. The accessibility plan informs adaptations to the physical environment, curriculum and resources. Staff ensure that routines and expectations enable all pupils, including those with emerging needs in the early years, to participate fully and to access support when required.
32. Health and safety procedures are well established across the school, with clear supervision in classrooms, toilets, playgrounds, dining areas and in boarding routines. Staff follow agreed systems for first aid, medication and record-keeping. Parents receive timely communication when injuries or medical concerns arise. Suitable premises checks, accommodation reviews and fire procedures are completed. Day pupils and boarders understand what to do during emergency drills. Safety records are maintained as required. However, leaders are refining documentation to simplify monitoring processes so that patterns and follow-up actions are easier to track.

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

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

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

34. Leaders promote co-operation, empathy and moral understanding from the earliest stages of school life. In the early years, staff model turn-taking, kind language and gentle problem-solving. Children mirror these behaviours in shared play. Daily routines, such as tidying together, choosing partners and greeting visitors, help children to understand fairness and consideration for others. Staff build on these good habits in Year 1 and Year 2, when pupils take on small responsibilities and learn to listen actively during circle time and discussions. Over time, pupils show increasing confidence in articulating their views on fairness, respect and right from wrong.
35. Leaders deepen pupils' understanding of community roles and civic responsibility as they move through year groups. They learn that laws and public services, such as the police and local government, exist to protect communities and uphold fairness. Staff use examples from daily life and structured discussions to help pupils to understand how public services operate and why communities rely on shared contributions. Pupils apply this learning when they participate in joint activities with the senior school and when they explain how rules in games and lessons support fairness for everyone.
36. Across the curriculum, leaders ensure that pupils learn about democracy, mutual respect and tolerance in ways that are relevant to their lives. Staff link the features of democracy to class voting and school council elections. This helps pupils to recognise representation and collective decision-making. In PSHE, RSE and religious studies (RS), staff introduce the characteristics protected by equality law through practical examples and age-appropriate stories. Pupils learn how to recognise difference, challenge stereotypes and show respect. Older pupils debate current affairs and ethical questions, drawing on geography, RS and PSHE to explore topics such as global leadership, environmental responsibility and human rights.
37. Leaders create age-appropriate opportunities for pupils to develop independence and life skills. Pupils take responsibility for organising equipment, leading class roles and completing digital tasks that prepare them for the senior school. Older pupils maintain digital portfolios. They demonstrate independence in managing deadlines and sharing assignments online. Clear transition arrangements, combined with detailed handover information between teachers, support pupils to gain confidence as they move through each phase.
38. Pupils contribute meaningfully to the school and local community because leaders provide structured roles and expectations. Responsibilities, including as pupil heads of school, house captains, sports captains, playground ambassadors and in the 'Pelican Pals' system, enable pupils to support others, particularly younger children. Staff guide pupils in these roles, modelling fairness, encouragement and reliability. Pupils extend this sense of responsibility beyond school through litter picking, musical visits to care homes and by participating in local events. These activities help them to understand how communities rely on each other.
39. Leaders include careers education as part of the PSHE curriculum. They now link this to real-world examples, although this focus is still in the early stages of implementation. Visiting professionals, parents, the senior school's 'Futures' department and external organisations, such as the police, work with pupils to help them to learn about future pathways. Staff gather pupils' views on these sessions. They use pupils' ideas to refine planning so that content remains relevant and age

appropriate, and so pupils build early awareness of opportunities to support their next steps in education.

40. Pupils' economic understanding develops progressively from the early years. In Reception and Year 1, for example, children learn the language of coins, spending and saving through practical play such as running small class shops. Older pupils learn budgeting through activities including planning purchases for boarding routines or running a stall with a fixed budget during school events. Staff use these opportunities to teach problem-solving, decision-making and financial responsibility. As a result, pupils recognise how economic choices affect outcomes in and beyond school.
41. Across the school, leaders ensure that pupils encounter diversity in meaningful ways and experiences. Staff plan lessons exploring culture, language and belief through stories, geographical investigations and reflective discussion. International pupils contribute naturally to this learning through sharing their experiences. Pupils recognise their school as a place where differences do not matter. This is because adults consistently reinforce expectations of respect and inclusion.

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

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

Safeguarding

43. Leaders ensure that safeguarding arrangements meet statutory requirements. They maintain a culture of vigilance across the school. Policies and procedures align with national guidance and local multi-agency arrangements. Leaders ensure that staff understand their responsibilities in identifying concerns, reporting issues promptly and taking proportionate action when required. Filtering and monitoring systems support safe use of online devices. These operate alongside clear expectations for mobile phone use and structured teaching about online safety.
44. Leaders follow safer recruitment procedures rigorously. They maintain the single central record of pre-employment checks on staff accurately. Checks include those on identity, references and suitability assessments for those living or working on site with boarders. These checks are completed before adults join the school. Risk assessments are used when appropriate. Governors scrutinise the effectiveness of recruitment practice through scheduled reviews.
45. Leaders ensure that safeguarding training is up to date and relevant to the school context. All staff receive annual safeguarding and child protection updates. Routine new staff induction training also addresses whistleblowing, low-level concerns and reporting procedures. Additional guidance covers online safety, contextual safeguarding information and the 'Prevent' duty, relating to the prevention of extremism and radicalisation. Staff demonstrate secure understanding of leaders' expectations. They follow required procedures consistently across day, boarding and early years provision.
46. Records of concerns show clear chronological notes, timely escalation and regular reviews by those with safeguarding responsibility. Weekly and termly meetings link safeguarding with pupils' needs, such as those related to pupils who have SEND and those with medical needs. This means that information is shared appropriately and actions are co-ordinated. Leaders consult with external agencies, including the local authority designated officer (LADO), children's services and health professionals. They act promptly on advice and document the outcomes clearly.
47. Governors exercise active oversight of safeguarding arrangements. They meet termly with the safeguarding team, review the single central record, check training records and monitor updates to policies, as well as overseeing an annual safeguarding audit. Governors with responsibility for safeguarding receive appropriate training. They provide challenge and support through structured reporting systems.
48. Leaders ensure that pupils are taught how to keep themselves safe, including when online. Pupils learn about consent, privacy and respectful relationships through assemblies, PSHE and classroom discussions. They know how to seek help if they are worried. Consistent pastoral support is in place across all age groups. Leaders check the effectiveness of the school's online filtering and monitoring systems to maintain internet safety. Learning from safeguarding cases is used well to refine systems further.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	King's College Prep
Department for Education number	933/6187
Registered charity number	1103346
Address	Pyrland Kingston Road Taunton Somerset TA2 8AA
Phone number	01823 285920
Email address	Eguppy@kings-taunton.co.uk
Website	www.kings-taunton.co.uk
Proprietor	Woodard Schools Taunton Ltd.
Chair	Commodore Jolyon Woodard RN
Headteacher	Mrs Heidi Berry
Age range	2 to 13
Number of pupils	252
Number of boarding pupils	16
Date of previous inspection	18 to 20 October 2022

Information about the school

50. King's College Prep School is a co-educational independent day and boarding school. It is owned by the Woodard Schools group and is governed by a governing body for the senior and prep school. The school is formed of two sections, pre-prep for children aged two to seven, and the prep for pupils aged seven to thirteen. Boarding accommodation for pupils from the age of seven is located within the main school building. Since the previous inspection, the school has appointed a new chair of governors and a new headteacher. They were both appointed in September 2025.
51. The school has two single-sex boarding houses and offers full, weekly and flexible boarding for pupils in Year 3 to Year 8.
52. There are 51 children in the early years, comprising two Nursery classes and two Reception classes.
53. The school has identified 69 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care plan (EHC plan).
54. The school has identified English as an additional language for 18 pupils.
55. The school aims to provide an education rooted in the Woodard Christian ethos, while welcoming pupils of other faiths. It seeks to ensure that pupils are happy and fulfilled, with a desire for excellence, and that they develop independent, searching minds in a tolerant and supportive environment. The school endeavours to ensure that all are challenged to develop wide interests in every area of school life, to achieve high standards and to realise the importance of contributing to the community inside and beyond the school.

Inspection details

Inspection dates

11 to 13 November 2025

56. A team of four inspectors visited the school for two and a half days.

57. Inspection activities included:

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

58. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net