



# 2024 ISI Inspection Report Highlights

Exeter Pre-Prep School  
Boys and girls aged 3-7

A School of Great Character



# Introduction

We are thrilled to share that the recent Independent Schools Inspectorate report has confirmed that Exeter Pre-Prep meets the highest standards across all areas. This recognition reflects the exceptional quality of our academic education, pastoral care, and overall pupil experience.

From fostering a love of learning to promoting character development, pupil voice, and a sense of fun, we are incredibly proud to nurture confident, articulate, and happy children. Our key aim is to provide a broad and balanced curriculum that prepares children for the next steps in their education. This is achieved within a stimulating, nurturing, and inspiring environment where every child can thrive. This success is a testament to the dedication and commitment of our outstanding staff, whose hard work ensures a first-class experience for every pupil. We are also deeply grateful for the unwavering support of our parents, which plays a crucial role in making Exeter Pre-Prep such a happy, vibrant, and successful school.

To our current pupils and parents, I extend my heartfelt thanks on behalf of the entire staff for your contributions to our community. If you are considering joining Exeter Pre-Prep, I look forward to welcoming you to a school where our core virtues—kindness, helpfulness, curiosity, and teamwork—are always at the forefront.

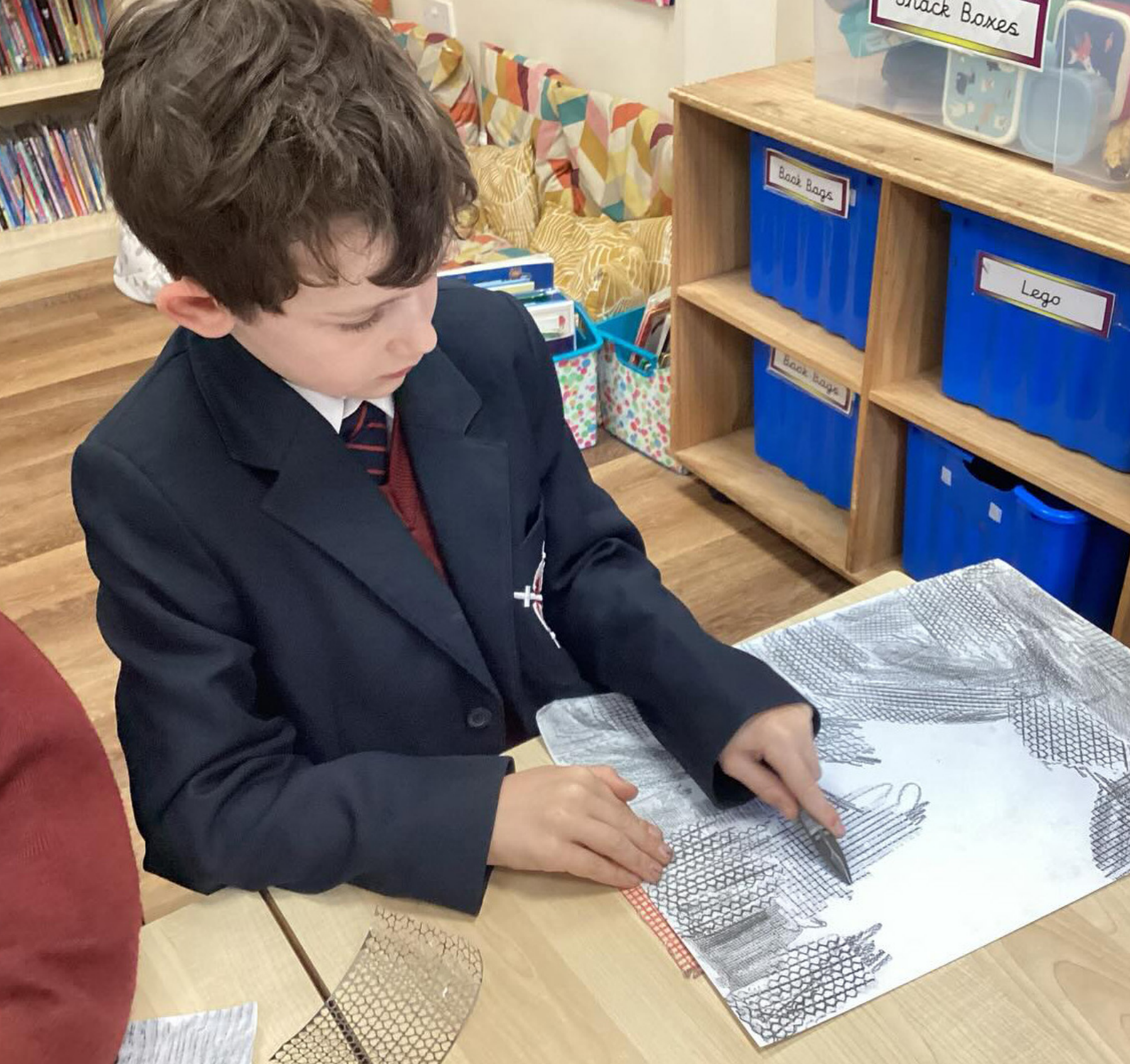
As a small school with significant expertise in early years education, we take a highly personalised approach, helping each child discover their unique strengths and achieve their full potential. We take great pride in building strong relationships with our children and parents, ensuring the best possible experience during the four years they are with us. I am delighted that the inspectorate recognised these efforts in their report.

You can read the highlights here and access the full report on our website.

**Dan Ayling**  
Exeter Pre-Prep Head







# An overview

In June 2024, Exeter Pre-Prep School was inspected by the Independent Schools Inspectorate (ISI) under the newly implemented Framework 23, which was introduced in September 2023. This new framework moves away from a one-word judgement system, focusing instead on evaluating pupil experience across the following four core areas, alongside Safeguarding which underpins the entire framework:

- 1. Leadership and management**
- 2. Quality of education**
- 3. Pupils' physical and mental health and emotional wellbeing**

#### **4. Pupils' social and economic education and contribution to society**

We are delighted to have met the Standard in all of the above areas. We are very proud of the report and feel it captures the unique essence of our school and the excellent provision on offer to all our children.

This summary reflects the school's commitment to providing a well-rounded education that fosters academic success, character development, and a strong sense of community.



# Leadership and Management

‘Leaders demonstrate the skills and knowledge to fulfil their responsibilities effectively and ensure that Standards are met’

‘Leaders provide an environment in which pupils are nurtured as individuals’

‘Leaders proactively connect pupils’ learning, wellbeing and safety’

‘Leaders provide a range of opportunities for pupils to understand British values’







**‘Governors and leaders actively promote the wellbeing of pupils, and of children in early years’**

# Governance

**‘Governors have an in-depth understanding of the work of the school’**

**‘Oversight of the school’s safeguarding culture by governors is robust’**

**‘Governors regularly meet with senior leaders, staff and pupils to quality assure school provision and scrutinise school policies and practice’**



# Safeguarding

‘Staff know that safeguarding is everyone’s responsibility’

‘Leaders and teachers ensure that pupils understand the risks associated with online activities’

‘Leaders provide a range of ways for pupils to raise a concern... Pupils are confident that any incidents would be dealt with by the staff’

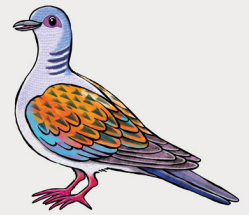
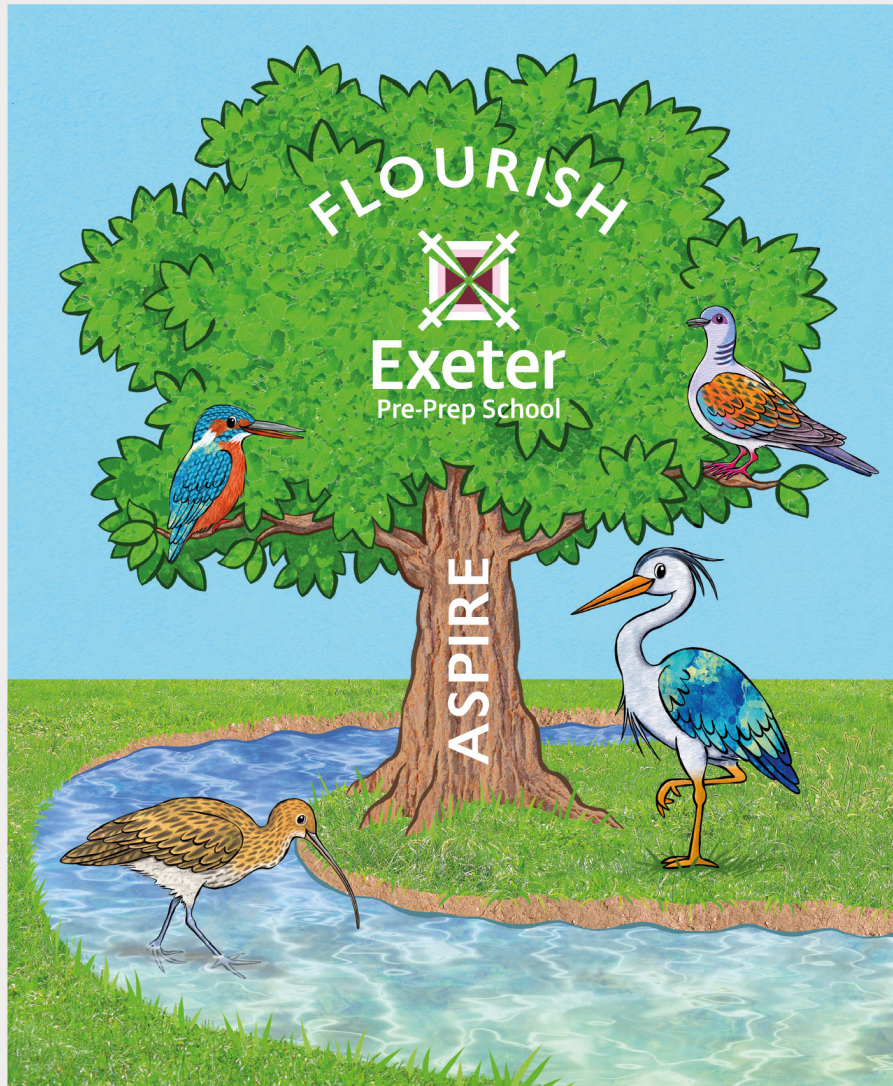


‘Pupils know how to keep safe, are socially adept and show support and respect for one another’





Kind  
kingfisher



Teamwork  
turtle dove



Curious  
curlew



Helpful  
heron

**‘Visual illustrations of the school’s virtues... enable the pupils to explain the behaviour choices they make.’**

# Character Education

**‘Respect for others, kindness, being helpful, curious and collaborative are values and skills that resonate with the youngest children in early years and the older pupils’**

**‘This is due to leaders carefully crafting age-appropriate illustrations of the school’s virtues and aims, and consistent modelling by staff’**

**‘Across the school, pupils identify with the description of a ‘Kind Kingfisher’, a ‘Helpful Heron’, ‘Teamwork Turtledove’ or a ‘Curious Curlew’**



# Respect for Others

‘Older pupils consistently demonstrate attitudes that reflect respect for themselves and for others’


‘Pupils are respectful of others who have different views from their own. Pupils are confident in their interactions with their peers from a range of nationalities and cultures’

‘Leaders’ emphasis on respect for others is evident in the daily routine of the ‘Question of the Day’, which is asked of the pupils by the headteacher during lunch. Creative thinking and thoughtful contributions on a range of topics are linked to the social and moral curriculum’



‘Respect for individuality, particularly those characteristics relating to identity, is seen in the interactions between pupils in lessons, assemblies and at play time’





**‘They have the self-confidence to ‘have a go’ and speak highly of the recognition they experience from their peers and the school for taking on responsibility’**

# Pupil Voice

**‘Leadership skills are promoted through positions of responsibility in Year 2 which are rotated regularly’**

**‘Pupils talk about the leadership experience and the opportunity to support their school and the community’**

**‘They have a keen sense of how they can bring about change through these roles’**



# Academic Outcomes

‘Pupils in Year 2 typically maintain high levels of achievement across the age range and gain places to future schools, including those with academically selective entry requirements’

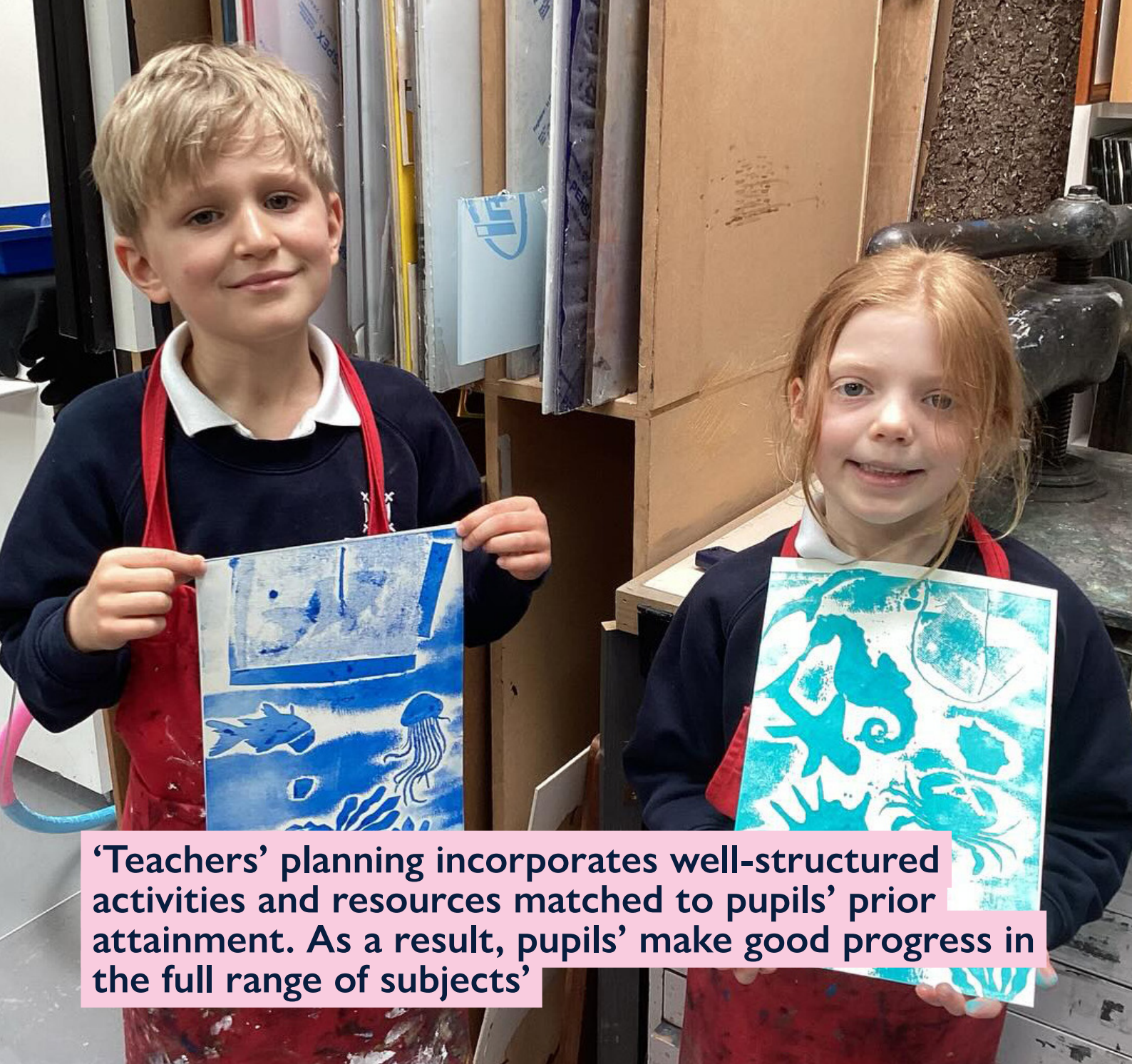
‘As they move up through the school, pupils’ literacy skills are well supported by the emphasis that leaders place on the daily routine of hearing pupils read’

‘Pupils speak with clarity and confidence and express their views coherently’



‘Pupils’ numeracy and literacy skills are well developed with pupils demonstrating a good understanding of number, a broad range of vocabulary and creative, imaginative language in their writing’





**'Teachers' planning incorporates well-structured activities and resources matched to pupils' prior attainment. As a result, pupils' make good progress in the full range of subjects'**

# Learning and Teaching

**'Teaching meets pupils' learning needs and builds on previous attainment so that pupils make good progress'**

**'Teachers are well supported by teaching assistants who contribute positively to the individualised nature of the pupils' education'**

**'Teachers have a clear understanding of the aptitudes and attainment of pupils and use this knowledge to plan their teaching to enable pupils to make good progress from their starting points'**



# Curriculum

‘The early years curriculum and assessment framework is well planned, and this enables pupils to make good progress from their starting points’


‘A suitable broad and balanced curriculum is provided in Year 1 and Year 2 taught by teachers who have the requisite knowledge and skills’

‘Well planned and taught art, design and music lessons develop pupils’ creative skills. High quality singing in assemblies and displays of artwork around the school showcase the pupils’ artistic aptitudes’



‘The curriculum is broad and balanced [with] specialist teaching in French, music, PE and forest school’





**‘Discussions in ‘circle time’, their interactions with the school dog, participation in yoga and mindfulness lessons incorporating breathing exercises, help them to know how to keep healthy’**

# **Pastoral Care and Wellbeing**

**‘Leaders place the welfare of pupils at the heart of their decision-making and actively promote pupils’ wellbeing through a curriculum designed to have a positive impact on pupils’ emotional and mental health’**

**‘Pupils talk readily about how to live healthy lives, including the importance of physical activity, sleep and nutrition’**



# Behaviour

‘Children in the early years have a well-developed sense of right and wrong and there is kind and considerate behaviour throughout the school’

‘The management and oversight of behaviour incidents is supported by detailed records which are monitored and acted upon’

‘Pupils seek appropriate support when they need it from staff who know every pupil at the school well’



‘Pupils act responsibility and enjoy collecting house-points for making positive behaviour choices’





**‘The children in the early years are cooperative and work together effectively in the classroom and outdoors.’**

# Early Years

**‘The children in the early years develop their skills across all required areas of learning and development’**

**‘Typically, they are given opportunities to explore their own learning with activities which are carefully planned with resources linked to lesson aims for purposeful play’**

**‘Children in the early years are sensitively supported and guided as they learn to socialise with their peers and are kind and helpful towards one another’**



# Transition

‘The children visit the classroom and meet their next teacher prior to the start of Year 1 which supports the children’s transition’

‘Year 2 pupils in the school are suitably prepared for the year above and the next stage of their education through the curriculum and opportunities to visit events at future schools, with majority of pupils transitioning the associated Exeter Junior School’



‘The daily interactions between staff in early years and Year 1, their shared curriculum planning and tracking of children’s progress and discussions around needs and opportunities, ensures effective planning for the children’s transition to Year 1’





**‘Pupils who have special educational needs and/or disabilities (SEND) have individualised support to identify appropriate strategies to ensure that they make good progress’**

# Learning Support

**‘The provision for pupils who speak English as an additional language (EAL) is targeted with planning tailored to match individual pupils’ needs. These pupils quickly achieve good levels of fluency in English which enables them to access the curriculum’**

**‘There is an individualised and inclusive approach to pupils’ access to the curriculum and to regulation of their emotions’**



# Relationships with Parents

Parent survey responses showed that 100% of parents agreed:

- 'My child is happy at school'
- 'The school helps my child to make good progress'
- 'The school provides a range of suitable extra-curricular activities'
- 'My child is prepared well for the next year/next school'
- 'The school encourages my child to be physically healthy'

A photograph of two young girls in school uniforms. The girl in the foreground is holding a bright green watering can and pouring water onto a large bush of pink flowers. The girl behind her is looking on. They are standing next to a concrete wall. The scene is outdoors and brightly lit.

**'The high visibility, accessibility and regular communication of leaders such as at the beginning and end of the school day, and the close working relationship with parents, supports pupils' learning and progress'**



**‘The school offers a varied range of recreational activities which are well attended, including drama, construction, football, multi-sports, art and STEM’**



# The Wider World

**‘Leaders have developed effective links with their locality and institutions in the wider world... Pupils enjoy these experiences which extend their learning beyond the classroom and into the local community’**

**‘The school effectively develops the pupils’ social, moral, spiritual and cultural awareness through topics covered in PSHE lessons... Pupils’ spiritual experience is also fostered through an effectively planned assembly programme’**

**‘Pupils can talk about traditions associated with different faiths and they demonstrate interest and respect for cultural diversity’**



# Exeter Pre-Prep: A Foundation for Lifelong Success

At Exeter Pre-Prep, we are committed to providing a well-rounded education that meets the highest standards while nurturing each child's unique potential. Our strong leadership, dedicated governance, and robust safeguarding practices ensure a safe, inclusive, and supportive environment where pupils can thrive.

With a broad and balanced curriculum enriched by specialist subjects and creative opportunities, we foster a love of learning that extends beyond the classroom. Our emphasis on character education, respect, and pupil voice helps children develop into confident, kind, and curious individuals, fully prepared for the next steps in their educational journey.

We take pride in the personalised support we offer every child, the close relationships we build with parents, and the vibrant community we have cultivated. At Exeter Pre-Prep, we lay the foundation for lifelong success, ensuring that every child leaves us ready to embrace the future with confidence and enthusiasm.

Thank you for considering Exeter Pre-Prep, where excellence in education and care come together to create an exceptional start for your child.

**Connect with us**  
**01392 496122**

**[www.exeterschool.org.uk](http://www.exeterschool.org.uk)**

**f i o @exeterpreprep**

**For a full copy of our inspection report  
2024 please visit**

**[www.exeterschool.org.uk](http://www.exeterschool.org.uk)**