

School inspection report

24 to 26 March 2026

Our Lady's Preparatory School

The Avenue

Crowthorne

RG45 6PB

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'.

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Summary of inspection findings

1. Leaders provide a school community that is characterised by friendship, endeavour and mutual support. They promote the six core values of respect, care, excellence, joy, family and giving back, effectively. However, leaders and trustees do not have appropriate oversight of the school's attendance policy and practice to ensure that statutory requirements are met.
2. Arrangements for monitoring and recording pupils' attendance and absence do not reflect current statutory guidance. For example, incorrect codes are used in the attendance register and when parents request leave of absence for pupils to go on holiday, leaders typically agree and authorise such absence. By doing so, they are not promoting the culture of good attendance that the guidance requires.
3. Leaders implement a curriculum that delivers certain areas such as English, mathematics, physical education and French as separate subjects, while some other disciplines are combined into 'learning journey' projects. These take the form of collaborative problem-solving activities structured around stimulus questions, such as 'What is the best habitat for a particular fictional character?' These 'learning journey' projects motivate pupils to make discoveries, form links between different areas of knowledge and develop their curiosity about the world.
4. Teachers apply a detailed assessment framework to identify pupils' next steps that they use to provide pupils with informative feedback and set helpful, regularly reviewed and updated targets. Teachers and learning support assistants provide appropriate support to those pupils who have special educational needs and/or disabilities (SEND) so that they make good progress. However, teachers do not consistently plan lessons that ensure all pupils are appropriately challenged throughout each activity. They do not always consider different starting points for particular individuals, such as those with higher prior attainment, sufficiently thoroughly to provide pupils with appropriate levels of challenge.
5. The school's enrichment programme extends pupils' knowledge and skills throughout the curriculum by providing a diverse range of half-termly experiences that successfully broaden pupils' awareness of the world beyond school, and develop their thinking about what avenues they may wish to pursue in their future lives. These experiences complement curriculum subjects by expanding pupils' horizons and extending their understanding substantially. Leaders regularly evaluate the enrichment programme to ensure it remains of comprehensive benefit to pupils' education, focusing on how learning in different contexts gives pupils a range of perspectives about life in society. This programme is a significant strength of the school.
6. Teachers encourage pupils to develop their spirituality and consider concepts such as courage, confidence and faith deeply. They provide frequent opportunities for pupils to participate in spiritual contemplation and worship in song, prayer and readings of Biblical texts.
7. Leaders encourage pupils to develop respect for each other as members of the diverse society of contemporary Britain. Pupils study major world faiths, both through lessons in religious education (RE) and during a faith week. Pupils are encouraged to share their individual experiences, including when their families may be celebrating religious festivals.
8. Teachers develop pupils' understanding of the importance of remaining physically and mentally healthy, role-modelling the techniques that can be used to achieve this and delivering lessons in a

range of subjects that encourage pupils to discover and adopt strategies that work for them as individuals. Leaders arrange for pupils to participate in a range of sporting activities, including competitive fixtures and tournaments against other schools.

9. Leaders and teachers encourage pupils to recognise how they can contribute to both their school community and the wider society. Pupils develop their entrepreneurship and enterprise skills through organising events that raise funds for charity. Teachers place appropriate emphasis on the democratic process throughout the school.
10. Leaders and staff receive appropriate safeguarding training that is refreshed and updated regularly. As a result, they respond appropriately and confidently to any concerns that are raised. Leaders carry out all necessary safer recruitment checks in a timely manner when selecting new employees and record these accurately in the school's single central record of appointments (SCR).

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- the school completes and monitors the attendance register in accordance with statutory guidance
- leaders develop and maintain a whole-school culture that promotes good attendance and recognises that the need or desire for a holiday for the purpose of leisure and recreation is not considered to be an exceptional circumstance for which a leave of absence can be granted.

Recommended next steps

Leaders should:

- ensure teachers always take pupils' aptitudes and prior attainments into account sufficiently thoroughly when planning lessons so that all pupils are appropriately challenged.

Section 1: Leadership and management, and governance

11. Leaders' detailed evaluation of the school is appropriately referenced to the school's overall vision to build, nurture and prepare pupils for life in the twenty-first century. This results in thoughtful development planning that reflects the educational and pastoral aspirations and objectives of the school.
12. However, the oversight by trustees does not ensure that leaders always apply appropriate skills and knowledge or meet all of their responsibilities. As a result, not all of the Standards are met and leaders do not promote pupils' wellbeing effectively with regard to attendance.
13. A bank of expertise amongst the trustees facilitates professional insight into areas such as safeguarding, finance, education, pastoral and religious matters and commercial marketing. Trustees bring their individual insights and specialisms to discussions in which they work collaboratively to both support and challenge the school. Trustees visit the campus, during which they scrutinise documentation, challenge leaders and hold meetings that are minuted clearly.
14. Leaders of provision in the early years have high expectations for children to make progress. Leaders encourage staff to develop their professional skills and knowledge and provide appropriate training that results in effective teaching and interactions with children. Teachers create stimulating environments that are tailored to children's individual needs and interests, supporting their development of skills and knowledge.
15. Leaders and trustees have a shared understanding of the risks that could affect pupils and ensure that thorough measures are in place to mitigate against these. Detailed risk assessments are implemented effectively to cover areas such as trips to locations both near the school and abroad, accommodation of pupils with food allergies and intolerances, maintenance of playground equipment and additional measures to be taken by the school during freezing weather. When necessary, risk assessments detail particular mitigations required for individual pupils. Leaders ensure that the measures that are identified are applied appropriately and review them regularly to ensure they remain relevant.
16. Leaders foster appropriate links with the local authority, including escalating safeguarding concerns when necessary and communicating details of pupils who leave or join the school at non-standard transition points.
17. Leaders implement appropriate policies and procedures for the handling of complaints. They maintain suitable records that detail how the school investigates and attempts to resolve each matter.
18. Leaders make appropriate arrangements to communicate required pieces of information to the parents of pupils and prospective pupils, much of this being achieved through the school's detailed and informative website. Parents receive termly reports of pupils' progress and achievements and attend two consultation evenings during each academic year.
19. A thorough and detailed accessibility plan identifies measures designed to make the premises and curriculum accessible for pupils, staff and visitors. Leaders promote a culture of mutual respect that characterises all aspects of the school's operations and guards against any form of discrimination. The school fulfils its responsibilities under the Equality Act 2010.

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

20. Standards are not met with regard to attendance.

21. Standards relating to governance, leadership and management are not met.

22. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Section 2: Quality of education, training and recreation

23. Leaders implement a curriculum in which some areas such as English, mathematics, French, computing and physical education are taught as discrete subjects while others are incorporated into 'learning journey' project work. Teachers cover a range of curriculum areas by addressing specific focuses such as, for example, bees, habitats and World War Two. Such projects begin with a hook to motivate pupils, such as a visiting theatre company or a specialist practitioner like a beekeeper. Classes then work towards resolution of philosophical questions such as 'Why do bees matter?' and 'Does war make people stronger or weaker?' These retain pupils' focus on the area in question and act as starting points for class investigations. Teachers plan activities for each project that cover a range of subject areas and skills. For example, pupils create 'propaganda posters' using acrylic paints on plastic as part of their studies about the Second World War. Pupils enjoy their 'learning journey' work, have detailed recall of their previous discoveries and are confident at discussing their findings.
24. Leaders provide an enrichment programme that engages pupils in a diverse range of experiences that complement and extend pupils' classwork and understanding considerably. The programme is planned deliberately and effectively to broaden pupils' horizons by introducing them to experiences that they might not otherwise have, such as attending a professional classical music recital, working in a television studio both in front of the camera and behind it, playing the gamelan collaboratively, spending a day in continental Europe and spectating at an international football match. Two compulsory practical events each term extend pupils' knowledge and skills in areas such as art, music, sport, French, technology and entrepreneurship. Ranging from glass fusion and graffiti workshops to sumo wrestling demonstrations, day trips to Europe and making pasta and biscuits in a professional cookery school, the positive outcomes of these excursions are evident in pupils' personal interests, aspirations and the widening of their thoughts about possible future careers. Leaders deliberately incorporate life skills, such as travel on public transport in central London. Leaders evaluate each experience after it has taken place, taking the views of pupils into account by asking them to comment on how much they enjoyed the activity and to identify what they learned from it.
25. Children in the early years use their developing phonetic awareness to read new words and write sentences. They share their ideas and thoughts with adults, who expand these with pertinent questions that encourage children to use technical language appropriately. As a result, children describe why something might be heavy or light using their prior knowledge of different materials, shapes and designs. Children demonstrate their ability to recall mathematical facts and their proficiency at counting and using number when they make estimations, such as suggesting how many blocks of different weights and sizes are needed to complete a model that they are building. They transfer their mathematical knowledge into their role play, confidently operating the cash till in their simulated vet's surgery. Children's artwork is colourful and demonstrates proficient techniques with paint, collage and pens. They enjoy regular sessions of music and dance when they learn new songs and use their bodies to interpret rhythm and melody.
26. In lessons, teachers give clear instructions to pupils and ask probing questions that encourage pupils to develop and refine their thinking. Teachers' subject knowledge is good and their evident interest in what is being explored generates a climate of hard work and industry among the class. Lessons generally run at an appropriate pace because pupils apply themselves wholeheartedly to what they are asked to do. As a result, they typically make good progress. However, teachers do not consistently plan lessons that provide appropriate levels of challenge for all. For example,

sometimes pupils with higher prior attainment are required to complete all the core work for a class, which they can find straightforward because the tasks focus on practising skills that pupils have already mastered, before they are able to progress onto extension activities that are pitched at a more appropriate level for their development. They do not always consider different starting points for particular individuals, such as those with higher prior attainment, sufficiently thoroughly to provide pupils with appropriate levels of challenge.

27. A thorough assessment framework involves pupils completing paper-based exercises on a termly basis, the outcomes of these influencing the subsequent term's planning. Ongoing marking of work is thorough and detailed, including regular dialogue with pupils and frequent use of targets in both the short and longer term that are effective in ensuring that pupils know how to improve their work.
28. Teachers implement effective provision for pupils who have special educational needs and/or disabilities (SEND) that enables them to make good progress. Leaders identify appropriate strategies to help each individual that inform tailored planning for the pupil concerned. This is reviewed on a six-weekly basis to ensure that it remains current. Frequent communication of successful measures takes place across the team of teachers and learning support assistants to ensure that pupils who have SEND access all subjects effectively across the curriculum. Teachers provide all pupils with a range of resources from which they are encouraged to identify and select tools for themselves in order to support their learning, particularly recommending certain resources on the basis of pupils' individual learning plans (ILPs).
29. Currently, pupils who speak English as an additional language (EAL) are sufficiently fluent to access the curriculum appropriately. However, staff are aware that some pupils may need additional assistance when encountering particular vocabulary or grammatical structures. They provide appropriate teaching and support whenever necessary to ensure that these pupils continue to make good progress.
30. Leaders arrange a variety of after-school clubs that enable pupils to develop their interests and refine their skills. A diverse range of activities operate each evening, including two choirs, tap, judo, jazz disco, performance poetry, multisport, fencing and karaoke.

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

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

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

32. The school's admission register contains all the necessary information to meet the Standards. However, leaders do not ensure that the school's attendance policy and practice are in line with current statutory guidance. Codes used to represent pupils' absences are inaccurate in the attendance register. There is insufficient clarity around registration periods: details of the afternoon registration closing time are not specified and usual practice regarding late arrivals in the morning differs from that outlined in the policy. Additionally, leaders typically authorise pupils' leave of absence whenever it is requested by parents, including when this is for the purpose of leisure and recreation. This means that leaders do not promote the culture of consistently good attendance that the statutory guidance requires.
33. Leaders actively promote pupils' engagement with the spiritual life of the school. Pupils experience collective worship that includes song, prayer and readings from the Bible. They deepen their understanding of concepts such as faith through targeted guidance from staff. For example, pupils discuss how they can tell some phenomena, like breath, exist even though these cannot be seen, and they recognise how beliefs make them confident to attempt endeavours even when the outcome is unclear.
34. Leaders develop pupils' character effectively through continual emphasis on the school's values of respect, care, excellence, joy, family and giving back. When pupils demonstrate behaviour with a link to one of these values, leaders award them with a paper leaf during one of the school's regular celebration assemblies. The pupil then writes their name on the leaf and adds it to the 'values tree' that is adjacent to the headteacher's office at the heart of the school. This recognition and rewarding of positive behaviour helps to develop pupils' self-confidence and self-esteem.
35. Leaders provide pupils with a range of opportunities to speak and perform in front of others, including regular class assemblies to parents that chronicle and celebrate the curriculum areas that pupils have recently explored. Pupils participate in these with confidence and self-assurance, taking pride in the knowledge they can share and enjoying the various drama, dance and recitation techniques they use in their performances. Such opportunities promote pupils' self-confidence and self-esteem well.
36. Pupils learn the importance of keeping physically and mentally healthy, including the need for a balanced diet, personal hygiene and effective relaxation techniques. This is a consequence of teachers delivering health education to pupils throughout the school during sports lessons, personal, social, health and economic education (PSHE) and 'learning journey' activities that address focus questions such as 'How can we live a healthy lifestyle?' Pupils hone their techniques in physical education (PE) lessons and through a range of sports, including netball, football, hockey, tag rugby and swimming. They participate in matches and fixtures against other schools that provide opportunities for them to learn how to win and lose gracefully. As a result, pupils understand the importance of exercise.
37. The PSHE and relationships and sex education (RSE) programme includes age-appropriate teaching of topics such as personal safety, living harmoniously with family and friends, substance misuse and the physical and emotional changes that come with adolescence and puberty. Detailed plans are communicated to parents effectively and are the result of appropriate consultation during the

creation and revision of the RSE scheme of work. Parents are informed of their right to withdraw their child from the non-statutory components of the programme.

38. Pupils understand and respect the school's behaviour management system based around colour-coded cards that, alongside rewards for exemplary conduct, include indicators of when they should 'stop and think', when they have been given a warning about potentially deteriorating matters, and when they need to face the consequences of their actions. As a result, pupils behave well and show clear respect to each other. Leaders track any rare incidents in which behaviour is of concern, reviewing their observations carefully and identifying any patterns that enable them to intervene before unacceptable conduct reoccurs. Similarly, very rare occurrences of suspected bullying are recorded appropriately, investigated fully and resolved.
39. In the early years, children enjoy many opportunities to explore both inside the classroom and outdoors. They develop their large muscles and improve balance and co-ordination as they challenge themselves to navigate a range of equipment in the playground and engage in activities such as drawing, writing and using tongs. These activities are effective at improving their fine physical skills. During group conversations, teachers encourage children to develop their self-control and self-regulation as they are asked to think carefully about the similarities and differences in what they can observe. For example, children listen carefully to each other as they talk about the chicks that have recently hatched. They wait patiently for their turn to speak and make pertinent points about the changes they can notice in the developing birds. Children learn about the importance of keeping healthy. For example, they explain why it is important to wash their hands after handling the chicks.
40. Leaders apply the specific health and safety training that they have received to maintain the school premises accordingly. They make appropriate arrangements for external specialists to survey the site and produce action plans such as a fire risk assessment. Leaders then take appropriate steps to remedy any shortfalls that are identified. The school's fire prevention measures are effective, with clearly marked exits, regularly checked and serviced equipment and unobstructed escape routes. Leaders carry out termly fire evacuation practices so that pupils know what to do when they hear the alarm.
41. Leaders arrange for appropriate supervision to be in place throughout the school day, including in the early years where the required ratios between adults and children are met.
42. First aid provision is appropriate. All staff, including caterers, are trained in paediatric first aid and systems are in place to monitor first aid supplies, check expiry dates and record their usage. Some staff have received additional training in the administration of medication. There is a medical room that contains a bed and sink and it is appropriately located adjacent to toilet facilities.

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

43. Standards are not met with regard to attendance.
44. Standards relating to pupils' physical and mental health and emotional wellbeing are not met.
- 45. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

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

46. Leaders and staff develop pupils' appreciation of the richness present in a community of diverse traditions and beliefs. For example, classrooms include symbols of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, which pupils study during a themed week on faith in their religious education (RE) lessons and through first-hand experiences gained during a programme of visits to places of worship such as a cathedral, mosque, synagogue and gurdwara. Furthermore, all pupils, regardless of their faith, are encouraged to share in celebrations and events such as Christmas, Diwali and Eid that are important to their classmates.
47. Staff in the early years encourage children to build secure friendships with one another. They enable children to co-operate well and negotiate politely to achieve mutually satisfying outcomes. For example, children discuss how they are going to build a structure that is steady and try out different ways of achieving their goal. Following appropriate modelling from adults within their community, children praise each other and offer encouragement to their friends as they attempt new ways of going about parts of the task.
48. The oldest pupils are given responsibilities such as digital leaders, house captains and ambassadors for subjects including music, art and sport. These roles enable pupils to play a purposeful role in developing their school and improving their leadership skills. For example, they organise break-time activities, lead house assemblies, run an art club and support younger children's nativity plays with sound, lighting and projection.
49. Each class elects representatives who join the school council. They meet with staff regularly to discuss matters such as the development of the outdoor recreation space and to sample proposed dishes for school lunches. Pupils recognise that their views are respected by leaders and can identify which elements of the playground and menu were selected following their discussions. This group of pupils builds effectively on links with nearby Crowthorne town council. They visit meetings to see democratic processes in action and to offer to help improve the local community, such as by decorating the local library and creating displays for the flower festival during the town carnival. Pupils also contribute to local charitable causes. For example, older pupils deliver proceeds from the school's Harvest Festival to the nearby food bank, where they learn how their donations will be used and then report their findings to the rest of the school.
50. The school's enrichment programme helps support pupils' understanding of the possibilities available to them in their future lives. Visits to the Natural History Museum and Bank of England Museum encourage some pupils to consider careers as biologists or financiers, and excursions to an international football match and candlelit concert of classical music develop pupils' understanding of the importance of dedicated training and sustained practice necessary to develop high levels of skill.
51. Teachers provide opportunities for pupils of all ages to appreciate the importance of democracy. For example, the youngest children cast votes in order to determine the next book to be shared in class. Older pupils learn how general elections work and simulate their own. They form political parties, write manifestos and hold model hustings as they learn about the Houses of Parliament and how laws are made. Leaders take appropriate steps to ensure that balanced perspectives are presented to pupils whenever political matters are discussed.

52. Differences between right and wrong are explored extensively in RE and PSHE lessons. Following teaching input about the appropriateness of laws, why we need them and the foundations of British law, all classes discuss the importance of mutually supportive conduct and write their class behaviour charter together. This is signed by all members of the group to demonstrate their commitment to the concepts within it. Leaders make arrangements for pupils to understand the role of the police force, including opportunities for them to meet serving officers during the school's annual summer fair.
53. Pupils learn how to calculate with money in mathematics lessons, which is later developed in PSHE work that explores matters of personal finance such as saving and banking. Pupils develop these skills practically as they run enterprises and organise events, including cake sales and dressing-up days, that raise funds for the charitable causes which they select as house charities. Leaders provide the oldest pupils with opportunities to practise their entrepreneurship during fairs at Christmas and in the summer term. Pupils manufacture and sell goods such as loom bands, keyrings and bookmarks, as well as running art workshops in which they teach participants how to make seasonal decorations.

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

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

Safeguarding

55. Members of the safeguarding team receive appropriate training for their roles and have the necessary status and time to complete their work effectively. They keep diligent records of concerns, liaise with the local authority when needed and benefit from professional networks and institutions such as the NSPCC. Safeguarding is a standing agenda item in leadership and trustee meetings, which reinforces a shared understanding of matters. The school reviews its safeguarding policy and practice whenever necessary and at least annually in response to changes in national requirements.
56. The school does not implement appropriate procedures for promoting good attendance and maintaining an accurate attendance register in line with the requirements of current statutory guidance. Some absences that should be unauthorised are recorded as authorised, so leaders do not have reliable data to identify concerns that may need to be reported to the local authority.
57. Staff receive appropriate training about current national safeguarding requirements and the ways in which the school puts these into practice. Leaders implement an induction programme that explains key documentation, including the school's safeguarding and behaviour policies. This includes the staff code of conduct and clear procedures for whistleblowing and low-level concerns, should staff need to raise allegations or voice worries about adults working at the school. Initial training is reinforced and extended appropriately through regular additional training sessions throughout the year. These explore matters of immediate concern to the school community as well as initiatives such as the 'Prevent' duty to combat extremism and radicalisation. Staff attendance at all safeguarding training is monitored and individual understanding is assessed through discussions and quizzes that verify their comprehension. Leaders with responsibility for safeguarding resolve any identified misconceptions comprehensively and effectively. Consequently, a culture that respects and prioritises safeguarding is evident throughout the school. Staff members feel confident and competent to carry out their duties thoroughly and appropriately.
58. The school carries out all required safer recruitment checks when appointing new members of staff or trustees. These checks are completed within an appropriate timescale so that no adult begins work until the process is complete and the school confirms the suitability of the successful candidate. The results of the checks are recorded diligently in the single central record of appointments (SCR), which is reviewed regularly by the trustee who has responsibility for safeguarding.
59. Leaders encourage pupils to feel comfortable about approaching any member of staff if they need to voice a worry or concern. Alternatively, pupils can choose to put matters in writing and deposit a postcard to the school's therapy dog in 'Peggy's Postbox'. This is checked regularly by staff and pupils' worries are dealt with effectively and appropriately.
60. Suitable internet filtering and monitoring systems are in place to ensure that all electronic content accessed on site is appropriate. Should any internet searches give cause for concern, leaders carry out necessary enquiries and ensure that issues are appropriately resolved.
61. Pupils learn how to promote their personal safety, including when online. For example, they know why they should not share personal information, passwords or images of themselves or others.

The extent to which the school meets Standards relating to safeguarding

62. Standards are not met with regard to attendance.

63. Standards relating to safeguarding are not met.

64. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR ¹ Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

¹ The Education (Independent School Standards) Regulations 2014 ('ISSR')

School details

School	Our Lady's Preparatory School
Department for Education number	872/6007
Registered early years number	EY548420
Registered charity number	1155373
Address	Our Lady's Preparatory School The Avenue Crowthorne Berkshire RG45 6PB
Phone number	01344 773394
Email address	office@olps.co.uk
Website	www.olps.co.uk
Proprietor	The Church of the Holy Ghost Crowthorne Trust
Chair	Colonel Matthew Ware
Headteacher	Mr Michael Stone
Age range	3 months to 11 years
Number of pupils	241
Number of children in the early years registered setting	112
Date of previous inspection	7 to 9 February 2023

Information about the school

65. Our Lady's Preparatory School is an independent, co-educational day school located in Crowthorne, Berkshire. The school is Roman Catholic and welcomes pupils of all faiths or none. The school comprises three sections: a nursery; a pre-prep, for pupils aged from four to seven years; and a prep school, for pupils aged seven to eleven years. The trustees are the proprietors of the school.
66. In the early years, the school includes a Reception class of 17 children. There is also a nursery setting registered with Ofsted that provides places for an additional 112 children under four years of age.
67. The school has identified 21 pupils as having special educational needs and/or disabilities. No pupils in the school have an education, health and care plan.
68. The school has identified 28 pupils who speak English as an additional language.
69. The school states that its aims are to be known as a place where children, parents and staff work together to educate and develop confident young people who care for each other, contribute positively to society and strive to achieve their full potential. The school endeavours to provide an inclusive, faith-based learning environment where, all year round, a community is built of children who are appropriately nurtured and prepared for life in the twenty-first century. The school intends to emphasise six core values of respect, care, excellence, joy, family and giving back based on Gospel teaching.

Inspection details

Inspection dates

24 to 26 March 2026

70. A team of five inspectors visited the school for two and a half days.

71. 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 other trustees
- 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. 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

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For more information, please visit isi.net