



# Copthill School

Independent Nursery and Day School  
FOR CHILDREN AGE 2 TO 11 YEARS



“Excellent in every category”

Independent Schools Inspectorate Educational Quality Inspection May 2017

The Educational Quality Inspection focuses on two main outcomes for Copthill pupils

*the quality of the pupils' academic and other achievements; rated excellent*

*the quality of the pupils' personal development; rated excellent*

[www.copthill.com](http://www.copthill.com)

For more information call: 01780 757506 email: [admissions@copthill.com](mailto:admissions@copthill.com)

COPTHILL SCHOOL, BARNACK ROAD, UFFINGTON, STAMFORD, LINCOLNSHIRE, PE9 3AD

# School aims

The school aims to provide a welcoming, stimulating and happy environment which encourages and motivates every pupil to succeed. It seeks to provide pupils with a broad curriculum designed to develop lifelong knowledge, skills and attitudes that help them to become responsible citizens, independent explorers, creative thinkers, problem solvers, team players and reflective learners. The school places an emphasis on using the outdoor environment to engage and inspire pupils. It seeks to prepare pupils for entrance to a wide range of state and independent senior schools.

## Leadership

THE QUALITY OF LEADERSHIP IS EXCELLENT

'The school's leaders and proprietors have been highly successful in fulfilling the school's aims to motivate pupils to succeed; to enable them to develop lifelong knowledge, skills and attitudes; and to inspire them through the use of the outdoor environment to become strong all-rounders. They have also dealt effectively with the recommendations of the previous inspection. Since then the school has constructed a new creative suite which provides facilities for science, technology and drama; a new music room and practice rooms; and an all-weather sports pitch. Pupils' personal development is enshrined in their definition of a Copthill Learner, and the school provides a welcoming, stimulating and happy environment. The school is owned by Copthill School Ltd, whose board of directors are members of the family that founded and continue to run the school. A small advisory panel carries out many of the functions of a governing body, and works closely with the directors to ensure proper oversight of the school's work.'

## Achievement and learning

THE QUALITY OF THE PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS IS EXCELLENT

'Pupils have extremely positive attitudes to learning; they are enthusiastic, curious, versatile, independent and willing to try their hand at new challenges. Pupils of all abilities are very competent readers, and their speaking and listening skills are excellent. Pupils are highly articulate, engage actively in discussions and listen thoughtfully to what others have to say. Pupils make excellent progress in some aspects of English and mathematics and good progress overall, reaching standards which are above those expected for pupils of their age. Pupils have all the necessary skills to present their work using a variety of ICT software when required.

With their versatility and highly positive attitudes to learning, it is hardly surprising that the large majority of pupils gain places at their chosen schools where standards of entry are high, and that in the last three years the number of music, academic and sporting awards and scholarships gained has averaged double figures.'

## Personal development

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT IS EXCELLENT

'Pupils demonstrate a great deal of self-confidence without arrogance. They are self-confident and resilient; they understand what motivates them and are very well prepared for the next stage of their lives. They make an excellent contribution to the school through undertaking responsibilities and to the local community through their charity activities and voluntary work. Pupils learn how to make important decisions which affect their work and leisure activities and develop an excellent understanding of how to keep healthy and safe. Pupils greatly appreciate the natural world, behave extremely well, develop excellent relationships with their peers and teachers and display sensitivity to others. Pupils have an excellent understanding of the importance of balancing mental and physical activity, and are provided plenty of opportunity for both.

A further major contributory factor to the development to pupils' knowledge, skills and understanding is the Copthill Challenge scheme which is voluntary but undertaken by almost



every pupil in Years 4 to 6. The Challenge has been extremely well thought out and carefully constructed outside the formal curriculum. It helps pupils to get to know themselves, in developing an understanding of their own strengths ... and they become increasingly good at making decisions, whether in relation to their work or the activities and projects they will undertake.

Pupils emerge at the end of Year 6 as responsible citizens who are respectful, considerate, well-mannered and responsible for their own actions; independent explorers who are motivated, confident and aware of how they learn best; creative thinkers who are curious, imaginative and flexible in their approach to learning; problem solvers who are determined, willing to persevere and able to track difficulties; team players who are co-operative, encouraging and able to work as part of a group; and reflective learners who are able to set their own targets, adaptable and willing to try alternative methods.'

## Teaching

### THE CONTRIBUTION OF TEACHING IS EXCELLENT

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'Pupils are very clear that their teachers have been influential in helping them to develop their self-understanding and self-esteem. Pupils are encouraged by enthusiastic teachers who allow pupils time to formulate their ideas and engage them in stimulating conversations through the use of open-ended questions. Pupils' written work develops well and examples were observed of pupils producing sensitive and thoughtfully worded creative writing.

Pupils make good progress in mathematics and enjoy the subject. The school has been particularly successful in demystifying mathematics for those who have struggled with the subject. Pupils attribute this to the support provided by their teachers, who encourage everyone to 'have a go', develop an attitude of 'maths without fear' and make complicated aspects seem simple. This approach is particularly beneficial for pupils with SEND and those who find learning mathematics difficult, as pupils find encouragement and are motivated to succeed. Relationships are also excellent, both amongst the pupils and between pupils and staff. Pupils greatly appreciate the help provided by their teachers, and older pupils value the opportunities to talk about any problems and to discuss their learning needs which are facilitated by small tutor groups.'

## Curriculum and pupils' learning outside the classroom

### THE CURRICULUM AND CONTRIBUTION OF OUTDOOR LEARNING IS EXCELLENT

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'Pupils develop a wide range of skills and positive learning attributes through the work they undertake outdoors. The school places an emphasis on using the outdoor environment to engage and inspire pupils. Whilst teachers' planning for academic subjects is largely guided by age-related expectations of the National Curriculum, the planning for pupils' learning outside the classroom is much more ambitious, thus fulfilling one of the school's aims exceptionally well. It is imaginative, challenging and very wide ranging and results in pupils developing into extremely well-rounded, engaged and motivated youngsters whose all-round achievement is excellent. Pupils love the 'work' they do outdoors, and lessons in the woods or out in the open are significant contributory factors which help pupils to develop highly positive attitudes to school and to display such joy and enthusiasm for all they undertake in school.'

## Extra-curricular

### THE QUALITY OF EXTRA-CURRICULAR ACTIVITIES IS EXCELLENT

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'Pupils' extra-curricular achievements are excellent, largely due to the very wide range of heavily subscribed musical, sporting, creative, outdoor and other activities which take place every day before and after school, and at lunchtime. They develop a very wide range of sporting, musical, creative and other skills through the exceptionally broad programme of extra-curricular activities. Many pupils take part in different activities every day and consequently develop a wide range of additional skills and interests over the course of the year. Those with particular musical or sporting talent develop them further through the many specialist activities. They also ensure that the more able pupils have a constant source of new challenges which extend their range of skills and all-round competence.'



# Spiritual, Moral, Social and Cultural development

THE CONTRIBUTION OF ARRANGEMENTS FOR PERSONAL BEHAVIOUR IS EXCELLENT

'Pupils' spiritual, moral, social and cultural development is excellent. Through their outdoor activities, they develop a profound appreciation of and respect for the natural world. Pupils have a very well-developed understanding of right and wrong. They respect the school rules which were formulated by the school council, and understand the need for sanctions, although these are rare. Behaviour throughout the school is excellent and pupils accept responsibility for their own actions.

Almost every parent's pre-inspection questionnaire responses expressed satisfaction with the school's efforts to promote their children's personal development. They felt that the school promotes good behaviour; meets their children's pastoral and welfare needs effectively; encourages values of democracy, respect and tolerance; and provides an environment which supports their personal development. Pupils were equally positive, with the vast majority of those responding to the questionnaire saying that the school encourages them to behave well, to respect other people, and to be tolerant of those with different faiths and beliefs.'

## Pastoral Care

THE CONTRIBUTION OF ARRANGEMENTS FOR PASTORAL CARE IS EXCELLENT

'Pupils are fully aware of the importance of a balanced diet and most choose to eat healthily at lunchtime. In this, they are helped greatly by the excellent choice of well-prepared healthy food choices each day. Pupils have an excellent understanding of how to keep safe, both when undertaking activities online and in outdoor activities which involve an element of risk. The school does not shield pupils, but teaches them how to assess and deal sensibly with risk ... all these aspects of pupils' personal development are promoted through the excellent pastoral care provided by the staff from the EYFS up to Year 3, and are then strengthened and developed through the activities pupils undertake as part of the Copthill Challenge which contributes strongly to their overall personal development.'

## Parental links

THE QUALITY OF LINKS WITH PARENTS, CARERS AND GUARDIANS IS EXCELLENT

'Parents are extremely pleased with the educational outcomes for their children and the factors which contribute to these. In their response to the pre-inspection questionnaire, almost every parent felt that the school is enabling their children to make good progress and develop skills for the future, and that the school provides a suitable range of subjects, offers a good choice of extra-curricular activities and meets their children's educational needs effectively.'



For the full ISI Report see [www.copthill.com/Inspection-Reports](http://www.copthill.com/Inspection-Reports)



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