



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Kingshott School**

**May 2022**

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### School's Details

|                                  |   |     |                 |    |
|----------------------------------|---|-----|-----------------|----|
| <b>School</b>                    | Kingshott School  |     |                 |    |
| <b>DfE number</b>                | 919/6102  |     |                 |    |
| <b>Registered charity number</b> | 280626  |     |                 |    |
| <b>Address</b>                   | Kingshott School<br>Stevenage Road<br>St Ippolytes<br>Hitchin<br>Hertfordshire<br>SG4 7JX |     |                 |    |
| <b>Telephone number</b>          | 01462 432009  |     |                 |    |
| <b>Email address</b>             | Pa2head@kingshottschool.com   |     |                 |    |
| <b>Headteacher</b>               | Mr David Weston   |     |                 |    |
| <b>Chair of governors</b>        | Dr James Bentall  |     |                 |    |
| <b>Age range</b>                 | 3 to 13   |     |                 |    |
| <b>Number of pupils on roll</b>  | 401   |     |                 |    |
|                                  | <b>EYFS</b>   | 73  | <b>Pre-prep</b> | 65 |
|                                  | <b>Prep</b>   | 263 |                 |    |
| <b>Inspection dates</b>          | 17 to 20 May 2022   |     |                 |    |

## 1. Background Information

### About the school

- 1.1 Kingshott School is an independent co-educational day school. It was founded in 1931 as a boarding school for boys; boarding ceased in 1964 and the school became co-educational in 1983. The school is a charitable trust, under the oversight of a board of governors.
- 1.2 The school consists of a pre-prep department, which includes the Early Years Foundation Stage (EYFS), for pupils from age three to seven, and a prep department for pupils aged seven to thirteen. The present head was appointed in September 2020.
- 1.3 Since the previous inspection, the school has opened a new sports and theatre hall as well as new all-weather pitches. A new cover over the swimming pool has been put in place to facilitate year-round swimming. A well-being centre, the 'Hub' was opened and the school has become a UNICEF Rights Respecting School.
- 1.4 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.5 The school aims are to provide an intellectual environment in which curiosity is stimulated and achievement promoted. It also seeks to provide opportunities for pupils' personal development and to nurture each individual pupil.

### About the pupils

- 1.6 Pupils come from a range of professional backgrounds, mostly living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 86 pupils as having special educational needs and/or disabilities (SEND), 55 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, all of whom receive additional support. Data used by the school have identified 32 pupils as the most able in the school's population, and the curriculum is modified for them due to their academic ability and/or special talents in art, music, drama or sport.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

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

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are

maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

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

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

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

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

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

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

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

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils' attitudes towards their learning are exceptional and their willingness to persevere is extremely strong.
- Pupils demonstrate strong knowledge, skills and understanding across the range of subjects and apply them extremely effectively.
- Pupils develop excellent information and communication technology (ICT) skills which effectively support their progress.
- Pupils have highly developed study skills; they reason logically and can apply their knowledge to new situations.

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

- Pupils' decision-making skills are strong and evident across the curriculum.
- Pupils' moral development is strong; they value each other and are very respectful of their community and its rules.
- Pupils display outstanding collaborative skills and strong social development; they work highly effectively together to solve problems.
- Pupils make extremely positive contributions to the school, the local community and the wider world and do so willingly.

#### Recommendations

3.3 The school should make the following improvements:

- Increase pupils' ability to improve their work by providing more detailed written feedback to them consistently.
- Build on pupils' strong engagement in lessons to enable them to be enquiring and evaluative learners, by providing consistent, suitable challenge and opportunities at all ability levels, in particular the more able.



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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, scrutiny of pupils' work, and the school's own assessment data, show attainment to be above average in relation to national age-related expectations. Pupils are successful in gaining entry to senior schools of their choice, including highly academically selective independent and grammar schools, with a number gaining a variety of scholarships and awards. Pupils including those with SEND and EAL, make excellent progress from their starting points. This is achieved through the successful fulfilment of the school's ambitious aims to provide an intellectual environment in which pupils' curiosity is stimulated and their achievement promoted. Pupils' high levels of success are enabled by cohesive leadership, excellent teaching and a broad, challenging curriculum, which effectively support learning, along with highly effective assessment and tracking systems, careful planning, and targeted support when required. In the EYFS, children joining with a broad range of ability, make rapid progress, so that almost all reach the expected levels of development for their age, by the end of Reception. Responding to the pre-inspection questionnaire, the overwhelming majority of parents agreed that the school enables their children to make progress and most felt that their child's individual educational needs were met effectively. Inspection evidence supports these views.
- 3.6 Pupils' knowledge, understanding and skills are excellent across all curriculum areas due to the opportunities provided to develop these. In the EYFS, children develop secure foundations to their literacy and numeracy skills through a range of well-planned, engaging activities. Excellent linguistic skills were evident, for instance, when Year 2 pupils discussed the different stages in the human life cycle, using correct scientific terminology. In a science, technology, engineering, the arts and mathematics (STEAM) activity, Year 5 pupils showed strong understanding of technical language, creatively devised solutions to a set problem and were able to articulately evaluate their designs. Pupils in Year 8 demonstrate high levels of understanding in science. They tackle complex GCSE-level material successfully, such as balancing symbolic reaction equations. In their questionnaire responses, a number of pupils in the prep school disagreed that teachers' feedback and marking helps them to improve. Inspectors noted that, although the pupils made positive comments about the support they receive during interviews, pupils' workbooks show inconsistency in the quality and quantity of feedback given at times. This aspect of teaching is currently under review by senior leaders. The vast majority of pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons and inspection evidence demonstrates this.
- 3.7 Pupils display excellent communication skills, sharing their views with maturity and insight. They delight in participating in class discussion, offering responses, unencumbered by thoughts of potential failure. From the EYFS onwards, pupils successfully apply their skills in all subjects. Pupils are articulate, confident, listen attentively and respect one another's ideas and opinions. Pupils with SEND or EAL make progress in communications skills equal to that of their peers, because teaching develops their confidence and is well-matched to their individual needs in most lessons. Year 6 pupils read sentences confidently, in good French accents, demonstrating their growing confidence in another language. Pupils develop strong fluency in writing, using it effectively in all subjects and adapting it effectively for purpose. Year 4 pupils correctly identified examples of alliteration, rhetorical questions and repetition in a text, then used the devices in their own persuasive writing, the challenging teaching enabling them to acquire and demonstrate clear understanding. Year 6 pupils in art communicated effectively with each other when discussing which aspects of textured seascapes went well, and which could be improved. They showed understanding that effective communication needs to be clear and focused and that the feelings of the recipient need to be considered.
- 3.8 Pupils' mathematical skills are excellent and are applied well across the curriculum. Children in the EYFS demonstrated excellent knowledge and mathematical vocabulary when describing objects hidden in a box, for others to guess. A wall-display in pre-prep showed pupils in Year 1 using their mathematics skills creatively by utilising symmetry to create complicated shields. Pupils apply their

well-developed numeracy skills and knowledge to a range of problem-solving activities. In a lesson in Year 3, pupils deftly used a variety of resources to support their learning, while using money to effect subtraction sums. They achieved a high level of accuracy in their calculations through paired work, using number lines and monetary manipulatives, clearly expressing their thinking and the logic behind their calculations. Year 7 pupils talked of being taught how to use a protractor in mathematics and then applying this learning to mapwork in geography. The creation of population pyramids in geography was another example of the successful application of learned skills across subjects.

- 3.9 Pupils develop ICT skills which support their progress. They respond well to the many opportunities in the curriculum to develop these skills. In interviews pupils spoke proudly of their array of ICT skills, used in lessons via tablets and to aid workflow and bolster revision techniques. Pupils make excellent use of their ICT skills for multi-subject research and develop transferable skills because of it. In French, for example, Year 7 pupils spoke of how they had incorporated a video about themselves into a slideshow in French and how they had learnt this skill in ICT prior to carrying out the project. The school's *Incrementum* programme, which focuses on a wide range of skills, acts as a portfolio of pupils' best work and encourages them successfully to aim to excel in their work. Pupils in Year 6 spoke of applying the skills they had learnt in ICT lessons in history, to give group talks on a topic of their choice, using an online presentation tool, from which they later produce independent essays in Year 7.
- 3.10 Pupils develop excellent study skills due to the school's focus on developing their independence. Children in the EYFS demonstrate a strong desire to explore and question, encouraged by their teachers, which helps to develop their growing skills. Pupils from the pre-prep onwards edit and improve their work successfully. Most lessons create opportunities for higher-order thinking, challenging pupils, who evaluate and reflect upon information provided to predict outcomes and solve complex problems. Year 5 pupils investigating the impact of the second world war on children, worked in groups to solve a history mystery, looking at different sets of photographic evidence about a young boy, and making effective hypotheses about why he cried on his birthday. They demonstrated high-level thought, analysis, hypothesis and synthesis in processing the information. However, in a few lessons, opportunities for pupils to use these skills were missed. In interviews pupils spoke of being unafraid to take a risk on an answer being incorrect. During a workshop given by a visiting artist, pupils were allowed, even encouraged, to fail in their initial attempts to make a sculpture which led them to deploy higher-level thinking skills to resolve the challenge. In Year 8 mathematics, pupils engaged readily with the tasks set and deployed skills of analysis and hypothesis to solve complex mathematical equations, simplifying them into their constituent elements. Pupils are able to make connections between different situations. In a Year 1 religious education (RE) lesson, pupils compared meaningfully the story of the Good Samaritan with the modern situation of people passing beggars in the street and not helping.
- 3.11 Pupils achieve success in a range of activities outside the curriculum and spoke proudly about their success in a variety of sports, including in local and national competitions. Considerable success in music and speech and drama, reflects pupils' interests and many gain excellent results and distinctions in national examinations. Recently, pupils in Year 3 and 4 won silver and bronze medals in the county fencing tournament. In their questionnaire responses, a number of female pupils commented that there are fewer choices for them in sporting activities, and in interviews this view was confirmed. Inspectors found that, although there is sufficient choice for female pupils, it does not yet fully extend to the full range of sports. Governors and leaders are very aware of this and are currently planning effectively to achieve this.
- 3.12 Pupils' attitudes to learning are exceptional; they say teachers help them see that they can achieve well even in the subjects they perceive as being 'weaker'. Pupils with SEND and EAL feel well-supported to achieve. In the EYFS, pre-prep, and prep, pupils are motivated, curious and successfully demonstrate the ability to work together during activities. Pupils in Reception were able to compose music to accompany an elephant poem, confidently and independently voicing their opinions on what instrument would best suit the elephant's actions and movements. All ideas were celebrated and

tested, giving pupils confidence to try. Pupils are willing to learn from mistakes and have the resilience to reflect on their learning and adapt. The culture of mutual respect between teachers and pupils contribute to very positive attitudes to learning. Pupils thrive on research work and the relationship with their teachers is a foundation of their success and achievement.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent levels of perseverance, responding to challenges at all levels with commitment and enthusiasm. In the EYFS, children show strong self-confidence in their activities and play, responding positively to warm and encouraging interactions with their teachers. Pupils are resilient and reflective learners, developing a self-understanding which stands them in good stead for the next stages of their education. In interviews and informal conversations, pupils were objective about their strengths and discussed with insight what they need to do to improve. Pupils reflect very positively on the impact of the school's 'Five R's', prompts for using personal qualities, in helping them develop self-confidence and self-reliance. They noted that teachers often refer to these as reminders when pupils find a task or situation problematic. In an English lesson in Year 4, pupils discussed the resilience needed to overcome their fear of certain activities on their residential trip. They came to the realisation that their self-confidence had improved through the very act of 'having a go'. In their questionnaire responses, almost all parents agreed that the school helps their child to be confident and independent.
- 3.15 Pupils are confident and able decision makers. From the very youngest age, they respond successfully to many opportunities to make decisions in all aspects of school life. In lessons they are given opportunities to choose how they will tackle a task. In the EYFS, children choose from many stimulating activities and make independent decisions, for instance, which plants in their garden to water and when. Pupils in an ICT lesson in Year 2 chose, independently and successfully which pieces of information and images about their developing caterpillars they were going to include on their personal drive. In music and drama, pupils explained how, in the 'Music Factory', they can choose which instrument and what to play, before performing to the class. Decision-making is built into sports; for example, cricket team captains are given full responsibility for on-field decisions in matches. Pupils are frequently involved in decision-making about charity fund raising.
- 3.16 Pupils' appreciation of the non-material aspects of life is excellent. This was apparent in interviews when they commented about happiness and kindness being vital aspects of life. Pupils show a deep appreciation and respect for the beliefs and faith of others. Many faiths are represented within the pupil body, the principles of kindness and tolerance underpinning all. Pupils appreciate nature and beauty and the aesthetic aspects of life. In interviews they commented on how much they value the school surroundings and grounds. Displays in every area reveal the pupils' appreciation of art, poetry and literature. Music is a strength in the school with all pupils making excellent use of opportunities to appreciate music and to compose their own. In drama, Year 5 pupils put themselves into a Victorian street scene as urchins and clearly visualised the sights, sounds, smells of that environment, bringing the experience into their performance successfully. Pupils in Year 6 said that personal, social, health and citizenship education (PSHCE) lessons are becoming the most important lessons of the week because pupils think about all aspects of personal development and fulfilment as a result of them, developing a strong appreciation of life.
- 3.17 The pupils demonstrate strong moral development. They are deeply respectful of each other and the school community. Pupils told inspectors that they regarded members of staff and older pupils as role models and very much look up to and respect their moral example. Pupils have a clear understanding of the school code of conduct and its values, which are regularly referenced and discussed in form times, PSHCE and assemblies, enabling pupils to understand the expectations and therefore modify their own behaviour accordingly. In their questionnaire responses, a number of pupils disagreed that

pupils are kind and respect each other, but inspectors found no evidence in interviews or observations to support this view. Pupils were observed to embrace the school culture of kindness readily. Through the embedded school values and 'Golden Rules' in the pre-prep, pupils take ownership of their own behaviour and any consequences. There is excellent understanding of being fair and respectful of others. In interviews, all pupils showed the understanding that they were kind and respectful of each other despite not always having the same opinions. During break, pupils of all ages showed kindness and respect, whilst sharing and taking turns with the equipment.

- 3.18 Pupils demonstrate an excellent ability to work together. In lessons, working in groups to achieve a collective aim is second nature to them. Discussions to develop ideas and approaches to tasks is commonplace. The ability to listen to the opinion of others, to reason and negotiate a shared outcome is highly developed. Pupils share ideas and encourage each other to achieve more in response to excellent opportunities for collaborative work embedded across the age ranges and ability groups. Pupils in interviews said they try to work together make sure that 'everyone does well'. In form time, pupils in Year 4 reflected on who had helped them during a recent residential trip, and almost all were able to mention staff and friends who had supported them. For example, in activities such as making their bed or sailing, or when they were feeling lonely.
- 3.19 Pupils make a strong contribution to the school and the wider community. Older pupils have responsibilities such as prefects, which they carry out effectively, setting a good example to others. Pupils take part in the school council, eco and charity committees, and UNICEF, representing the school on important issues. In the pre-prep every pupil is involved in 'pupil voice'. In interviews, pupils commented on the wealth of opportunities to raise money for charities and raise awareness of other environmental issues such as 'Ocean Day' in Year 5, to highlight the plastic waste found in the seas and oceans. The school council is well respected, and Year 7 pupils spoke about how, as a result of the intervention of the council, there are now many more clubs available for pupils. Pupils also commented how UNICEF pupil representatives have helped them understand more about the world around them. In addition to a recent Aquathon to raise money for the Ukrainian appeal, pupils give of their time and effort to collect for a local food bank and visit local care homes at Christmas to sing to the residents. During the inspection, pupils in Year 8 held a fund-raising afternoon where they put together games other pupils could play, alongside a bake sale, raising a large sum for charity.
- 3.20 Pupils demonstrate a keen awareness of issues of diversity and cultural understanding. Recently, the school changed the names of its houses from those reflecting traditional, historic white male figures to names better reflecting a diverse modern society and the values strongly held by pupils. This whole process was instigated by the pupils themselves and led through the pupil council. All pupils in prep were invited to propose alternative names which were narrowed down by the council, and the final choice was voted on by all pupils. Children in the EYFS show respect for other religions, observed when children were discussing the Sikh faith, making flags and taking home edible treats. Opportunities to learn about the different religions and cultures develop a broad awareness in pupils of different traditions. Pupils learn to be considerate of each other's cultural traits and of any differences that exist. In interviews, pupils talked positively about how they celebrate each other's cultures in assemblies. Pupils are very accepting of each other and enjoy learning about their different cultures and traditions through a well-planned PSHCE, RE and relationship education (RSE) curriculum. The open and friendly ethos promoted by governors and senior leaders supports this and underpins the highly positive relationships between everyone. This includes active promotion of inclusivity across the school. The pupils reported in interviews that everyone feels valued in the school community. Staff model exemplary behaviour and attitudes to pupils. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils' understanding of how to stay safe is excellent, and well-established within the culture of the school community. Pupils make sensible life choices which demonstrate their appropriate understanding of healthy eating, exercise and how to maintain a balanced lifestyle. Almost all pupils responding to the pre-inspection questionnaire thought that the school teaches them about safety

and helps them to understand how to stay safe online. In interviews, pupils gave clear explanations of the steps they take to stay safe, particularly when online. They explained how lessons and discussions about online safety have deepened their understanding significantly. Older pupils recognise that mental health is vital in ensuring their well-being as well as physical fitness. In interviews, pupils were adamant that all feel safe and happy in the school environment.

## 4. Inspection Evidence

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

### Inspectors

|                      |   |
|----------------------|---|
| Mrs Loraine Cavanagh | Reporting inspector                                       |
| Dr Zoe Dunn          | Compliance team inspector (Head of pre-prep, IAPS school) |
| Mr David Bradbury    | Team inspector (Head, ISA school)                         |
| Mr Richard Dain      | Team inspector (Deputy head, HMC school)                  |
| Mr Philip Gibson     | Team inspector (Assistant head, IAPS school)              |
| Miss Katy Morgan     | Team inspector (Head of lower school, IAPS school)        |