



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

All Hallows School

November 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendations	8
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	13

School's Details

School	All Hallows School		
DfE number	933/6019		
Registered charity number	03228456		
Address	All Hallows School Cranmore Hill East Cranmore Shepton Mallet Somerset BA4 4SF		
Telephone number	01749 881600		
Email address	info@allhallowsschool.co.uk		
Headteacher	Dr Trevor Richards		
Chair of governors	Mr Alastair Reid		
Age range	3 to 13		
Number of pupils on roll	253		
	Day pupils	228	Boarders 25
	EYFS	20	Juniors 172
	Seniors	61	
Inspection dates	8 to 10 November 2022		

1. Background Information

About the school

- 1.1 All Hallows School is a Christian independent co-educational day and boarding school. Boarders are accommodated in one house in the main building with segregated sleeping areas. The school is governed by the Monkton Combe Trust. Governors of the school are the directors of the company and the trustees of the charity. The school was founded in 1938 and was located on two previous sites before settling at the current site in 1946.
- 1.2 Since the previous inspection the school has become part of the Monkton Combe Trust and reorganised its leadership structure.

What the school seeks to do

- 1.3 The school's mission is to provide a secure, happy and inclusive community, where pupils can develop the inner confidence and self-esteem necessary to flourish in a rapidly changing world and thrive as adults. They aim to ensure that individual pupils' minds are broadened by encouraging learning and independence of thought; the cultivation of pupils' self-belief, skills, wisdom and curiosity; and by using their understanding of the Christian faith, to make the world a better place.

About the pupils

- 1.4 Pupils come from a range of professional and home backgrounds with most living within a 15-mile radius of the school. Data from standardised tests show that the ability of pupils is above average for those taking similar tests nationally. The school has identified 77 pupils as having special educational needs and/or disabilities (SEND), 55 of whom require and receive additional specialist help. Their needs range from difficulties such as dyslexia and dyspraxia, to autistic spectrum disorder and social, emotional and mental health needs. The school supports 4 pupils who have an Education, Health and Care Plan. In accordance with the school's ethos to personalise learning, specific provision is made for the most able pupils, as well as for those pupils with particular talents in art, drama, creative design, music and 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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. 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, including the boarding NMS. 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, National Minimum Standards for Boarding Schools, 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, the National Minimum Standards for Boarding Schools 2022, 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior section of the school, 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. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 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, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.**

PART 6 – Provision of information

- 2.15 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 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, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are 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 good.

- Pupils demonstrate good understanding, knowledge, and skills across a wide range of academic subjects.
- Pupils display excellent communication and literacy skills throughout the school.
- Pupils reach high levels of achievement and confidence in numeracy.
- Pupils achieve well in a range of sports, as well as music, drama and a variety of other non-academic activities.
- Pupils develop good ICT skills but have limited opportunities to use these effectively to support their learning in some lessons.

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

- Pupils develop high levels of self-knowledge and self-awareness.
- Pupils spiritual understanding and development is excellent, reflecting the strong Christian ethos of the school.
- The pupils demonstrate excellent moral understanding, take responsibility for their own behaviour and show good manners.
- Pupils develop an excellent understanding and appreciation of their own and others' cultures and traditions.

Recommendations

3.3 The school is advised to make the following improvements.

- Ensure pupils, including boarders, develop and apply appropriate study skills, including the use of digital technology, to further enhance their learning and preparation for senior school.
- Ensure all pupils, particularly the more able, are actively engaged in all lessons to ensure consistent promotion of higher-level thinking skills.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils' attainment is good. By the end of the EYFS all pupils have reached at least expected levels of development in all areas of learning, ensuring they have an excellent foundation on which to build their future learning. This level of attainment continues as pupils move through the school resulting in the majority of pupils achieving at levels above age related expectations, across the full range of subjects, by the time they reach Year 8. These levels of attainment, supported by data provided by the school, indicate that pupils make at least good and at times excellent progress in relation to their individual starting points. Those pupils identified as having SEND make excellent progress due to the highly effective and personalised support provided in class and the very well-integrated learning support programme. In these ways the school is successful in meeting its aim to provide a secure, happy and inclusive community, where pupils develop the inner confidence and self-esteem necessary to flourish in a rapidly changing world.
- 3.6 Pupils develop good knowledge, understanding and skills across all areas of the curriculum. Some achieve excellent levels of development. Pupils draw on their prior knowledge successfully. In the most successful lessons this is drawn and focused upon effectively by teachers and used by the pupils to achieve successful outcomes. Strong foundations for learning are laid in the EYFS, as children acquire and master the literacy, numeracy and learning habits they will need as they progress through the school. Older pupils exhibit strong understanding and skill in modern foreign languages (MFL). One group applied their accumulated knowledge accurately to structure 'Où est...?' sentences based on new vocabulary that had been learnt and practised in previous lessons in Year 3. In Year 4, pupils produced imaginative mood boards in developing a free gift for a cereal box, based on a superfood hero. These demonstrates very good levels of creativity and design skills. Pupils' successful acquisition and application of knowledge, understanding and skills is promoted by challenging and highly effective teaching, and constructive marking in pupils' workbooks.
- 3.7 Pupils display excellent communication skills throughout the school. In the EYFS, children become confident communicators. They engage in imaginative role play and record their stories as part of the school's annual story-writing competition. Older pupils are fluent and eloquent speakers. In making an argument for towns having statues for famous people, Year 7 pupils demonstrate excellent speech-writing skills. These included the use of comparatives and superlatives, opinion, rhetorical questions and emotive language. In writing instructions on how to make a volcano, Year 3 pupils produced clear, comprehensive, and logically sequenced steps. All pupils, including those with SEND and/or EAL, achieve well in written tasks. In Year 5, pupils wrote highly creative descriptions of a character from Michael Morpurgo's *Kensuke's Kingdom*. They demonstrated good proof-reading skills when reviewing each other's descriptions of the cave setting. Pupils make excellent independent use of dictionaries to check spelling and definitions to improve their writing.
- 3.8 Pupils achieve highly in numeracy throughout the school, with the basic skills and knowledge well embedded at all ages. In Year 1, pupils build successfully upon the secure foundations in numeracy developed throughout the EYFS. They extend their understanding of number patterns, place value and the operations of addition, subtraction, multiplication, and division. Pupils in the junior school select tasks confidently from the range of suitably differentiated activities available in most mathematics lessons. In doing so they choose the level of challenge that will best allow them to make good progress. In Year 5, pupils translated and plotted information from a chart onto a line graph; more able pupils interpreted the graph successfully and draw valid conclusions from the results. Older pupils have an excellent grasp of mathematical concepts and apply these with growing confidence to solve problems. For example, Year 7 pupils calculated multiplications using improper fractions, employing appropriate strategies to simplify the equations and answers. Pupils are confident in their mathematical skills and apply them effectively in other subjects as and when required. They recognise the value of this, with strong links evident in their work in science and geography.

- 3.9 Pupils demonstrate well-developed information and communications technology (ICT) skills for their ages. For example, Year 1 pupils confidently logged on, opened and navigated between programmes to complete a variety of puzzles to develop basic coding skills. Digital devices are used to great effect in MFL lessons. Year 3 pupils made excellent use of gaming applications to practise and develop their knowledge of Spanish nouns. By selecting from different activities pupils practise vocabulary, pronunciation or spelling. As a result, their recall and learning of new vocabulary is facilitated in an engaging and active way. However, access to digital technology as a learning tool is inconsistent across the school. Pupils indicated they have limited access to digital technology in most lessons and therefore are not able to fully utilise their ICT skills. Their view was confirmed by inspectors' observations. Pupils showed a realistic view of the negative possibilities of using too much technology in their learning but considered that greater access would benefit them when preparing for senior school. Similarly, restricted access to computers for boarders reduces the opportunities they have to make progress, particularly for extended homework research tasks.
- 3.10 Pupils demonstrate strong study skills and, when given the opportunity, demonstrate highly effective reasoning and higher-order thinking skills. In a topic lesson, Year 3 pupils identified a thoughtful and perceptive list of things they would pack in the event of a volcano erupting. The more able pupils used effective reasoning skills to explain their choices. Year 4 pupils analysed a range of source materials to develop their own designs for cereal box toys as part of a creative design project. Pupils make effective use of the 'what went well' and 'even better if' prompts used as part of peer feedback technique. These concepts are embedded in most lessons and aid progress. In developing essay-writing skills on the Battle of Hastings, pupils displayed secure analysing skills in determining the effectiveness of three introductions and ways they could be improved. Pupils are comfortable discussing their work with each other. They bring together strands of prior knowledge successfully in analysis of a topic, such as when comparing the views of various world leaders or figures on climate change. In practical situations such as in science, pupils work competently and co-operatively to prepare materials for any investigation. They mutually agree and organise their roles within their group. In some lessons, particularly those that rely heavily on worksheets, there are limited opportunities for more able pupils to confidently hypothesise, synthesise information and apply knowledge to new situations. Pupils organise themselves well and exercise books show they take pride in the presentation of their work.
- 3.11 Pupils achieve well in a range of areas outside the curriculum, including music, drama and sport. Pupils appreciate and are stimulated by the recognition that all pupils receive for their achievements both in and beyond the classroom through the awarding of merits. Extension lessons for potential scholars are open to all Year 8 pupils to attend, so that any can extend their knowledge in areas of interest. Boarders particularly appreciate these opportunities. Sport is an important part of school life and the curriculum and pupils value the opportunities they have to represent the school in team games. They develop their physical skills rapidly due to the nurturing of talents in individual events. Pupils regularly attend and perform at a high level in regional and national sporting events, including IAPS competitions such as hockey and athletics. Pupils spoke proudly of the achievements of those completing the Exmoor Challenge, a self-supported walk of 16 miles across open moorland. Pupils regularly achieve success in nationally recognised music and drama exams. Pupils are consistently successful in securing places at their first choice of senior school, with a significant majority achieving scholarships and other awards.
- 3.12 Pupils' attitudes to learning are good across a range of subjects and year groups. Pupils show good levels of motivation in lessons and take pride in their work. They exhibit high levels of self-esteem as they celebrate completing a task and congratulate others for doing the same. In the most successful lessons, staff encourage pupils to use initiative and take ownership of their learning. Pupils are constructive and eager learners when involved in group or interactive work with a self-directed element. For example, Year 3 pupils of all ability levels learned independently simple Christmas songs on the keyboard successfully as a starter activity, encouraged by clear expectations from the teacher and a well-resourced music room. However, in a small minority of lessons, some low-level, disruptive behaviour was evident when some pupils were not fully engaged.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school, are self-confident, self-motivated and keenly aware of what they need to do to improve academically and personally. Pupils reflect upon in their own work through the use of a purple pen to identify areas for improvements. For example, pupils in Year 6 used this method very successfully to identify how they could further develop the characters in their own stories, using techniques from their study of Roald Dahl's books. Boarding pupils have a well-developed sense that they are largely responsible for improving their own learning but knowing they do so with the support of their teachers and house staff. They recognise that application and self-discipline are essential if they are to reach their potential in all endeavours. Pupils develop confidence through participation in the broad curricular and co-curricular programme that is designed to promote self-esteem in pupils of all ages. Every child is provided with leadership opportunities throughout the House system, such as being captains during inter-house hockey tournaments or acting as tour guides of prospective parents at Open Mornings
- 3.15 Pupils of all ages understand that the decisions they make affect their success and wellbeing. Year 1 pupils sign up to a 'behaviour charter' which is displayed in the classroom and successfully encourages positive learning behaviours to be used in school. Pupils readily accept roles of responsibility such as serving on the school's pupil council. Pupils argue strongly for changes that they believe will enhance the school and benefit their fellow pupils. For example, the school council has been instrumental in extending the use of the woodland classroom to older pupils. They say that this has been beneficial in promoting confidence, independence, responsibility and an appreciation of nature.
- 3.16 Pupils spiritual understanding and development is excellent, reflecting the strong Christian ethos of the school. Pupils of all faiths and none are readily welcomed and quickly become part of the school community spiritually, whether as day or boarding pupils. Pupils develop a secure understanding of world religions and traditions through the personal, social, health and economic education (PSHEE) programme and religious studies lessons. For example, pupils in Year 5 identified the 5 Ks of Sikhism accurately and compared and contrasted effectively the key aspects of living a good life for Buddhists and Sikhs. Older pupils display a good understanding of Holy Communion and the key features of Mass and the Christian calendar, informed by a regular chapel programme. Pupils seek out quiet spots around the school, such as the fireplace in the entrance hall, where they can sit quietly and read, or just relax. Pupils also develop a strong sense of appreciation of the non-material world through a passionate devotion to sport, the arts, music and the great enjoyment they derive from the extensive and varied school grounds.
- 3.17 The pupils moral understanding and sense of responsibility for their own behaviour is excellent. This reflects the positive character traits set out in the school's 'Learning Tree'. Pupils identify the school's framework of rules and expectations as being implemented fairly and effectively. They acknowledge that this encourages their good behaviour, promotes restorative justice and prompts them to take responsibility for their own behaviour. In the EYFS, children respond well to encouragement to celebrate kindness and positive acts through a 'bucket filling' reward system. The system of 'merits' for older pupils acts as an appropriate motivator and a good way of recognising day-to-day achievements and good behaviour. Pupils say that it has the effect of making them aware and proud of what they have done. Good manners, such as holding a door open for others, are fully embedded across the school. Pupils have positive relationships with staff and recognise the role staff play in preventing bullying and supporting both the perpetrator and victim when rare incidents occur. In their responses to the pre-inspection questionnaire a small minority of pupils stated that pupils do not always treat each other with respect. When tensions do arise between individuals or groups of pupils, they are helped to develop effective strategies for building or rebuilding friendships because the school acts quickly to support them in resolving conflict.

- 3.18 Pupils show the impact of a strong culture of mutual support and respect throughout the school. Boarders develop strong bonds of friendship and a sense of belonging to a group, underpinned by a supportive house culture. Pupils value the range of roles that promote responsibility and self-discipline in school and in the boarding house. A whole school leadership day enables all Year 8 pupils to lead and contribute to areas of school life by working with different year groups. Pupils are instinctively kind and considerate to others. Pupils in Year 4 set about tidying up the mess caused by someone else's accident. Others showed their appreciation by 'silent clapping' to show that it had been noticed.
- 3.19 Pupils make an excellent contribution to others. They are adept at working with their peers to support each other's learning by sharing their own knowledge and understanding. For example, international boarders support other pupils by modelling pronunciation and role-playing conversations. The integration of overseas boarding pupils into the community is a positive feature of pupils' development. Pupils benefit from opportunities for such pupils to enhance other pupils' learning. The chapel choir performs regularly at local community events and the school's strong links with a local care home enable pupils to visit, perform to and engage with the community. Charity prefects work with the pupil council to select local, national and international charities for the school community to support each year. Pupils exhibit great commitment to these causes and speak empathetically for the recipients of the monies raised and donations made.
- 3.20 The pupils cultural understanding and respect for diversity is excellent. In their PHSEE journals, Year 1 pupils identify and record differences and similarities between their classmates. These notes demonstrate a developing strong understanding of respect and tolerance. Pupils in Year 6 explained the important contributions of historic figures from a wide range of cultural and ethnic backgrounds as part of a history activity. They were able to outline with clarity their impact on society and the prejudice they faced. Overseas pupils are very well integrated with other pupils. Boarders advocate that the school is one community that welcomes any nationality equally. Older pupils discuss complex issues with confidence as they know that their views will be heard and respected by their peers. For example, Year 6 pupils reacted sensitively in a PSHEE lesson dealing with the topic of gender transitioning, showing empathy for the pressures and feelings of the person in the case study.
- 3.21 Pupils have a secure understanding of how to keep safe and lead a healthy lifestyle. From the EYFS onwards, children recognise the importance of personal hygiene, eating healthily and taking regular exercise. Pupils recognise that good mental health is as important as physical health. Pupils are aware of what healthier food choices entail because they are encouraged, at every meal, to take at least one vegetable or salad item. Boarders express the view that food is high quality and there is always good choice, with weekly menu items suggested by the boarders themselves. Pupils say they feel safe in school and within the boarding house. Pupils appreciate the opportunities that the areas close to the buildings afford for healthy recreation and also the extensive and exciting environment of the woodland area. Online safety is fully understood by pupils at a level commensurate with their age due to regular reinforcement through prominently displayed posters, the PSHEE programme and ICT lessons.

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 a group of governors, including the chair. They observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings. Inspectors visited boarding houses and 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

Mr Chris Manville	Reporting inspector
Ms Julia Langford	Compliance team inspector (Head, IAPS school)
Mr Nick Robinson	Team inspector (Head, IAPS school)
Mr Andrew Selkirk	Team inspector for boarding (Former deputy head, SofH school)