



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Arnold Lodge School

May 2023

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School's Details

School	Arnold Lodge School			
DfE number	937/6004			
Address	Arnold Lodge School 15–17 Kenilworth Road Leamington Spa Warwickshire CV32 5TW			
Telephone number	01926 778050			
Email address	info@arnoldlodge.com			
Headteacher	Mr David Preston			
Chair of the board of directors	Mr Wynford Dore			
Proprietor	Newman Schools LTD			
Age range	4 to 18			
Number of pupils on roll	409			
	EYFS	18	Juniors	116
	Seniors	221	Sixth Form	54
Inspection dates	3 to 5 May 2023			

1. Background Information

About the school

- 1.1 Arnold Lodge School is an independent day school situated in the heart of Leamington Spa. Founded in 1864 as a boarding school for boys, it became completely co-educational in 2008. The school is owned by a company whose directors administer governance. The school consists of the Early Years Foundation Stage (EYFS), a junior department, a senior department and a sixth form.

What the school seeks to do

- 1.2 The school aims to develop the happiness, confidence and skills of each pupil, within a safe, positive and secure environment, so they can be successful in their aspirations. It seeks to encourage all pupils to make excellent progress, academically and emotionally, whilst developing their individual strengths.

About the pupils

- 1.3 Pupils are drawn from professional and business families in Leamington Spa and the surrounding area. The school's own standardised assessment data indicate that the ability of the pupils is average in relation to those taking similar tests nationally. The school has identified 34 pupils as having special educational needs and/or difficulties (SEND) including dyslexia, autism and emotional needs, all of whom are provided with specialist support. Five pupils have an education, health and care (EHC) plan. There are three pupils for whom English is an additional language (EAL), and who receive additional support. The curriculum is modified for pupils with particular talents and abilities.

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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the age range to 19 and to increase pupil numbers to 485.

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 In the junior school, 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 A-level and GCSE results in the years 2019 to 2022 confirm that teaching enables pupils in the senior school to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior department and relationships and sex education in the senior department, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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 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.
- 2.12 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

2.13 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] 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.

2.16 The standard relating to the provision of information [paragraph 32] is 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is 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 wellbeing of the pupils.

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

3. Recommendation with regard to material change request

Summary of findings

- 3.1 The school's own framework for assessment and the 2022 A-level and GCSE results confirm that teaching enables pupils to make good progress. 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 and staffing of the new provision will come from existing resources. A suitable framework for the assessment of pupils' performance is in place. Pupils receive relationships education in the junior department and relationships and sex education in the senior department, except in so far as they are lawfully excused. Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and extended age range.
- 3.2 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. Safeguarding procedures are implemented to safeguard children at risk and those in need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse and any such abuse linked to respect for those with protected characteristics. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures. They have a suitable knowledge of the thresholds for reporting potential issues and allegations of sexual harassment. Staff are aware of who to go to if they have a concern or receive a disclosure and also that they can make a direct referral to children's services if necessary. They take appropriate action when necessary. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and extended age range.
- 3.3 The proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy. Records show that testing of electrical, water and other utilities is regularly undertaken. Staff are effectively trained in health and safety and deal promptly and appropriately with accidents if they occur, including through the reporting of serious accidents. Systematic records ensure trends are identified and steps taken to mitigate recurrence of any health and safety issues. There are appropriate assessments of risk for in-school activities, school visits, and for the needs of individual pupils both while in school and in the surrounding area, and appropriate action is taken to mitigate risks identified. The school has a fire risk (prevention) policy which includes the elimination or reduction of risks from dangerous substances. A fire risk assessment of all buildings has been undertaken by a suitably qualified person. Fire procedures are understood by, and training provided for, staff. Termly fire drills are carried out and recorded. Pupils are appropriately supervised by qualified and trained staff. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and extended age range.
- 3.4 All the required checks on staff and governors are carried out and completed before they take up their posts. The school does not employ supply staff. Contractors send the school up-to-date information on checks they have undertaken on their employees, and the school makes appropriate further checks on arrival. The school maintains correctly an accurate single central register of appointments which includes the dates on which all checks have been completed. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and extended age range.
- 3.5 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. Where current facilities are lacking in terms of suitability for the proposed new numbers, clear plans were reviewed which will ensure adequate facilities are in place before the changes take place. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate

and water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. The provision, including the new building, is likely to be sufficient to meet the needs of the envisaged increase in pupil numbers. The arrangements are likely to be sufficient to meet the needs of the envisaged increase in pupil numbers and extended age range.

Recommendation

- 3.6 It is recommended that the school's material change request to increase the age range to 19 and to increase pupil numbers to 485 be approved.

4. 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

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

- Pupils attain excellent results in public examinations in relation to their starting points.
- Pupils' communication skills develop extremely well over their time in the school.
- Pupils are highly successful both within and beyond the school in the arts, sports and other activities.
- Pupils' development of study skills across their time in the school is excellent.

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

- Pupils have a highly developed sense of self; in particular, they understand how they can make improvements to their outcomes.
- Pupils have a strong appreciation of the non-material aspects of life but a less well-developed awareness of spiritual understanding.
- Pupils' moral understanding is excellent. Their conduct around the school is of a high standard.
- Pupils' social development and collaborative skills are excellent.

Recommendations

4.3 The school is advised to make the following improvements.

- Enable those pupils who need to develop increased independence and responsibility for, and ownership of, their own learning to do so in order to maximise their academic performance.
- Enable pupils to develop a deeper spiritual understanding of the world in which they live.

The quality of the pupils' academic and other achievements

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

4.5 The school wholeheartedly achieves its aim to encourage all pupils to make excellent progress, academically and emotionally, whilst developing their individual strengths. Pupils' academic achievements are strong because all adult members of the school community consistently provide an individualised and nurturing approach to promoting pupils' successful outcomes. The commitment of senior leaders and the well-planned support provided by teachers, ensure pupils attain excellent results in public examinations in relation to their starting points. Pupils with SEND, EAL and the most able, attain equally good grades, often from considerably lower starting points. Over three-quarters

of children in the Early Years Foundation Stage (EYFS) achieve a good level of development, a higher proportion than those locally and nationally. Evidence from standardised tests, lesson observations and scrutiny of pupils' work in the junior school indicate high standards of literacy and numeracy. Well-managed tracking, monitoring and support arrangements contribute to highly significant value being added to pupils' progress and academic outcomes. Public examination results are indicative of this supportive approach to learning and teaching. Pupils' attainment at A level in 2022 was good. Most pupils achieved the top four grades and a little under half achieved the top two grades. At GCSE in 2022, most pupils achieved grades 9 to 5 and just under a third of results were at the highest three grades. These results were lower than the 2020 and 2021 centre- and teacher-assessed grades but higher than the 2019 results. Data analysed show that almost all pupils achieve significantly higher GCSE and A-level grades than expected for their ability on entry. This represents excellent progress as they move through the school. Those with SEND achieve similar rates of progress, benefiting from the school's high expectations of, and belief in, all its pupils. The majority of pupils gain entry to their first-choice universities. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress. Most pupils who responded to the questionnaire feel their teachers are supportive, know their subjects well, and know how to help them learn.

- 4.6 The development of pupils' knowledge, skills and understanding across different areas of learning is excellent. Pupils are enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. They are highly successful at drawing upon previous learning as a result of the school's clear focus on this skill in most lessons. For example, pupils in Year 1 demonstrated excellent knowledge about the fate of Charles I and related this to the subsequent return of Charles II in an English lesson. Whilst singing *The Good Ship Ally-Ally-Oh* junior school pupils demonstrated well developed musical skills, including an accurate sense of melodic shape. In mathematics, pupils in Year 10 applied the sine and cosine rules highly effectively after just one lesson on the topic. Pupils in Year 12 recalled key information from their prior understanding of the impact of diet on anti-social behaviour and identified different types of abuse, treatments and implications for criminality.
- 4.7 Pupils' communication skills are well developed. They are articulate in lessons and discussions, engaging easily with their teachers. Reception children demonstrated excellent listening skills when they focused intently on 'what if' stories. Pupils in Year 2 demonstrated excellent fluency, accuracy and understanding when reading instructions. They confidently and appropriately used words such as promises, disaster, wonderful and coronation. In an English lesson on transactional writing, pupils in Year 7 read with excellent fluency and understanding, emphasising key vocabulary with assured modulation of intonation. Pupils in Year 9 were highly focused when listening to a section from *Holes*. They recapped effectively and asked pertinent questions to clarify what they had understood. By Year 12, pupils develop mature speaking and reading skills. In a drama lesson, their reading of *A Cat on a Hot Tin Roof* was expressed successfully with excellent use of accents and dramatic tension. Pupils' writing skills develop extremely well. Pupils in Year 1 expressed what they would do if they were the new monarch. They developed their ideas in a well-sequenced manner, using appropriate and interesting vocabulary, proficiently using capital letters and full stops: 'I would wear a crown with lots of rubies.' By Year 12, pupils develop strong and accurate written responses to challenging examination questions as observed in geography, analysing graphs of the frequency and magnitude of the hazards associated with tropical storms.
- 4.8 Pupils make excellent progress in their development of numeracy skills and apply them highly effectively to solve problems in new contexts. In the junior school, their use of 'big maths' projects enables them to make excellent progress when solving large scale mathematical problems. By Year 8, pupils are quick to identify errors and misconceptions and can explain a range of methods they might apply to solve different problems. Pupils demonstrated excellent understanding when interpreting graphs in Year 9 to identify patterns and correlations, and in Year 12, to identify anomalies, patterns and trends in the evidence available.

- 4.9 Pupils develop excellent information and communication technology (ICT) skills and are confident in applying these to most areas of the curriculum. Pupils use a wide variety of applications to word process, research, manipulate data and make presentations as a matter of course in their everyday lives at school. This well established use of ICT is seamless in their learning. Pupils are encouraged to use their devices as and when appropriate to do so. At the time of the inspection, as winners of a national competition, pupils were representing their school and country at an international robotics competition in Dallas, USA, where they received an award for integrity, good will, positivity and acting as examples to other teams from around the world.
- 4.10 Pupils' development of study skills is excellent. They draw upon a range of sources and demonstrate from a young age the skills involved in analysing problems, predicting outcomes and creating solutions. For example, children in Reception hypothesised that warm water would allow them to access toys frozen inside ice cubes. In the senior school, pupils demonstrate excellent higher-order thinking skills. Pupils in Year 9 hypothesised the likely outcomes for characters in stories, and by Year 12, these skills reach mature and sophisticated levels. For example, pupils considered whether the powers of Edward Seymour were different from those of the monarchs.
- 4.11 Pupils are highly successful, both within and beyond the school, including in the arts, sports and music. In addition to national sporting successes by individual pupils in cricket, swimming, gymnastics, netball and Taekwondo, around half of all pupils represent the school in teams and fixtures in the core sports of hockey, swimming and netball. Around a quarter of pupils learn an instrument or have singing lessons and over four-fifths of junior pupils partake in the extracurricular music ensembles and choirs. A small number of senior pupils perform to an extremely high standard, including successes in national choirs and music competitions. In national music examinations, all candidates achieve passes at either merit or distinction level. Pupils are increasingly involved in school drama performances and a small number of pupils perform in regional and national productions. The school's emerging and developing talent schemes, *Aspire* and *Everest* respectively, support pupils in their artistic, sporting and academic endeavours. For example, the schemes enable pupils to manage their workloads to successfully prepare for auditions for professional theatre and television productions, fulfil professional sporting commitments and perform at extremely high levels. Since the introduction of the Duke of Edinburgh's Award scheme (DofE) a growing number of senior pupils have successfully completed their bronze awards, and a few are preparing for their silver and gold awards.
- 4.12 Pupils' attitudes to learning are excellent. They collaborate readily and successfully, work well in teams and are keen and competent researchers. Most pupils exhibit a strong sense of independence and ownership of their learning, and as a result, their academic performance is consistently excellent overall. For example, pupils in Year 3 selected resources, such as planning grids and word mats, before seeking help from an adult. Year 7 pupils successfully rose to the challenge of cooking street foods based on their own recipes. In Year 12, pupils in geography readily sought opportunities to extend their learning by considering the factors which impact on the vulnerabilities of different populations. However, some pupils are less independent and rely too much on their teachers rather than taking full responsibility for, and ownership of, their own learning, particularly when challenged by tasks that require more personal initiative. This can sometimes restrict their academic performance. The vast majority of parents who completed the questionnaires agreed that the school equips their child with the collaborative and research skills they need in later life, and all parents agreed that the school helps their child to be confident and independent. Inspectors' findings confirmed that these parental views reflect the overall highly effective impact of the school's provision on pupils' strongly positive academic and non-academic performance.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils have a highly developed sense of self. They speak regularly of the progress they make, the reasons for their successes and identify what they need to do to improve further. Pupils in Years 3 and 4 demonstrated excellent self-awareness when discussing the progress they have made in their learning as a result of the careful and sensitive feedback they receive from teachers. Senior pupils expressed pride in their accomplishments since joining the school, citing the consistently high levels of guidance they receive. Pupils display a mature understanding of their personal development and demonstrate confidence and preparedness for the next stages in their lives. The school's use of a defined system of 'deep feedback' results in targeted actions and responses enabling pupils to understand how to refine their work. Pupils expressed a sense of being in a 'safe space' when learning. For example, pupils in Year 2 demonstrated excellent self-understanding when they realised where they had gone wrong in a mathematics problem-solving task, quickly identifying their mistake and seeking to rectify it. Pupils in Year 12 speedily recognised how to improve their work based on BTEC assessment criteria. In the questionnaires, most pupils agreed that teachers' feedback helps them to improve.
- 4.15 Pupils learn to make important decisions about their academic and extracurricular lives as they progress through the school. Pupils in the junior school exhibit an excellent understanding that the decisions they make affect both their academic success and the quality of their relationships. For example, pupils in Years 3 and 4 spoke about how the prominence of the school's values help them to achieve their best. Pupils in the senior school are aware of the daunting decisions they make when selecting GCSE subjects. They referred to the importance of respecting their own personal authority to shape themselves rather than just relying on the school to take that responsibility. Sixth-form pupils explained that they had a solid understanding of the decisions they have to make when preparing effectively for university as a result of excellent support from careers and other staff.
- 4.16 Pupils have a strong appreciation of the non-material aspects of life. For example, junior pupils appreciate that friends, family and their education are more important to them than the material aspects of life. Senior pupils reflect positively on aspects of their own and others' identities and apply this in their learning. For example, pupils in Year 7 considered their beliefs and what is important to them in their artwork. Pupils in Year 12 made excellent links between Freudian psychology and the ways in which society might improve the socialisation of children. However, in lessons, written work and in discussions with inspectors, pupils found it difficult to express a sense of spiritual awareness and understanding.
- 4.17 Pupils' moral understanding is excellent. The success of the school's behaviour policy is evident in the pupils' conduct around the school. It is of a consistently high standard, demonstrating courtesy and respect for others whilst taking responsibility for their own behaviour. Pupils understand and appreciate the clarity of the rewards and sanctions system and identify that positive behaviour might lead to progression on the class chart or increased house points and that less positive behaviour might lead to one of the well-defined actions, which usually involve an element of restorative reparation. Pupils enjoy overwhelmingly positive relationships with each other and with their teachers. They celebrate when peers succeed, for example in a Year 10 mathematics lesson when pupils were supportive of the efforts of their peers to answer challenging questions. Pupils are clear that the school's values contribute positively to the success and warmth of the school community.
- 4.18 Pupils' social development and collaboration skills are excellent. As a result of a culture of kindness and care which permeates the school community, pupils place high value on the opportunities to work in pairs and groups. For example, pupils in Years 3 and 4 expressed how well they work in groups by citing the qualities of being kind to your group, taking turns, listening to each other and borrowing each other's ideas. This was confirmed in drama and geography where excellent collaboration took place. In discussions, pupils consistently identified the supportive nature of the school in enabling

them to make significant strides as members of teams, pairs, groups and other opportunities for collaboration. They work well together, are positive and supportive of each other's strengths and areas for development. In a Year 8 geography lesson, for example, pupils listened to each other's ideas and happily suggested their own. They approached other groups confidently to 'trade' their ideas and worked maturely with other groups to renegotiate the trade.

- 4.19 Pupils enjoy a wide range of opportunities to take on positions of responsibility such as reading with younger pupils, providing sports, drama and dance leadership, managing the eco group and being representatives in the school council. Pupils develop leadership skills as prefects and senior prefects, acting as role models for younger pupils. They lead the school's charity work each year, encouraging peers to participate in 'alternative giving' at Christmas. Their involvement in the vertical house system further encourages senior pupils to demonstrate caring and inspiring leadership roles such as participation in the local community in churches and at the library. Pupils represent the school at the local remembrance service each year. Most pupils said the school listens to what they have to say and the mentor system enables their contribution to the school community to be acknowledged and acted upon. Their ideas and suggestions are discussed at school council and the outcomes are explained in assemblies. Around half of pupils in the senior school participate in the enrichment programme and almost all parents who responded to the questionnaires agreed that the school provides a suitable range of extra-curricular activities.
- 4.20 Pupils display an embedded respect for diversity and demonstrate strong cultural understanding. They are proud of where they have come from, are accepting of one another, and are confident that all members of their school community treat each other with respect. Junior pupils exhibited sensitive respect for, and appreciation of, their own and other's neurodiversity and backgrounds, celebrating both their challenges and their successes. They were clear that they are inclusive in their play. The school's values are central to the community's approach to respecting others. Pupils articulate the need to be tolerant of each other and demonstrate this in how they act. Most pupils have an excellent understanding of diversity issues in their school and where examples of unkind, homophobic or sexist comments arise, they are dealt with promptly and effectively.
- 4.21 Pupils have an excellent understanding of how to stay healthy, both mentally and physically. Their understanding of keeping safe online is well developed. For example, pupils in Year 1 were clear about what actions they should take if they were confronted with inappropriate content. This approach was echoed with increased nuance and understanding by pupils in Year 4 who identified times, spaces and online platforms which might present risks. They know who to go to if they need help, support or have a concern. Pupils in Year 12 demonstrated excellent understanding of the importance of safeguarding, for example, not promising confidentiality whilst discussing issues raised by younger peers. Pupils have an excellent understanding of the importance of diet and exercise and appreciate the opportunities they have in school to enable them to live balanced lifestyles which support positive mental health.

5. Inspection Evidence

5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and designated safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and an assembly. 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

Mr Alexander Mitchell	Reporting inspector
Mr Shaun Wilson	Compliance team inspector (Bursar, IAPS school)
Mr Ralph Dalton	Team inspector (Head, ISA school)
Mr Steven Winter	Team inspector (Former head, ISA school)