



ISI Independent
Schools
Inspectorate

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

Beechwood Park School

January 2019



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School's Details

School	Beechwood Park School			
DfE number	919/6045			
Registered charity number	311068			
Address	Markyate St Albans Hertfordshire AL3 8AW			
Telephone number	01582 840333			
Email address	hmsecretary@beechwoodpark.com			
Headmaster	Mr Edward Balfour			
Proprietor	Mr Gary Freer			
Age range	2 to 13			
Number of pupils on roll	544			
	Boys	302	Girls	242
	Day pupils	494	Boarders	50
	EYFS	109	Juniors	366
	Seniors	69		
Inspection dates	22 to 25 January 2019			

1. Background Information

About the school

- 1.1 Beechwood Park School is an independent day and boarding preparatory school for boys and girls aged between two and thirteen years.
- 1.2 The school was founded in 1964 with the merger of two local preparatory schools and is a charitable trust administered by a board of governors who are also the schools' trustees. The school became fully co-educational in 1994 and the on-site Woodlands Nursery opened in September 2015. The school is split into three departments: the Junior Department, including the Woodlands Nursery, Reception, and Years 1 and 2; the Middle Department, for Years 3, 4 and 5; and the Senior Department, for Years 6, 7 and 8. Flexi-boarders live in the boarding house and are local.
- 1.3 Since the last inspection the school has reconfigured the new senior leadership team, and built new music technology facilities.

What the school seeks to do

- 1.4 The school aims to provide an outstanding quality of educational experience and care, and to nurture, engage and inspire all of its pupils.

About the pupils

- 1.5 Pupils are generally from English speaking, professional and business families located within fifteen miles of the school; a few have a minority ethnic background. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. There is one pupil who has an education, health and care plan and sixty pupils have special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, and speech and/or language disorders. Of these, fifty-three pupils receive additional specialist help with the remainder supported by their class teachers. English is an additional language (EAL) for twenty-three pupils, two of whom receive additional support with the remainder supported in class. Pupils identified on the school's gifted and talented register are supported through curricular, co-curricular, and pastoral activities.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas.

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 full regulations 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 2015, 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 uses its own framework to determine attainment, instead of the national framework.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 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 their 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 EAL. They also include 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.

2.15 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are 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, and identifying those relating to the boarding provision.

2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.19 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 achieve highly because the school nurtures, engages and inspires them to succeed, in line with its mission.
- Pupils show rapid development of skills and knowledge because of their excellent attitudes to learning and strong personal skills, which allow them to be engaged learners.
- Pupils are confident and articulate communicators.

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

- Pupils have excellent levels of self-knowledge and strong resilience.
- Pupils are exceptional collaborators.
- Pupils' behaviour is exemplary.

Recommendation(s)

3.3 In the context of the excellent outcomes, the school might wish to:

- Enhance pupils' achievement further by ensuring all teaching engages the pupils as creative and active learners.

The quality of pupils' academic and other achievements

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

3.5 In the Early Years Foundation Stage, all children of all abilities make excellent progress with almost all achieving or exceeding the national expectations by the time they leave Reception. This is because of the excellent use of tracking and observations, planning for pupils' next steps and the inclusion of pupils' interests in as many activities as possible, both inside and outside the classroom. Children's interest in coloured unicorns resulted in an exploration of rainbows and so developed their creative and linguistic abilities. In the rest of the school, pupils of all ages and abilities make excellent progress across all areas of learning, from their starting points. This is because of the school's response to recommendations from the previous inspection, developing rigorous tracking and monitoring and appropriate interventions to support or extend learning. Very occasionally, when teaching did not fully engage pupils, progress is less rapid and learning more superficial. Pupils consistently gain places at their first-choice selective senior schools and many achieve scholarships. The school does not take part in National Curriculum tests but evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data, shows attainment to be above average in relation to national age-related expectations for pupils of all abilities, including those with SEND. Pupils with EAL make particularly rapid progress. During interviews boarders expressed the view that their progress was further supported by boarding. This is because of the extra tracking of the performance of the boarders, which allows for targeted support being given to them by on-duty subject specialists as well as the boarding staff. These outcomes have been achieved as a result of the strong support from the senior leadership team and governors to ensure that monitoring of pupils' results fully informs teaching. The vast majority of pupils and parents who responded to the pre-inspection questionnaires agreed that the school enables the pupils to make progress.

- 3.6 Pupils demonstrate excellent knowledge in a wide variety of subject areas. They are highly adept at using this knowledge across subject boundaries and have strong recall skills when using work from previous lessons or indeed years. This is because the vast majority of teaching enables pupils to learn in a variety of different ways, offering diverse and engaging approaches to learning and multiple challenges. Pupils actively seek knowledge and have the skills necessary to learn and use facts accurately. In a maths lesson pupils made strong progress when comparing decimals to fractions and percentages. Using cards they grouped these values together and could explain their reasoning to the class. Pupils' excellent linguistic skills are expressed not only in English, but also in French as even the very youngest pupils use basic French words seamlessly in general conversation. Older pupils were able to make some complex links between the derivatives of words comparing Latin, French and English. Pupils' musicality is strong. Pupils confidently answered complex questions on the theory of music and then applied this understanding to improve the quality of their performance even further. Pupils are highly creative, producing high quality art in a wide variety of media. Pupils have excellent physical, scientific and technological skills which are applied with expertise. Younger pupils demonstrated excellent precision in cutting and folding to make pop up cards. Linguistic and other skills are high because of the excellent modelling in target languages by staff and high-quality specialist knowledge.
- 3.7 Pupils communicate at a high level. They are articulate, express their ideas coherently and give strong opinions when appropriate. Younger pupils very confidently explained why the puddle in the playground was now ice, whilst older pupils skilfully explained the advantages of the novel over the film adaptations of a piece of literature. Pupils have many opportunities for, and much experience of verbal discussions and the protocols that allow for a meaningful dialogue to take place. They can put across their feelings with sensitivity and without fear because teachers nurture a feeling of great openness in communication. Pupils are expert in explaining their reasoning and thinking processes because of the high expectation of their teachers. The pupils develop a love of books and reading. Some of the oldest pupils have been instrumental in setting up library reading clubs to enthuse and support their younger peers. The oldest pupils displayed superior analytical writing skills, when considering poetry or writing in response to ethical questions. They use a wide range of ambitious vocabulary in their creative writing, complemented by a sophisticated use of sentence structure and syntax.
- 3.8 Pupils have exceptionally positive attitudes to learning. From winning events, prizes and high marks, to supporting those pupils around them and assisting staff, pupils show the highest standards of commitment and compassion. The school's mission to promote independent learning and the encouragement of pupils to learn from their mistakes is a key factor in supporting the pupils' strong learning attitudes. Pupils show enjoyment in their learning by fully participating in the lessons, making contributions and sharing ideas with their partners. They show a mature attitude to their work. This was seen as the pupils worked enthusiastically together to enact the parable of the lost son. Whilst doing this, they simultaneously discussed their reflections on the feelings of the different characters and pondered on a deeper philosophical question; 'Is God Fair?'
- 3.9 Pupils have highly developed study skills which enable them to adapt, with great confidence, to a wide variety of teaching styles, often within one session. Pupils explained, with authority, the different ways in which they set about independent work and how they would seek help if they came across a work-related problem. Their self-confidence showed in all areas of the curriculum. The school's ethos of promoting pupil choice is integral to the excellent lesson planning so there is no ceiling on what the children can achieve. Older pupils were able to participate very knowledgeably in a discussion, using a wide range of vocabulary, about the causes of the huge divide between rich and poor in the 1700s. This was due to the effective planning of an open-ended homework research task. Pupils display sophisticated understanding of their abilities and areas to target for future improvement. They demonstrate excellent higher order thinking skills. For example senior pupils were able to synthesise prior knowledge on the properties of materials, to pose questions for future investigation, and hypothesise an explanation for the observations they made during an investigation on dissolving.

- 3.10 Pupils have excellent numeracy skills for their age strongly aided by initiatives by the leadership team to develop the teaching of mathematics. Pupils confidently demonstrate mastery of the basic skills and apply their understanding adeptly. For example older pupils responded well to challenging revision material, demonstrated an ability to factorise and tackled questions which required them to apply their knowledge of area, to challenges a groundsman may face. Pupils are able to apply their mathematical knowledge and skills effectively to other areas of learning such as when producing graphs in science and weather charts in geography. They have the ability to explore their mathematical thinking and to analyse different strategies to solve problems. This is because of the raft of opportunities they receive to explain their thinking, to collaborate with their peers and to practise skills.
- 3.11 Pupils across the school demonstrate highly competent information technology skills for their age. They can apply these in other subjects such as science, where they enhance their observation analysis and recording skills. For example, pupils used time lapse photography to review their observational drawings which showed what happened when different coloured sweets were placed in water. They confidently applied their skills to research information on a variety of topics successfully. They are able to use effectively many different applications to present their work, such as producing their own weather maps and soundtracks. This has resulted from the commitment by the governors to providing suitable resources and action, based on the school development plan, to continue to embed the use of information technology as a teaching and learning tool.
- 3.12 Pupils enjoy high levels of success in a significant number of academic, sporting, dramatic, art and musical areas. Pupils achieved prizes in an international mythology writing competition and mathematicians achieve excellent results in the Primary and UK mathematics challenges. Musicians achieve success in national graded examinations, with some notable individual achievements. In sports the pupils achieved a number of successes and selection to regional sports teams, including school national champions 2018 in fencing. Pupils are challenged to succeed by their teachers and so feel safe in attempting to work and perform at the highest levels. Boarding pupils are keen and confident in trying activities that are out of the ordinary or challenge the norms, as teachers ensure that the boarding activities are extremely wide in their scope and inventiveness, and do not miss opportunities that the site and surroundings can offer.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have extremely high levels of self-knowledge. They feel safe to talk about their goals and ambitions. They have an objective awareness of their own strengths and weaknesses. This is because the teachers encourage them to talk openly, and offer them support and guidance creating a listening culture. Pupils know the teachers know them well and so feel secure in interactions with any adult. For example, older pupils in interviews stated 'Teachers don't focus on mistakes. They help us answer questions so we get things right.' Pupils show that they have an armoury of strategies to deal with situations where perseverance is required and have been shown how not to give up. Pupils' strong self-analysis skills are supported by the fact that the school marking policy is almost always universally applied with helpful feedback and dialogue between pupils and staff to support further improvement. Pupils have high levels of self-esteem and self-confidence, enthusiastically pushing and challenging themselves to succeed. They value the culture created in the school which teaches that mistakes can be positive experiences. Self-confidence is developed early as the youngest pupils confidently questioned and discussed their preferences with their link peers from the senior school. Pupils show excellent resilience in embracing and celebrating change, ready for their next stage in education. Targets for change are presented in small achievable steps from an early age. Pupils spoke of the confidence they have moving on, because of the lessons learnt in the 'future skills' program being developed through the school. Successes in and out of school are celebrated throughout, for example on the 'WOW' board, or in the junior school with rewards for 'maths magicians,' 'handwriting heroes' and 'music maestros' among others. Pupils value themselves and they feel good about trying to be not the best, but the best they can be, because they know the school values them.
- 3.15 Pupils demonstrate excellent social skills. The oldest pupils take a lead in discussing concerns and issues affecting the whole community in their link classes, then reporting back to the school leadership, to effect change for all. For example pupils were involved and instrumental in organising a new locker system. Pupils are highly effective collaborators supported through the school house system. Pupils are taught early on to work in cross age groups in their houses, to complete challenges or work together to celebrate aspects of school life. In lessons, pupils have many opportunities to work effectively with others, for example in making huts and camps when working in their woodland classroom environment, or when sharing with talk partners. Older pupils co-operated with partners in discussing poetic writing style, to decide which poem the group liked best and to justify and explain the group opinion. It is normal practice in lessons to be expected to work successfully at pace, in a variety of different groups, a teaching style actively promoted by the school leadership and proactively used by most teachers.
- 3.16 Pupils have a strong sense of right and wrong; they quickly report issues that damage their community. They know how to care for one another and are protective of all, they are respectful of one another, and do not judge. The school curriculum teaches them to understand that it is necessary to have rules to bind communities. Pupils commented, 'We do not really have school rules because if we live the values those are the rules.' Pupils are exceptionally well behaved, accepting responsibility for their own behaviour and actively demonstrate a desire to prevent bullying. Almost all parents and pupils who responded to the pre-inspection questionnaire stated that the school actively promotes good behaviour. Pupils throughout the school demonstrate an excellent moral compass and there is a tangible sense of the pupils endeavouring to do the right thing at all opportunities. Pupils show levels of respect towards each other far exceeding those expected for their age. In school assembly, pupils listened with quiet attention to individual performers and were genuine in their celebration of others' achievements when receiving awards, fully embodying the value of kindness which was the value of the fortnight during the inspection, and the assembly theme.
- 3.17 Pupils confidently make right choices, they perform random acts of kindness, inspire each other to make wise decisions. Pupils spoke about how they are encouraged to discuss their emotions so they

know how to avoid conflict. They want to meet and exceed expectations and have a deeply held desire to do the right thing. Pupils clearly understand the implication of their decisions and appreciate that choices have consequences. This is because positive choices are rewarded from the youngest age groups being exposed to school behaviour systems such as 'Golden Time' and through application of the school's extensive rewards systems. Pupils demonstrate their clear awareness of the impact of decisions they make at school and how this is preparing them for decisions later in life. They want to make a difference in the world, demonstrating great pride in the work they do in their local and in the global community, through the 'Leadership through Service' programme initiated by the school. An overwhelming majority of pupils and parents who responded to the pre-inspection questionnaire stated that the school helps their child to be confident and independent.

- 3.18 Pupils develop a deep spiritual understanding and appreciation of the opportunities for quiet contemplation that the school site and systems offer. Even the youngest children appreciate discussing questions that don't have answers. Boarding pupils show an appreciation beyond their years for opportunities they were given to go bat watching and stargazing. Pupils spoke about how studying artistic styles helps them to take pleasure in experiencing the natural world around the school. Excellent singing during a reflective assembly aptly demonstrated the school's mission to inspire pupils.
- 3.19 Pupils have an excellent awareness of the importance of being contributors to society and are keen to enact their duties and responsibilities so that they fulfil their own expectations. Junior pupils are given opportunities to be playground buddies. The oldest pupils have positions of responsibility in school whether it is as head of house or as monitors in the dining rooms. Pupils raise money in self-generated initiatives of cake sales and car washes for charities, supporting issues close to their own hearts and lives enabling them to understand the importance of being thankful for the contribution of others and so learn to contribute themselves.
- 3.20 Pupils have a high level of regard and respect for pupils from other cultures within the school. They are happy to share their own experiences and bring them to life for their peers, so that in turn they learn to appreciate wider society. Pupils' respect for the values and creativity of different cultures was developed through the opportunity they were given to immerse themselves in African culture, music, dance and dialect when they participated in a production of *The Lion King*. The school curriculum offers opportunities to study and reflect on others' faiths. Pupils discussed these issues at a high level and with maturity. They were able to express their views displaying considerable empathy for those around them.
- 3.21 Pupils show a strong understanding of the importance of healthy minds and bodies, as, for example, the youngest pupils appropriately use hand sanitising gel and tissues because they are taught to understand the importance of not spreading disease. Pupils with health challenges are happy to share their needs and speak up for themselves in maintaining their own health. Pupils' strong awareness of the importance of being mentally healthy is promoted by the governor-led initiative to introduce an emotional wellbeing committee with the aim of providing support for all. Boarders demonstrate high awareness of the importance of managing stress and so are keen to talk to staff, who support the pupils in managing their time effectively. Pupils are able to make sensible choices whether discussing online safety, physical activity or healthy eating, because they are well informed through their accumulating knowledge acquired in science lessons and health related topics throughout the curriculum. Pupils further develop their understanding through the school's 'Sport for All' programme and fruit Thursday. Most of the parents and pupils who responded to the pre-inspection questionnaire agreed that the school encourages pupils to adopt a healthy lifestyle. The majority of boarding pupils felt that there was a suitable quantity and choice of food at meal times. Inspection evidence supported this view. Pupils demonstrated excellent fitness and stamina during observed sporting activities. The open and trusting relationship that staff and pupils enjoy is a clear contributor to this aspect of the children's life at school and leads directly to some excellent pupil choices.

4. Inspection Evidence

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

Inspectors

Mrs Vivien Sergeant	Reporting inspector
Mrs Cathy Braithwaite	Compliance team inspector (Head of prep school, IAPS school)
Mr Alastair Ramsay	Boarding team inspector (Headmaster, IAPS school)
Mrs Ann-Marie Elding	Team inspector (Head, SoH school)
Mr Craig Watson	Team inspector (Headmaster, IAPS school)