

Focused Compliance and Educational Quality Inspection Reports

Bowbrook House School

November 2019



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School's Details

School	Bowbrook House School			
DfE number	885/6025			
Address	Bowbrook House School Peopleton Persore Worcestershire WR10 2EE			
Telephone number	01905 841242			
Email address	enquiries@bowbrookhouseschool.co.uk			
Headmaster	Mr Christopher Allen			
Proprietor	Mr Christopher Allen			
Age range	3 to 16			
Number of pupils on roll	215			
	EYFS	7	Prep	70
	Senior	138		
Inspection dates	5 to 7 November 2019			

1. Background Information

About the school

- 1.1 Bowbrook House School is an independent co-educational day school for pupils aged between 3 and 16 years. Founded in 1954, it was purchased by its present proprietor, who is also the headmaster, in 2004. It is overseen by the headmaster and there is no governing body.
- 1.2 The school is situated within the grounds of a Georgian house which has been converted to provide suitable spaces for teaching. In 2018, the school added two new computer suites and a teaching block with a second science laboratory and 5 classrooms, all equipped with interactive whiteboards.
- 1.3 The school is organised in three sections. The preparatory school, which includes the Early Years Foundation Stage (EYFS) is for children aged 3 to 11 years. The middle school is for pupils aged 11 to 13 and the senior school is for pupils aged 14 to 16.

What the school seeks to do

- 1.4 The school aims to ensure that all pupils achieve their academic potential. It seeks to instil traditional values such as mutual respect, self-assurance and tolerance within which pupils may develop the necessary skills for the next phase of their life.

About the pupils

- 1.5 Pupils come from a range of backgrounds, mostly from white British families living mainly in the Evesham Valley or within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in the preparatory school is above average. In the middle and senior school it is broadly average. The school has identified 32 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. Fourteen pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, whose needs are supported by the classroom teachers. Data used by the school have identified 15 pupils as being the most able in the school's population, and their needs are met within the school's curriculum.

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.

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 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. 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. 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 full regulations 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.

PART 1 – Quality of education provided

- 2.2 In the preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE, in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.13 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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 good.

- The pupils demonstrate most positive attitudes to their learning.
- All pupils, including those with SEND and EAL, make good progress because the teaching understands their individual needs.
- The pupils have highly developed communication skills.
- The pupils are competent in their use of information communications technology (ICT) but teaching does not always provide sufficient opportunities for them to develop sophisticated usage to enhance all areas of their learning.
- The pupils have highly effective skills for learning and the confidence to employ them independently.

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

- The pupils develop high levels of confidence and they are very well prepared for the next stage of life.
- The pupils demonstrate very high levels of moral awareness and their behaviour is excellent.
- The pupils have high levels of social development and work most effectively with others.
- The pupils are confident in making decisions.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that teaching provides opportunities for the pupils to develop their skills in ICT throughout the curriculum to enhance all areas of their learning.

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 demonstrate most positive attitudes to their learning. Most of their work shows considerable care and effort. Results in GCSE examinations in the three years from 2016 to 2018 have been above the national average and results in 2019 are higher than the previous three years. The preparatory school does not take part in national curriculum tests but uses its own framework to determine attainment. On the evidence of data provided by the school, work scrutiny and lesson observation, pupils, including those with SEND and EAL, make good progress from their starting points. Within the EYFS, over the past three years, most children met age-related expectations. Pupils make this good progress because teaching understands their individual needs, tracks their progress carefully and, within small classes, encourages their confidence and understanding. All pupils and parents who responded to the pre-inspection questionnaire, agree that the teaching helps the pupils to learn and make progress. Similarly, almost all responding pupils agree that teachers give them help if they have problems with their work, and that feedback and marking help them improve. Pupils with SEND and EAL make good progress because teaching responds to their needs as set out in the planning and because they receive highly effective learning support. More able pupils consistently achieve highly in line with their abilities because, in most lessons but not all, they are set appropriately challenging tasks. Pupils achieve their potential, representing successful fulfilment of part of the school's aims.

- 3.6 Pupils develop strong knowledge, understanding and skills across the areas of learning. The broad and balanced curriculum ensures that they can apply these in different contexts, thus becoming more assured as they mature. Within the curriculum, pupils develop proficient skills in team sports allowing them to compete successfully. In science, pupils use relevant scientific terminology and demonstrate secure practical skills; for example, pupils in the preparatory school recalled body systems and then classified them appropriately. Senior school pupils applied element symbols appropriately, and effectively investigated acceleration. Pupils' creative skills are well-developed. In the EYFS, children cut out shapes to make a successful representation of a rocket and used building blocks to make a boat to support their imaginative play. In the preparatory school, older pupils successfully constructed Anderson shelters from a variety of materials. Within the senior school, pupils demonstrate a wide range of artistic skills, using internet resources, pen and ink, watercolour and pencil to communicate texture, shadow and light. Sketch books in preparation for GCSE, show very considerable skill in using a wide range of materials, including technology accessed at home, to produce high-quality work. Pupils demonstrate strong human and social understanding. For example, in preparatory school geography, pupils responded to visual imagery, recalled relevant knowledge and used the internet to research unknown facts to reach greater understanding of the seven wonders of the world. In the senior school, younger pupils demonstrated in history that they understood how to challenge the reliability of sources, for example in debating good leadership in 1066.
- 3.7 Pupils have highly developed communication skills. They choose appropriate language and articulate concepts successfully across the curriculum. They listen attentively, both to their teachers and to one another. For example, in preparatory school French, pupils repeated phrases carefully then spoke independently. Teaching ensures that stimulating resources are provided for debate and that it takes place in an atmosphere of mutual respect so that pupils become highly effective communicators who understand the value of listening to one other. The great majority of pupils read confidently. Teaching encourages them to read independently, offers quiet spaces to do so and provides support for those with SEND and EAL who find it difficult. The writing of the great majority of pupils is lucid and, while accuracy varies, teaching encourages improvement. Older senior pupils, in particular, benefit from careful drafting skills and from the marking of their work. This shows them how to improve and, in the best cases, pupils respond positively. The writing of pupils of higher ability is sophisticated, lively and creative.
- 3.8 Throughout the school, pupils are confidently numerate and apply their mathematics to other areas of learning. Children in the EYFS enjoy counting accurately within their play. Younger pupils in the preparatory school demonstrated good understanding of place value and were able to correct answers in column addition. Those with less confidence with number bonds could reach a correct answer by using their fingers to help them. In the senior school, pupils enjoy solving problems, manipulating algebraic terms and participating in regular competitions to help them calculate mentally. Pupils are able to calculate and use numbers confidently across subject areas, for example in art to create a grid system, in science to carry out calculations such as percentages and to manipulate equations in chemistry. Teaching ensures that more able pupils have opportunities to develop their expertise further through being set more demanding tasks, taking part in mathematics challenges and taking additional mathematics at GCSE.

- 3.9 Pupils are competent in their use of ICT. Pupils with SEND and EAL demonstrate assured skills in their use of software to support their particular needs and to facilitate and consolidate their learning. Children in the EYFS can manipulate a program to create their own pictures. Pupils in the preparatory school enjoy using a variety of ICT packages to develop their knowledge and skills, for example in improving their numeracy. They used bullet points to present information in geography and created their own newspaper as well as comics, successfully manipulating images and text. Within the senior school, pupils use ICT confidently as a tool for research, for word processing and drafting, and to project information during presentations. Pupils use interactive whiteboards, for example, in preparation for GCSE, to answer a variety of challenging questions on a business case study. Throughout the school, ICT is well supported by the recent investment in technology made by leadership and management. Through observation of lessons, scrutiny of pupils' written work, and discussion with pupils, inspectors found that the use of ICT and technology is not always encouraged across the curriculum. Teaching does not provide sufficient opportunities for pupils to develop sophisticated skills which may be employed throughout the curriculum in order to enhance their learning.
- 3.10 Pupils have highly effective skills for learning and the confidence to employ them independently. For example, children in the EYFS use resources that come to hand to construct models during play. Pupils in the preparatory school can discern patterns and make connections; for example, younger pupils sorted the sounds that letters make into groups, and some older pupils made connections between nouns and adjectives in French grammar. They are very keen to think for themselves; in English, they explained new vocabulary and, in addition, they chose to illustrate their answers with lively examples. Throughout the preparatory school, pupils recognise that they should first wrestle with problems both individually and collectively before asking for help, and teaching consistently encourages this approach. Similarly, pupils in the senior school expect to research independently, share their ideas and produce independent pieces. Inspectors observed pupils, including those with SEND and EAL, synthesising sources in history, analysing and making connections between artists in art, and working from a variety of resources relating to plate tectonics in geography. Pupils used a dictionary to reach greater understanding of a text in English. In science, they made hypotheses to predict the results of chemical reactions and applied their knowledge to produce complex answers to questions. This emphasis upon independent learning has been most successfully introduced and implemented by leadership and management; it is well understood by all pupils, incorporated within teaching throughout the school and has encouraged pupils to be more effective learners.
- 3.11 Pupils achieve highly in a wide range of activities. Within the senior school, their recent successes in sport include national representation in athletics and tennis as well as county representation in rugby, athletics and swimming. Pupils in both the preparatory and senior schools studying musical instruments have achieved success in nationally recognised music examinations at all levels including at grade 8 and diploma. All pupils in the senior school take part in the UK Maths Challenge, many achieving certificates at all levels including gold. Pupils enjoy success because they are keen to use their talents and because the leadership and management of the school has made resources available for the extra-curricular programme and because staff are committed to supporting it. A small minority of parents who responded to the pre-inspection questionnaire do not agree that the school provides a suitable range of extra-curricular activities. On scrutiny of the school's current extra-curricular programme, observation of activities during inspection and discussions with pupils and staff, inspectors found that an appropriate range of extra-curricular activities provides opportunities to strengthen the pupils' skills for learning; for example, older pupils in the preparatory school extended their vocabulary in a lunchtime activity by making connections between Latin vocabulary and their English translations. Pupils speak enthusiastically of opportunities within extra-curricular sport to develop their physical skills.

- 3.12 Pupils have decidedly positive attitudes to their learning. They take pride in solving problems for themselves, or collaboratively with their peers, before turning to their teachers for help. They are enthusiastic, keen to learn, cooperative and determined. Pupils with SEND and EAL, who may find work difficult at first, will persevere until they reach understanding and those who are more able take pleasure in challenging themselves to achieve the highest levels.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of confidence. They are happy, resilient and keen to take on challenges. They respect and follow the school's values of mutual respect, self-assurance and tolerance, recognising that these will help them to succeed and develop the necessary skills for the next phase of their life, thus representing successful fulfilment of part of the school's aims. They understand how to improve their own learning and performance; for example, younger pupils in a preparatory school music lesson focused their attention upon practising the part of a piece with which they were struggling. Older pupils with SEND demonstrate notably high levels of self-awareness. They understand their difficulties and have adopted successful strategies to manage them. Pupils are most understanding of one another and thrive in an atmosphere of tolerance and understanding. Even the youngest within the EYFS offer one another support. Pupils understand that learning can involve making mistakes and that practicing is an important skill. Teaching encourages this as it helps pupils to become resilient and further increases their confidence. Pupils value the support they receive from staff most closely involved in their pastoral care, such as tutors and the safeguarding leads. Pupils deliver assemblies. They communicate their views in class and also in other contexts such as student council without constraint and with courtesy and understanding of the needs of their peers. This in turn allows all to be heard. Older pupils say they have the emotional resilience to be successful when they leave school and that they have received helpful advice within the careers programme to make informed decisions about the next stage.
- 3.15 Pupils demonstrate high levels of moral awareness and their behaviour is excellent. They are respectful of rules and of the adults who look after them; they accept responsibility for their own behaviour. All pupils who responded to the pre-inspection questionnaire, agree that the school expects them to behave well. Similarly, all staff and almost all parents who responded agree that the school promotes good behaviour. Children within the EYFS talked politely to one another during their snack time and negotiated with one another during play. Pupils in the preparatory school value good manners and displayed them at all times in their interactions with one another, whether in class or at play. They are similarly assured with adults, conversing very politely and playing their part in offering a warm welcome to their school. They told inspectors that the school's rewards system is helpful in encouraging this good behaviour because it recognises kindness as well as academic achievement. Pupils who hold positions of responsibility are keen to uphold the high standards they themselves value. Student council, for example, is developing pupil-led strategies to support the school's anti-bullying strategy. In one session observed by inspectors, pupils demonstrated very mature understanding of the parts they and adults can play in helping to prevent bullying and they demonstrated considerable initiative in suggesting methods of communicating their ideas to the wider school community, while at all times demonstrating concern for the well-being of their peers.

- 3.16 Pupils have high levels of social development and work very effectively with others. Their very well-developed communication skills ensure that pupils of all ages are highly successful in working collaboratively. Children in the EYFS respond to one another's requests for help, for example in opening packets at snack time, while those in the preparatory school solve problems together, for example, when they were set the challenge of playing in a deliberately small space in physical education. Older pupils in the senior school debate and negotiate effectively, for example in a group exercise in business studies which involved matching definitions and key words. They seize opportunities to take responsibility, for example by becoming prefects and house captains, or by leading student council and they all take seriously the expectation that they should be positive role models to younger pupils. They told inspectors that joint activities, such as the school production and prefect roles, or organising the readings for the harvest festival, allow them to role model good behaviour to younger pupils. Pupils of all ages identify strongly with their houses and support them keenly, for example when collecting pennies to create a sculpture for a fundraising challenge, or when taking part in a wide range of sporting activities. All recognise their responsibility to the school community and cheerfully make their contribution, whether by cleaning tables, helping to move trolleys, serving one another at lunchtime, or caring for their school environment. This approach is strongly supported by leadership and management in setting out the aims of the school and by all staff who encourage pupils to become role models of responsible behaviour.
- 3.17 Further afield, pupils also contribute to the lives of others by supporting the local community, and by raising money for local and national charities. Older pupils help to lead the preparatory school harvest festival celebrations which are shared with the local elderly people in the community. Pupils have helped to raise money for a local centre for the homeless, taken part in fundraising for the hospice and contributed to the village carnival by providing art displays and participating in competitions. Pupils also initiate fundraising campaigns such as that to support a local child in need of medical care.
- 3.18 Pupils are confident in making decisions and recognise their importance in helping them to develop as individuals. They exercise their democratic rights, for example by voting for representation on the student council or for form captains. They value choice in lessons, for instance, in using school systems to decide when to ask for help or to set targets for themselves, and they enjoy choosing their extra-curricular activities. They recognise that making good decisions is an important aspect of life, giving examples of the way in which their sports team had been influenced following a team decision. Younger pupils recognise the part played by the school in helping them achieve success and well-being because it encourages them to be kind and supportive to others. Older pupils appreciate that as they move through the school their autonomy increases and they make choices in subjects at GCSE.
- 3.19 Pupils show a keen appreciation of non-material aspects of life. In discussion with inspectors, older pupils described how much they valued opportunities to reflect. The student council proposed the development of a space within school where pupils might relax. A pupil-led assembly encouraged kindness and older pupils told inspectors that their ambition was to lead happy and fulfilled lives. Younger pupils described a tree in the middle of the playing field where they would go to think. Older pupils also recognise that they respond to the spirituality within elements of their schooling. For example, they spoke about the freedom of expression gained within art and when they responded to music played before choir rehearsals.

- 3.20 The respect that pupils extend to one another leads them to accept and value the diversity within their own school and in wider society. Tolerance and understanding are at the root of relationships between pupils. Those with SEND told inspectors that they feel understood and supported by their peers. They referred to school assembly on topics such as autism and dyslexia which had led to fellow pupils asking appropriate questions and understanding far better the difficulties they may face. Pupils are sensitive to their own and other cultures, for example in respecting Christian prayer and recognising other religions. Preparatory school pupils spoke enthusiastically about 'Curriculum Alive' days when they learned about other beliefs such as Hinduism and Judaism. Their tolerant and understanding approach is encouraged by the curriculum, for example, through personal social and health education (PSHE) and religious studies but it may best be seen in the most positive relationships between pupils including those with different emotional needs.
- 3.21 Pupils have a well-developed sense of how to keep strong both mentally and physically. They make well-informed and sensible decisions about food, their mental health and their physical well-being. They appreciate the wide provision of support for their learning needs and the contribution it makes to their health. They value the school's efforts to ensure that they have quiet spaces and are given time to think about their work and they have staff to turn to if they need further support. Most pupils who responded to the pre-inspection questionnaire agree that they know how to stay safe online and that the school encourages them to follow a healthy lifestyle. Older pupils recognise that their ICT lessons provide useful advice on staying safe online. Younger pupils in the preparatory school recalled a helpful visit from the police giving advice about how to stay safe.

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 proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form and assembly. Inspectors visited 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 Roberta Georghiou	Reporting inspector
Mr John Williams	Compliance team inspector (Head of sixth form, HMC school)
Mrs Fiona Angel	Team inspector (Deputy master, HMC school)
Mrs Emma Patel	Team inspector (Deputy headteacher, IAPS school)