



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Garden House School

October 2021

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	6
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	Garden House School		
DfE number	207/6213		
Address	Garden House School Turks Row London SW3 4TW		
Telephone number	020 7730 1652		
Email address	info@gardenhouseschool.co.uk		
Headteachers	Mrs Emma Studd – Girls' School Mr Dan Jameson – Boys' School Mrs Julia Adlard – Early Years		
Proprietors	Mr Christian Warland Mrs Sophie Strafford		
Age range	3 to 11		
Number of pupils on roll	465		
	Boys School	140	Girls School 209
	EYFS	116	
Inspection dates	12 to 15 October 2021		

1. Background Information

About the school

- 1.1 Garden House School is an independent day school for pupils between 3 and 11 years of age. The school was founded in 1950, as a day pre-prep school for female pupils. In 1989 the boys' school was established and since 2009 males and females can continue their education up to the age of 11. The school is owned and run by co-proprietors, who direct the ethos and are responsible for all strategic matters.
- 1.2 The school is divided into three sections: the girls' school, the boys' school and the Early Years. Except for the Early Years males and females are educated separately.
- 1.3 Since the previous inspection, the school has two new co-proprietors. The girls' school has been restructured in terms of leadership under a new head. The boys' school has a new head and lower and upper girls school divisions are no longer used. The head of Early Years was appointed in 2017. As of Sept 2020 there is one deputy head working across all three schools.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.5 During this period of closure the school provided remote learning material for all pupils.
- 1.6 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.7 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.8 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school's mission is to enable a happy, well-spent childhood for its pupils. It aims to create a stimulating and supportive environment in which children gain an enthusiasm for learning, allowing them to succeed. Pupils are encouraged to become independent thinkers and to develop confidence, grace and courage. Its motto is non sibi sed omnibus – not for one, for all.

About the pupils

- 1.11 Pupils are predominantly from the local area and come from professional backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 61 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyscalculia, of whom 37 receive additional support. No pupil has an education, health and care plan. English is an additional language (EAL) for 147 pupils, the majority of whom are fluent in English and 17 pupils receive additional support for their English. There are no pupils with medical/disability needs. Data used by the school have identified 18 pupils as the most able in the school's population, and they are catered for in lessons and with challenge tasks.

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 statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. 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.

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Kindergarten (EYFS)	Nursery
Preparatory (EYFS)	Reception
Transition	Year 1
Junior School	Year 2
Middle School I	Year 3
Middle School II	Year 4
Upper School I	Year 5
Upper School II	Year 6

Key findings

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

- Pupils are excellent communicators, they speak articulately with passion, empathy, confidence and assurance; they use advanced vocabulary well and read, write and speak fluently.
- Pupils of all ages and abilities achieve excellent levels of knowledge, skills and understanding across the curriculum and in extra-curricular activities.
- Pupils make excellent progress, achieving at levels in advance of expectations for their ages.
- Pupils apply excellent attitudes to their learning, readily taking responsibility for their learning and showing initiative, resilience, and tenacity.

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

- Pupils have an exceptionally well-developed sense of respect and value for all people, appreciating the value of positive relationships without any form of discrimination.
- Pupils demonstrate an acute understanding of right and wrong, demonstrating a mature understanding of the importance of kindness.
- Pupils' social development is excellent; they collaborate with ease to solve problems with others in lessons and extra-curricular activities.

- Pupils develop a sense of wonder and reflection from a very young age; their spiritual understanding is excellent and they show a clear awareness and appreciation of the world around them.

Recommendation

3.3 The school is advised to make the following improvements:

- Ensure that pupils of all ages and abilities achieve high levels of independence in their learning through the provision of opportunities to develop their skills and take leadership in their learning across all subjects.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' communication is excellent and the leadership and staff ensure this is a strength of the school, by giving a range of opportunities and by setting high expectations for pupils to develop their skills in this area. Pupils speak confidently in public and benefit from the opportunity to practise and hone their skills in the new drama and debating room supported by the proprietors. Pupils discuss a range of topics with depth and eloquence, developing their skills extremely well when working in collaboration with others. Pupils speak confidently, informatively and passionately about their learning, as observed in a Year 3 lesson where pupils spoke articulately when exploring segregation following a study of Martin Luther King's *I have a dream* speech. They display a wide-ranging vocabulary and can use subject associated and advanced terminology in context during lessons and in interview. This was observed in a debating session where pupils argued and counter-argued effectively, showing reasoning and logic in a classroom environment based on a culture of listening and respect. Pupils respond to complex instructions from an early age as seen in Nursery where children follow the example of their teachers in listening attentively to others. Older children in the EYFS spoke confidently when leading an assembly, using language effectively to reflect their understanding of the world around them and to express their appreciation of the non-material aspects of life. Pupils write effectively for a number of purposes, such as in a Year 5 English lesson where pupils wrote highly persuasive newspaper articles reporting a Viking attack.

3.6 Pupils of all ages and abilities achieve excellent levels of knowledge, skills and understanding, developing skills over time in a wide range of subjects. Pupils apply skills, knowledge and understanding effectively across the curriculum, as seen clearly in a Year 4 humanities lesson where pupils used high level English skills to write informatively about the ancient Greeks and in Year 6 where they used advanced note-taking skills when looking at the impact of climate change on polar regions. This excellent ability to transfer skills between subjects is due to high-quality teaching, characterised by clear instructions. Pupils show advanced levels of understanding as seen in Year 2, where they expertly used artistic appreciation skills when creating observational drawings of pumpkins and in an English lesson where pupils used their knowledge of the plague to write interesting and lively newspaper articles. They move rapidly through demanding tasks in lessons when the challenges are matched appropriately to the capabilities of the pupils.

3.7 Pupils of all ages and abilities make excellent progress over time, particularly in English and science, supported by comprehensive systems for analysing standardised data, tracking attainment, adapting plans and implementing individualised support and additional activities, which are clearly communicated to all staff. Pupils benefit greatly from being given personal targets and their outcomes during lessons and over time are high, due to the clear monitoring by the school leadership team of teaching's use of data results. Those with SEND or EAL make excellent progress as they are extremely well-supported by experienced specialist help and teaching assistants. Children in the EYFS achieve extremely well and achievement is higher than the national average. The school does not take part in

National Curriculum tests, but the available evidence from lesson observations, scrutiny of pupils' work, and the school's own assessment data, show attainment to be well above national age-related expectations. A high number of scholarships are attained at competitive senior schools and pupils achieve excellently by the time they leave the school. In the pre-inspection questionnaire, the pupils who responded agreed they are encouraged to think for themselves and that the teachers help them to learn and make progress. The overwhelming majority of parents who responded to the questionnaire agreed that teaching enables their children to make progress and develop skills for the future. The outstanding progress made by the pupils is in accordance with the school's stated aims to provide a stimulating and supportive environment in which children gain an enthusiasm for learning, enabling them to make excellent progress.

- 3.8 Pupils' attitudes to learning are excellent throughout the school. Pupils show extremely high levels of perseverance and commitment in lessons. They collaborate extremely well and are highly co-operative and competent learners. They are eager to learn and to use their initiative to direct their own learning from an early age, although their independent learning skills could be further developed through the provision of increased opportunities to formulate their own ideas and thoughts. When they take ownership of their learning, outcomes are high, as seen in a Year 6 English lesson where pupils wrote creatively and excitedly about the jungle. In a Reception personal, social and emotional development (PSED) lesson, children excelled at working collaboratively and independently, showing a thirst for knowledge and an ambition to achieve at the highest possible levels. Pupils ask insightful questions and eagerly take responsibility for their own learning, as seen in a stimulating mathematics lesson on problem solving. Pupils love their learning; they respond most positively to the learning dispositions implemented across the school and to excellent teacher feedback, which prompts active and productive dialogue.
- 3.9 By the end of their time at the school pupils have highly developed study skills of analysis, hypothesis and synthesis, which they use to extend their learning. Pupils learn to predict, think critically, recognise differences and persevere through a variety of activities. This was evident in a Year 3 maths lesson where pupils' advanced deduction skills, perseverance and hypotheses about an investigation at a crime scene resulted in high outcomes in their understanding of fractions. Pupils think critically, as seen in an art class where they were able to discuss the motivations of specific artists and explain why they had chosen to create their self-portrait in a particular style. Members of the science club successfully hypothesised about whether the magic mud they had created was a solid, liquid or gas. Pupils in Year 2 used advanced hypothesising and reasoning skills as they tried to design and annotate their own desert islands, showing how they would locate and use all the requirements for basic human survival.
- 3.10 Pupils acquire good levels of numeracy, making appropriate and often better than expected progress for their age, particularly in the younger years. By the end of Year 6, pupils are competent mathematicians, with the more able often achieving high results, although not all lessons deliver the pace, challenge and opportunities for independent working needed to ensure high outcomes for all pupils. When given the opportunity to do so, pupils apply their mathematical knowledge independently and with skill and confidence. Numeracy is seen as a life skill, as demonstrated in an art lesson where pupils measured patterns as part of their individual designs. Pupils in Year 3 effectively apply their maths skills to everyday situations through daily questions relating to real life experiences displayed in the classroom. Pupils develop effective IT skills, benefitting from the start from the provision offered, as seen in Reception, where children used computers to create timelines. Pupils are confident and demonstrated high levels of competence when using a music software package to compose individual and original pieces of music. Pupils produce eye-catching posters and information sheets and the library monitors showed extremely high levels of skill as they produced, scripted and directed a film about how to use the library for other pupils to watch. Pupils attending the computer club develop high-quality skills, writing logical commands using coding to create shapes and patterns independently. Pupils' high levels of digital literacy has enabled them to maintain

progress across the curriculum during national lockdown, accessing the effective resources provided by the school, an outcome which was overwhelmingly confirmed in the parent questionnaire.

- 3.11 Pupils achieve highly in academics, art, music, sport and drama. They fulfil their potential and exceed expectations in many cases. They represent their school with pride and are enthusiastic about taking part. They apply their skills in the positive spirit of competition. The pupils achieve high levels of success in poetry and public speaking exams, sport matches and music exams. Pupils show excellent levels of achievement in dance and ballet and they relish the ample opportunities they are given to perform. They talk animatedly about gala night, their annual musical performances, and their performances at local events.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils show great respect for all members of their community. They have an extremely mature understanding of cultural diversity and celebrate differences with joy and thoughtfulness. They show high levels of tolerance and sensitivity to those from different faiths and cultural backgrounds; they speak with warmth and understanding and talk passionately about respecting differences and accepting people for who they really are. Pupils have a clear understanding of the need to ensure there is no discrimination. They appreciate the assemblies which teach them about what is and what is not acceptable, and express their confidence in the school's readiness to deal with problems and any unkindness should it arise. The school actively encourages inclusivity and pupils show a strong understanding of fundamental British values and the embedded culture of respect. In interview, the pupils discussed the school's diverse population with well-developed sensitivity and appreciation, and pupils in Year 4 wrote with great empathy about the life of a black slave. They talk animatedly and respectfully about their contact with the Chelsea pensioners. An overwhelming majority of parents, pupils and staff who responded to the questionnaire acknowledged that the school encourages them to respect other people and that the school promotes values of democracy, respect and tolerance of other people.
- 3.14 Pupils' levels of moral understanding are extremely high. They have a clear knowledge of right and wrong and know how their behaviour affects others. They speak emphatically about there being no bullying or bad behaviour at a serious level, but instances of unruly and poor behaviour in some lessons and year groups were identified in discussions and in the pupil and parent questionnaires. Pupils understand and appreciate the school and classroom rules as well as the needs of others in the community, and older pupils spoke enthusiastically about their involvement with an online learning programme which enables them to gain an insight into the rule of law. They demonstrate a deep respect for the school's kindness code and refer to it frequently with knowledge and understanding, showing a sense of responsibility in upholding the one big family feel of the school. When pupils' behaviour does fall short, the school's involvement in encouraging better decision making has a positive effect on pupils' responses. Pupils see the reward system, which focuses on positive reinforcement, as good, and express the view that it makes them feel proud and happy. They appreciate the behaviour books and strive to get into the good book. Pupil behaviour in lessons is supported by the use of behaviour charts, but implementation of the strategy, and its positive impact on outcomes for pupils, is not consistent in all lessons.
- 3.15 Pupils have a highly developed sense of social awareness, and they work and play effectively, with a clear idea of how to achieve common goals and solve problems effectively. Pupils work extremely effectively with each other when given the opportunity to do so and build confidence, solve problems, deepen their learning, share ideas and have open discussions. In an art appreciation lesson in Nursery, children showed a collaborative approach when appreciating the work of Vashti. Older pupils are extremely aware of other people and their feelings. This was demonstrated by Year 4 pupils working together in a personal, social, health and economics (PSHE) lesson where they prepared a letter

empathising with a new pupil joining the school. Pupils in Year 6 talked eloquently and enthusiastically about their weekly team building and problem-solving exercises which allow them to work collaboratively, and recognise that this is a highly valued learning disposition of the school. Their application of these skills was seen in a science lesson where pupils worked in small groups to hypothesise and evaluate the effects of evolution and adaptation in the beaks of Darwin finches, and in a ballet lesson where pupils performed a creative musical dance piece, working together towards an end product for performance purposes.

- 3.16 Pupils have an excellent knowledge and extremely high levels of spirituality across all ages, evident in all aspect of school life, from discussions with adults to a Reception-led assembly. Pupils talk with pride and affection about the learning dispositions and the kindness code which influences all they do. They appreciate the non-material aspects of life and opportunities for reflection and quiet thought. An acting club's moving performance originated by a group of pupils was mystical and magical in tone, providing an excellent opportunity for reflection. Pupils address the issue of spirituality with a sense of reverence and respect, and speak eloquently about the contribution the school makes in helping them understand spirituality in all its forms. They speak animatedly about the school's values and about the positive way in which the school helps them to achieve a balanced and spiritual outlook on life. This was seen in a thought-provoking assembly taken by pupils where all their peers listened attentively and joined in with the prayer and the singing enthusiastically, but reflectively. In interview, one pupil commented on the fact that the school makes everyone feel included and wanted. The religious education (RE) and ethics display board shows clear pupil engagement, including an understanding that there are no right and wrong answers and that their thoughts will be appreciated.
- 3.17 Pupils develop high levels of self-confidence, self-esteem, self-discipline and resilience. They know how to improve their own learning and performance and set themselves high targets, which they take a pride in attaining. Pupils have a very positive understanding of themselves, and will initiate conversations with visitors with ease. They persevere with tasks and are not afraid to take risks, finding considerable success in their endeavours due to the highly supportive teaching staff team. They show exceptional powers of self-awareness and are extremely well prepared with the skills they need to allow them to move through their education successfully; pupils in Year 6 talked informatively about visiting alumni, the careers talks they have received and the involvement of the proprietors in their mock interview process. They have excellent levels of self-esteem as observed in an EYFS session where children selected their own activities, delighted in their success and exclaimed how clever they were, engaging enthusiastically with inspectors.
- 3.18 Pupils make an excellent contribution to the life of the school and the wider community. They embrace responsibilities from an early age with enthusiasm and a high level of understanding, speaking highly of the responsibilities they can achieve at the top of the school. They express themselves clearly about the value of having responsibility and understand the process of elections for some positions. They enjoy classroom responsibilities and looking after and caring for those in younger year groups. Pupils care for those in the wider community and have a well-developed awareness of those less fortunate than themselves through opportunities to support a number of charities and through their contact with the pensioners at the Royal hospital. They raise funds for the school and for other charities wholeheartedly and are actively involved in choosing which charities to support. From a young age, pupils are made aware of the environment and they appreciate the need to protect it, both at school and worldwide.
- 3.19 Pupils benefit from an early age from opportunities to make decisions, such as in a Year 2 RE lesson, where pupils made choices and voiced their independent conclusions, which were welcomed and celebrated. They involve themselves in the democratic process with enthusiasm and a sense of importance. They speak animatedly about the changes school council have made to the menu and the introduction of themed days and they are proud of the ballot they created when they voted for the school charities. Children in Reception organise themselves in a variety of tasks and effectively select

the most appropriate resources. They make informed decisions and can be relied upon to make the appropriate choice which will challenge them and allow them to make further progress. However, the decision making abilities of older pupils are less well developed in lessons when opportunities to offer them choices are limited.

- 3.20 Pupils' understanding of how to stay safe and healthy in all its forms is highly developed. Their learning in PSHE lessons ensures they know how to look after their bodies and how to stay safe online. They have a clear understanding of healthy diets and healthy living and they make wise choices at lunch times. A heightened awareness of a balanced plate was seen in a Year 2 science lesson when pupils discussed their individual plates of food knowledgeably. They express their knowledge of cross curricular links where health and safety is a focus and can give numerous examples in interview. Pupils carry water bottles and know the importance of staying hydrated. They cross the road with safety and care. Pupils respond extremely well to the provision for their mental health and speak appreciatively of the school listeners and the provision of worry boxes, understanding the importance of mental well-being in their lives. They talk knowledgeably about inappropriate behaviours and state clearly that they have never experienced or witnessed it.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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

Mr Paul Easterbrook	Reporting inspector
Mr David Edwards	Compliance team inspector (Head of lower school IAPS school)
Miss Naomi Bartholomew	Team inspector (Head, GSA/IAPS school)
Mr Matthew Judd	Team inspector (Head, HMC school)
Mr Nick Oakden	Team inspector (Deputy head, IAPS school)
Mrs Emma Stanhope	Team inspector (Head of lower school, IAPS school)