



ISI Independent
Schools
Inspectorate

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

Handcross Park Preparatory School

November 2022

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School's Details

School	Handcross Park Preparatory School		
DfE number	938/6223		
Registered charity number	932584		
Address	Handcross Park Preparatory School Handcross Park Haywards Heath West Sussex RH17 6HF		
Telephone number	01444 400526		
Email address	info@handxpark.com		
Headmaster	Mr Richard Brown		
Chair of governors	Mr Miles Templeman		
Age range	2 to 13		
Number of pupils on roll	399		
	Day pupils	344	Boarders 55
	EYFS	75	Pre-prep (Y1–2) 63
	Prep (Y3–8)	261	
Inspection dates	8 to 10 November 2022		

1. Background Information

About the school

- 1.1 Handcross Park School is an independent co-educational day and boarding school. Handcross Park is the trading name of Newells School Trust Limited. The school is an independent subsidiary of Brighton College from which the majority of its governors are drawn. Founded by Rev. William Henry Webb in the 19 century, it moved to its present location in the 1960s. Since the previous inspection, a well-being garden, a dining room, an art and design centre, humanities and mathematics classrooms and a library have been opened.

What the school seeks to do

- 1.2 The school aims to provide an environment in which children feel happy, ambitious, confident and secure and in which they experience an innovative curriculum that enables them to succeed both socially and academically. The school seeks to encourage kindness, mutual respect and appreciation of diversity among its cosmopolitan community and the wider world.

About the pupils

- 1.3 Most pupils are from professional families who live within a 20-mile radius of the school. Data provided by the school indicate that the abilities of the pupils in both the pre-prep and prep schools are above average compared with those taking the same tests nationally. The school has identified 45 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia. Of these 39 receive additional specialist help. There are no pupils with an education, health and care (EHC) plan. Of the 27 pupils for whom English is an additional language (EAL), 14 receive additional support. Data used by the school have identified 34 pupils as being the most able in the school's population, and the curriculum is modified for them. They include pupils who have talents in the creative arts and sport.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

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

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

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

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils are excellent communicators. They speak articulately and confidently, write with high levels of competence, read fluently and listen attentively.
- Pupils demonstrate exceptionally positive attitudes towards their learning.
- Pupils demonstrate high levels of academic achievement and are very successful in their activities beyond the classroom, particularly in creative and physical pursuits.
- Pupils confidently use information and communication technology (ICT) in a range of subjects, regarding it as an essential tool that greatly enhances their learning.

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

- Pupils respond positively to the cultural diversity within the school and have a mature understanding of the benefits of working with those from different backgrounds and faiths.
- Pupils' spiritual understanding and awareness are excellent.
- Pupils form strong relationships; they are kind, caring and courteous towards each other and respectful of their school community.
- Pupils willingly and enthusiastically take on many leadership roles and make a strong contribution to the smooth running of the school.
- Pupils develop a strong moral compass. They mix well and are mutually very supportive within the school's strong boarding community and family ethos.

Recommendation

3.3 The school is advised to make the following improvements.

- Enhance still further the pupils' learning by sharing the abundant excellent practice and ensuring that all lessons have the pace and challenge to maximise achievement.

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 of all ages achieve high academic standards and the school meets its aim of promoting a tradition of academic excellence. Children in the EYFS make rapid progress and achieve extremely well. By the time they leave at the end of Year 8, all pupils are successful in gaining places at senior

schools with competitive entry requirements. They are well prepared to meet the requirements and almost half are awarded scholarships each year. The school's own assessment, through standardised data, indicates that the achievement of pupils of all abilities is excellent with most attaining levels well beyond others of similar ability nationally. Pupils with SEND and EAL achieve very well because of effective and timely support and meticulous practice and preparation in study skills and examination techniques. Across the school the most able make rapid progress because teaching approaches usually challenge their thinking and raise their aspirations. Almost all parents who responded to the pre-inspection questionnaire agreed that the school enables their children to make progress.

- 3.6 Pupils' achievement beyond the classroom is excellent. They do especially well in art, drama, music and sport. Pupils' non-academic achievement results largely from the confidence and experience they gain in a very wide range of clubs. Activities are well supported by the extensive facilities provided by school leaders and governors. Around 100 clubs take place each week, ranging from dance to debating and orchestra to origami. Just over three-quarters of all pupils take part in at least two extra-curricular clubs each week, all of which make a significant contribution to their learning. Half of all pupils receive an individual weekly music lesson. As a result, they gain a great deal of valuable confidence that enables them to succeed at the highest levels in external music examinations. Pupils enjoy considerable success in speech and drama examinations, with all candidates achieving distinction levels. The experiences of performing and speaking in public and of taking part in school productions help pupils to develop both confidence and self-control. The school promotes a strong sporting ethos with over 500 fixtures every year. Several pupils have represented the school at national levels in sports, for example in athletics. In addition, pupils have competed successfully at county levels in cricket, hockey, football and rugby. Girls' participation in sport is both popular and successful with a number achieving county standard in cricket and football. Leaders and governors have designed a stimulating curriculum that gives all pupils the chance to fulfil their potential, both academically and beyond the classroom. Those who have SEND and EAL are as keen to take advantage of the broad range of opportunities as their peers and their achievement is greatly enhanced as a result.
- 3.7 Pupils of all abilities achieve very high levels of knowledge, skill and understanding as a result of stimulating teaching. For example, in a mathematics lesson, children in the EYFS demonstrated well-developed control and manipulation skills when they used scissors to cut out visual representations of numbers during a number ordering activity. In their questionnaires, although a few pupils expressed the view that lessons were not always interesting, almost all reported that teachers are supportive and know their subjects well. In a science lesson, prep pupils tested their theoretical knowledge of forces such as gravity by releasing parachutes with different loads attached and timing their descent. They spoke knowledgeably about the importance of a fair test and considered factors such as how wind speed might affect their results. In art, pupils honed their skills in drawing still life figures under timed conditions. With the teacher's encouragement, they realised just how much artistic detail can be captured in one minute. Occasionally, in other lessons, the pace of learning slows when pupils were inactive for too long or when they were given too much time for discussion and activities were not always sufficiently challenging.
- 3.8 Pupils are excellent communicators. They develop high levels of linguistic skill as a result of the clear expectations set for them. Pupils speak articulately and with self-assurance. This was observed in a Spanish lesson in which prep pupils confidently read aloud different verbs and then discussed how to group them according to grammatical criteria. Children in the EYFS develop strong writing skills through free-writing activities designed to develop their letter formation. As they move through the school, pupils learn how to write for different purposes. This was observed in an English lesson in which older prep pupils used sophisticated language when discussing and writing about Shakespeare's techniques in developing the theme of love in *A Midsummer Night's Dream*. In a music lesson, pupils confidently explored the key vocabulary such as *aerophone*, *chordophone*, *idiophone* and *membranophone* when classifying different groups of instruments. Pupils read aloud fluently and with increasingly good expression and awareness of punctuation and rhythm. Older pupils have well-developed knowledge about texts and can identify features of form and linguistic style. In an English

lesson, for example, older prep pupils were able to identify persuasive devices, including 'guilt tripping' in a poem that encourages citizens to join the armed forces and fight for their country.

- 3.9 Pupils' significant progress in mathematics is underpinned by their outstanding levels of attainment in numeracy and enthusiastic engagement with mathematical concepts. Children in the EYFS counted accurately from one to five when they sang a song about a princess running away from a dragon. Pupils are confident users of number when dealing with calculations. For example, older pupils thoroughly enjoyed playing a game whereby they counted to 31 in French in the shortest possible time. In a Year 4 music lesson, pupils were performing short pieces based on the pentatonic scale. Here they concentrated hard in order to count the number of beats in a bar in time to the click track accompaniment so that they came in at the correct place.
- 3.10 Pupils of all ages and abilities develop excellent technological skills which they successfully use across the curriculum. For example, children in the pre-prep word-processed their work in English and made accurate use of capital letters and full stops when recalling a story about a tiger caught in a net. Scrutiny of older pupils' Latin workbooks showed a complex linguistic task involving the imperative form of verbs. Here pupils were able to make corrections using the school's online tracking system. In a history lesson, prep pupils used their computer tablets to research and synthesize material about each wife of Henry VIII to produce informative electronic presentations, using good judgement to highlight the key points. Then in pairs, pupils used their well-honed digital technology skills to present their findings to the class, using animation, images and humorous graphics to successfully explain the often colourful and complex lives of Henry's queens.
- 3.11 Pupils acquire and develop highly sophisticated study skills as they move through the school. Children in the EYFS confidently hypothesised about what their first jobs might entail, deciding whether they might be making the outer shell or the control buttons when building their own space rockets. In science, pre-prep pupils used a helpful acronym to remember previous learning and decide whether a lion could live in the water. They used the information well to conclude that it could not, because it needs to breathe air on land. Boarders successfully apply their well-developed study skills to complete their homework independently during their evening prep sessions. Pupils' ability to analyse, hypothesise and synthesise continues to develop well during their time in the school. For example, in geography, older prep pupils were examining the distribution across the world of the facilities of a well-known sportswear company. In this lesson pupils successfully recalled their knowledge of different countries and analysed data to create an accurate map showing where the key elements such as raw materials, factories and shops are located. They rightly deduced that most of the factories are based in Asia with only a few in the UK. Using a very helpful plan to guide their thoughts and ideas, they wrote-up their conclusions, which were enhanced using key vocabulary such as *textiles*, *transitional*, *newly emerging economy*, *high income country* and *closing the gap*.
- 3.12 Pupils' extremely positive attitudes to learning can be seen in classrooms and beyond. Pupils of all ages develop a scholarly ethos and a love of learning in wanting to find out as much as possible and to embrace new challenges. In a music and movement lesson, younger pre-prep pupils thoroughly enjoyed their warm-up exercise in which they were enthusiastically skipping and running, matching the speed of their movements to music of different tempos. Pupils know that they need to put in the effort to succeed and that they are the determiners of their own futures. They like the opportunity to work collaboratively and understand that this helps them learn, for example when thinking about future career possibilities. In a physical education lesson, older prep pupils showed excellent leadership skills in their end-ball game, dynamically developing tactics to enable the game to flow better and produce for themselves more opportunities to score for their team.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.

- 3.14 Pupils' spiritual understanding is excellent. During a visit to the school's chapel in preparation for Remembrance Day, a pupil confidently performed the *Last Post* on the trumpet. During this time, pupils respectfully listened. They reflected on a picture of the head stone of a First World War soldier who had died at the age of 15, just a few years older than themselves. Pupils' mature demeanour and quiet reflection demonstrated their ability to appreciate the spiritual dimensions of human existence. In a religious studies lesson, older pupils reflected thoughtfully on the teachings of Buddhism. Many pupils enjoy the strong sense of fulfilment gained from performance, whether it be through drama or music. Pupils are able to explore and express their deeper emotions in the performing arts. In an art lesson, younger prep pupils were thoughtfully studying famous paintings which included Munch's *The Scream*, Picasso's *Guernica* and Yayoi Kusama's *Pumpkin*. Here pupils reflected on the various techniques deployed such as pointillism and considered what might be the message in the artists' minds when they produced the works. Children in pre-prep and EYFS have regular quiet times where they are enabled to reflect usefully on their feelings during the school day through the daily mood board.
- 3.15 Pupils have outstanding levels of social development and work productively with others to share problems and find solutions for a common goal. For example, as part of the leadership programme, older pupils attend challenging weekend activities and residential trips to the Brecon Beacons and Snowdonia. In discussion they described taking part in specially designed team-building exercises that help them to work together more effectively. They reported that they developed skills of resilience and perseverance, particularly when things do not go according to plan. They collaborated well and were very supportive of one another in all the lessons seen as well as during breaks, as they moved around the school site. During an orchestral rehearsal of *Pirates of the Caribbean* pupils worked diligently, taking turns to listen patiently to each other. They showed persistence and determination in practising their individual and sectional parts and then putting all the elements together. In science, older pupils successfully worked as a team to set up safely four experiments in which they caused chemical reactions, for example by adding lemon juice to bicarbonate of soda, and combining copper sulphate with iron wool.
- 3.16 Pupils make an excellent contribution to the lives of others in the school and the wider community. They support the school's aims by working together for the common good. Older pupils willingly and enthusiastically take on leadership roles which enable them to make a positive contribution to the wider life of the school. For example, they play a significant role in supporting the staff in mentoring younger pupils. The young people take a great pride in helping those less fortunate than themselves. All pupils play an important part in fundraising for charities based in the UK and overseas, including the MacMillan cancer charity and those for people suffering in the Ukrainian conflict. Older pupils spoke eloquently about making donations to the local food bank and raising funds for the local hospice. Further afield, pupils have raised funds to purchase a variety of musical instruments for a music school on Easter Island. These activities enable pupils to understand and appreciate that anyone may encounter difficulties in their lives and empathise with their plight.
- 3.17 Pupils' understanding of the importance of a healthy lifestyle is excellent. For example, boarders report that there are lots of healthy eating options available and these are well-promoted. Staff keep a watchful eye on what pupils choose to eat, making sure, for example, that they have enough fruit and vegetables. Pupils of all ages become increasingly aware of the need to look after their mental health and make sensible decisions and choices to manage it, in the same way as they do for their physical health. Pupils have an excellent understanding of how to stay safe when using the internet. This was reflected in their responses to the questionnaire in which the very large majority asserted that they know how to stay safe online. Pupils reported confidently that they know how to report anything strange or worrying to their teachers or parents.
- 3.18 Pupils across the school show excellent levels of self-confidence and self-discipline. As they move through the school, their self-esteem increases, and they understand that resilience in the face of adversity, hard work and perseverance are the routes to success. In questionnaires, almost all parents

agreed that the school helps their child to be confident and independent. Boarders express the view that the boarding experience helps them to become more resilient and self-confident and prepares them well for the next stage of their lives. Pupils demonstrated entirely respectful and cooperative behaviour throughout the inspection. For instance, in a lower prep school art lesson pupils showed great care and consideration by tidying resources away without being asked to do so. Prep school pupils spoke knowledgeably about receiving targets on the school's parent portal, for example in mathematics in which they had been given targets for space and area. In discussion, a few pupils said that they felt a little overwhelmed when they joined the school. As a result of highly effective support from staff and friends within the caring family ethos, they worked through their concerns and soon settled in well.

- 3.19 Pupils demonstrate a very mature understanding about making sensible decisions. In discussions, they were clear that the decisions they make now about their learning, behaviour, friendships and effort could have a major influence on how well they do in the future. Opportunities for decision-making enable pupils across the school to develop their skills in oracy through, for example, taking on a leadership role in which they initiate and organise charity events or by discussing with classmates solutions to mathematical problems. Children in the EYFS made sensible decisions in choosing which tools they should use to build a space helmet, such as scissors or a plastic saw. Similarly, pre-prep pupils were given several thought-provoking choices when designing an animal that would survive well in the polar region, having decided rationally on the merits of blubber versus fur. In discussion with inspectors about personal, social, health and economic education (PSHE), older prep pupils demonstrated an excellent awareness of how to prevent bullying among their peers by being thoughtful and kind towards each other. They said that their own organisation, planning and timekeeping skills had improved as a result of the excellent guidance they had received from staff.
- 3.20 Pupils have a clear understanding of right and wrong. They appreciate the need for rules in school and beyond, and said that they were happy with the school's current guidance on behaviour and anti-bullying as it is creating a happy, kind and caring school community. During an assembly about 'random acts of kindness', older prep pupils were encouraged to reflect on how they can apply the ideas, for example by helping younger pupils and showing good manners. In questionnaires, a very small minority of pupils said that the school does not always treat them fairly or that peers are not always kind and respectful. This view was not supported by the many pupils interviewed. Inspectors found that pupils' excellent moral understanding is reflected in their positive behaviour and consideration towards others. For example, in a discussion during their assembly in which they were asked for examples of kindness, children in the pre-prep described how they helped each other when they fell over at playtime. Pupils have a firmly embedded sense of what is fair which they apply to everything they do. They are aware that their actions have consequences and that they should try to make these consequences positive. In questionnaires, almost all parents agreed that the school promotes good behaviour.
- 3.21 Pupils learn about the diversity of societies and cultures in subjects across the curriculum as well as from the different cultures represented among the school's cosmopolitan population. They develop an excellent awareness of different cultures and religious customs. For example, in an assembly, pre-prep pupils celebrated Diwali and reflected with interest on the many festivals from different world religions that contain the theme of light. In the boarding houses, each dormitory is deliberately arranged to reflect an aspect of diversity. Boarders' religious and cultural backgrounds are considered and incorporated well into boarding life. For example, boarders sing 'Happy birthday' in Italian, Mandarin, and Russian and display religious and cultural calendars around the boarding house. Pupils are respectful of diversity within the community and are prepared to have open discussions about religion, ethnicity, gender and disability. For example, older prep pupils discussed the fact that *Sangha* means community in Buddhism and were able to explain that achievements by individuals are thought of as achievements of the whole community. In questionnaires, almost all parents agreed that the school actively promotes values of diversity, democracy, respect and tolerance of other people.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors and governors responsible for academic, boarding, pre-prep/EYFS and safeguarding. Inspectors also observed a sample of the extra-curricular activities that occurred during the inspection period, form meetings, chapel and assemblies. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr David Scott	Reporting inspector
Mrs Anne McNeile	Compliance team inspector (Head of pre-prep, IAPS school)
Mr David Brown	Team inspector (Deputy head, IAPS school)
Mr Simon Detre	Team inspector for boarding (Deputy head, IAPS school)