



**ISI** Independent  
Schools  
Inspectorate

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

**Kent College Infant and Junior School**

**October 2022**

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## School's Details

<b>School</b>	Kent College Infant and Junior School			
<b>DfE number</b>	886/6069			
<b>Registered charity number</b>	307844			
<b>Address</b>	Kent College Infant and Junior School Church Hill Canterbury CT2 9DT			
<b>Telephone number</b>	01227 762436			
<b>Email address</b>	prepenquiries@kentcollege.co.uk			
<b>Head of Junior School</b>	Mr Simon James			
<b>Chair of governors</b>	Mrs Lorna Cocking			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	214			
	<b>Day pupils</b>	208	<b>Boarders</b>	6
	<b>EYFS</b>	44	<b>Juniors</b>	170
<b>Inspection dates</b>	18 to 20 October 2022			

## **1. Background Information**

### **About the school**

- 1.1 Kent College Infant and Junior School is a co-educational independent day and boarding school. Kent College Senior School was founded in 1885 and the Junior School added in 1946, originally as a boys' school, becoming co-educational in 1973. The senior school, together with the junior school and the international study centre (ISC) are component institutions of Kent College (Canterbury). There is a separate nursery, called Garden Cottage Nursery for pupils aged from 0 to 3. The school is a charity within the Methodist Independent School Trust, which acts as its proprietor. The schools' governing body oversees all the schools.

### **What the school seeks to do**

- 1.2 The school endeavours to provide a caring Christian family community, committed to the development of the full potential of each individual, which upholds Christian values in practice as well as in theory. The school seeks to maintain high educational standards in all academic, cultural and sporting activities, stimulating excitement in learning and requiring discipline in study whatever the ability of the child. The school welcomes members of all faiths and none in a spirit of openness and tolerance. Since the previous inspection, a new head has been appointed in September 2020.

### **About the pupils**

- 1.3 Pupils, including the boarders, come from a range of professional and other family backgrounds, whose heritage reflects that of the local area. There is no academic selection on entry. At the age of 11, most move to the senior school. The school has identified 35 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, all of whom receive additional support. No pupils have an educational, health and care (EHC) plan. English is an additional language (EAL) for 13 pupils, one of whom receives additional support for their English. The school identifies a number of pupils as being the most able in the school's population, and the curriculum is modified for them and for other able pupils in sport, music and drama.

## 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, the 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. 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. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 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 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 school**

- 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. 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>
Pre-reception	Nursery

#### Key findings

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

- Pupils' academic and other achievements are excellent in all areas of school life.
- Pupils are excellent communicators; they confidently articulate their views and opinions to enhance their learning.
- Pupils have excellent attitudes to learning.

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

- Pupils demonstrate high levels of self-understanding and awareness which lead them to being confident learners.
- Pupils work extremely effectively together; their collaborative skills are highly developed.
- Pupils have an excellent understanding of how to stay safe and healthy.

#### Recommendation

3.3 The school is advised to make the following improvements.

- Enable pupils of all ages to develop high levels of study skills in all areas of their learning by ensuring they are suitably challenged in every lesson.

#### 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 and abilities, including boarders, achieve highly in all areas of the curriculum. This represents successful fulfilment of the school's aim to maintain high educational standards in all academic, cultural and sporting activities. Assessment data provided by the school, lesson observations and scrutiny of pupils' work confirm that pupils' attainment is well above the national expectations. Children in EYFS make strong progress from their starting points with the large majority reaching a good level of development by the end of Reception. Pupils maintain a high rate of progress throughout the school, including those with SEND, who are enabled to achieve at least national expectations and often at least in line with their peers as a result of the support and provision made



by the school's leadership and proprietors. The vast majority of parents who responded to the questionnaire agreed that teaching, including any online provision, enables their children to make progress and that their children's individual needs are met effectively.

- 3.6 The pupils develop strong knowledge, skills and understanding across all areas of learning. During discussions, boarders spoke excitedly about the impact the boarding has on their academic success stating that boarding staff are keen to help them improve, and they very much appreciate the extra sports training sessions during boarding time. Across all areas of the curriculum, pupils demonstrate a deep and secure knowledge of their learning. Children in the EYFS were seen confidently sounding out and using digraphs effectively to enable their writing. Pupils in Year 6 demonstrated a deep understanding of the inter-relationship between fractions and decimals. Pupils demonstrate highly developed aesthetic and creative skills and knowledge for their age. For example, in a music lesson in Year 4, pupils displayed excellent knowledge of musical notation and demonstrated a strong understanding of major and minor chords. In response to the pre-inspection questionnaire, almost all pupils agreed that their skills and knowledge improve in most lessons. Evidence from lesson observations agreed with this view. Pupils in Year 3 were observed making rapid progress in a French lesson building on detailed and secure knowledge of previous learning. During a geography lesson in Year 5, pupils made strong progress in developing their knowledge of world rivers during a fact-finding scavenger hunt.
- 3.7 Pupils are consummate communicators. They are articulate and express themselves clearly using a highly developed range of vocabulary and appropriate subject-specific language. They are confident when talking both to each other and to adults. These high-level outcomes are a result of the high-quality interactions between pupils and teachers which project high expectations and encourage all pupils to participate. The youngest children displayed high levels of articulacy as they shared their work with enthusiasm and excitement. Older pupils spoke with confidence and accuracy in French when responding to questions. Pupils display excellent listening skills enabling them to engage successfully both in lessons and extra-curricular clubs, rarely interrupting each other and responding accurately to the points made by others. For example, in a geography lesson in Year 4, pupils listened attentively to each other and responded accurately to the points made by others enabling them to make strong progress. Pupils have strong reading skills and in interviews said how much they enjoyed using the library. During registration, pupils in Year 6 read their Christmas pantomime script with excellent expression and fluency. Pupils of all ages write expressively and fluently as was seen in a English lesson in Year 3, where pupils applied their strong understanding of language to write highly effective noun phrases when describing a fair ground. Pupils acquire and employ a strong breadth and depth of vocabulary for their ages which enable them to explain complex ideas as seen in an English lesson in Year 6 where pupils showed a deep understanding of inference when discussing the class novel, clearly explaining the reasons to support their decisions.
- 3.8 Pupils make excellent progress in their numeracy and achieve high levels in relation to age expectations, as seen in their work. They apply their understanding and skills with great success, for example, children in Reception demonstrated excellent understanding for their age in continuing and creating more complex repeating patterns. Older pupils in Year 3 demonstrated excellent numeracy skills when applying their secure understanding of division with remainders to solve word problems. Scrutiny of pupils' work in Year 6 revealed how they applied their strong knowledge of algebra adroitly to solve linear and simultaneous equations. Older pupils told inspectors how they apply their mathematical skills in other subjects, for example, in history pupils spoke with enthusiasm about how the golden ratio has been applied in architecture and, in science, they use their skills to create graphs and perform calculations during experiments. Pupils perform at a notably high level in local, and national mathematical competitions.
- 3.9 Pupils are highly proficient in their use of technology. Pupils confidently described, how they use technology, for example, in their writing for editing purposes, in geography to create presentations and in Spanish to improve their accents. Pupils felt highly competent in using commercial programmes

and shortcuts and felt they were confident coders. In the lessons observed, pupils demonstrated their highly developed information, communication and technology (ICT) skills, and the ability to work independently. For example, pupils in Year 2 demonstrated high-level coding skills by confidently and adeptly adding sound and actions to their animated character. In a lesson in Year 4, pupils used their strong knowledge and skills highly effectively to create a spreadsheet and form an electronic bar chart to record data to support a science experiment. Age-appropriate software applications, alongside high-quality teaching and using ICT within the classroom combine to produce excellent outcomes for pupils.

- 3.10 Pupils demonstrate strong study skills across the curriculum. The youngest children were observed using their well-developed hypothesising skills to predict how variously coloured and sized pumpkins may be different inside. Pupils in Year 4 aptly demonstrated high-level hypothesising and analysing skills in determining which crisps contained the most fat. Pupils enjoy enquiry and are encouraged to be curious and to ask questions in order to develop higher-order skills. Pupils in Year 6 displayed strong higher-order thinking skills, analysing data, and hypothesising as to whether a Venn diagram would be the most appropriate method of recording the information. Pupils in Year 5 were observed synthesising information from a variety of sources and then using this information to effectively draw logical conclusions. However, on the few occasions where teaching is less successful, work is either too prescriptive or the tasks are insufficiently challenging. This restricts pupils' ability to consistently develop their higher-order thinking skills including research, reasoning and analysing data.
- 3.11 The majority of pupils move through to the senior school with a significant number gaining academic scholarships, and others achieving similar success in gaining awards for sport, music and the creative arts. Pupils achieve highly and with considerable success outside of the formal curriculum, thanks to the support they receive from staff and the excellent range of opportunities open to them. Sports teams in football, netball, hockey and cricket are regularly successful in local, regional and national sports tournaments. A significant proportion of pupils in the school learn a musical instrument and may play in ensembles and in the school orchestra, many achieving high levels of success in grade examinations. The school's choristers have taken part in national choir competitions achieving significant success in recent years. Many pupils participate in a local young authors writing competition and regularly achieve top awards. The school's leadership has ensured that pupils have many opportunities to both expand and excel in their personal interests fulfilling their aim of being a community committed to the development of the full potential of each child.
- 3.12 Pupils' notably strong attitudes to learning promote their excellent progress. At all ages, pupils are hardworking and willing to learn. They are well-behaved and responsive, often displaying an enquiring mind. Scrutiny of their work reveals a real pride in their presentation and opportunities for pupils to take initiative and leadership in their learning. For example, English work in Year 6 demonstrated pupils' excellent reasoning skills to construct a balanced argument about a topic of their choice. Pupils are given many opportunities in lessons to work collaboratively in small groups or pairs, and they are very supportive of one another. Younger pupils arriving at school displayed excellent collaborative skills, sharing games and activities and welcoming those arriving later to join in. Pupils in Year 3 collaborated extremely well to devise inventive menu choices for the Iron Man in their English lesson. Boarders prepare well for each day and demonstrate their own initiative and leadership in the boarding area, such as organising their dormitories and preparing what they need for the day ahead. The high expectations and enthusiasm of staff, teachers' understanding of the needs of the different age groups and abilities, and the quality of relationships all help to promote a positive environment from which pupils can learn.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 From the earliest age, pupils develop high levels of self-esteem and self-confidence nurtured by staff who know individual pupils well and treat them with kindness and respect. Children in the EYFS are positive and confident, spontaneously initiating conversations with visitors. Pupils in Year 2 displayed high levels of self-confidence as they performed a song together in music. Pupils of all ages display high levels of resilience and perseverance, as seen in a Spanish lesson in Year 6 where the pupils remained extremely focused on improving their accents. Consistent and supportive feedback in marking has played a large part in enabling pupils to identify their own targets for improvement. In interviews, pupils spoke positively about receiving marking using pink and green pens as it gives both helpful feedback and guidance on next steps. They also appreciate the value of reflective time at the end of the week to record their successes and areas that went less well and identify actions they will enact to move forward. Pupils' excellent self-understanding is because leadership and management are effective in promoting a culture of pro-active learning, where excellent effort is positively celebrated.
- 3.15 Pupils exhibit strong decision-making skills and have a good understanding that decisions they make are an important determinant of their own success and wellbeing. For example, in a mathematics lesson in Year 3, pupils made effective decisions as to the level of difficulty recognising the need to consolidate or challenge their learning as appropriate. Pupils in Year 5 decide whether to follow French or Spanish over the final two years in preparation for senior school. During discussions, older pupils very much appreciate the Gifted, Really Enthusiastic, Able and Talented (GREAT) programme where they can choose from a variety of subjects to develop their individual talents and passions. Boarding pupils said that they appreciate the opportunities to make decisions, such as introducing a system where they can thank each other for moments of kindness.
- 3.16 Pupils develop excellent spiritual awareness as they progress through the school. They have a strong understanding of world religions. The youngest pupils during snack time were observed listening attentively to a story celebrating Sukkot and those of the Jewish faith confidently sharing their personal experiences. In a religious education lesson in Year 2, pupils demonstrated an excellent knowledge and understanding of the significance of Christian rites of passage, while in a registration session in Year 6, pupils spoke highly knowledgeably and with clarity about the festival of Diwali and the use of rangoli patterns. This respect of other faiths and cultures is a feature of the school. Pupils have an excellent awareness of the non-material aspects of life, nurtured from their earliest years through access to a varied outdoor environment where the wonders of the natural world can be explored. Older pupils shared a moment of awe and wonder when the choral music coming from inside the school made them stop, listen and enjoy the moment giving them a deep sense of joy. Pupils are supported by a strong curriculum, regular assemblies and a pastoral care system that encourage openness of thought and debate.
- 3.17 All pupils around the school are kind, courteous and extremely well behaved, as seen during observations or lessons, lunchtimes, breaktimes and boarding time. Pupils' have a thorough understanding of the school's values of kindness, openness, respect and responsibility (KORR). They endeavour to enact them out and, consequently, display a strong moral code which is enhanced through the curriculum. For example, a scrutiny of pupils' work in Year 6 showed their excellent reasoning skills when considering moral questions such as, 'Is it always wrong to steal?' Relationships between teachers and pupils are based on high expectations and excellent modelling from adults on mutual respect. This results in an empowering and safe learning environment. In their response to the questionnaire, almost all parents agreed that the school actively promotes good behaviour. Pupils understand and show high regard for the school's rules, and most readily accept responsibility for their own behaviour explaining that if a mistake is made, it is the responsibility of the person who made it to put matters right.

- 3.18 The pupils have excellent social awareness, show empathy and are willing to offer help and support to others. Pupils are highly adept at collaboration and confident to share ideas in both small groups and whole-class discussion. For example, the youngest children learn the importance of sharing and working together and, in Reception, worked together highly effectively to design a marble run. In an expressive arts lesson in Year 4, pupils displayed excellent collaborative skills when choreographing their own country-dances. Older pupils relish the chance for team working on the annual residential trip in which all pupils in Year 5 can participate, and on the residential sports tours for the top two years. They explained how these tours and trips help them to work closer together to achieve a common aim and often with peers who they may not regularly work alongside. The school council, which pupils value, has advised school leaders of their opinions such as the introduction of a fruit snack in the afternoon, play equipment for outside including a zip wire and the introduction of new clubs. Almost all parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.19 Throughout the school, pupils make a tangible effort to contribute positively to the lives of others. There is a strong awareness of the needs of others in the local community and the wider world. Older pupils described their willingness to take responsibility for helping and supporting the younger ones in a variety of ways, most importantly, to be a person their buddy can go to. During discussions, pupils spoke confidently about being involved in charitable initiatives ranging from taking part in an art competition for the homeless to filling rucksacks to give to Ukrainian children. Pupils in Year 6 enjoyed telling inspectors their enthusiasm for taking responsibility for choosing the charity and organising the stalls for the annual Christmas fair. Pupils who attend the library club have trained to be 'Silver Readers' where they enjoy reading a short story or poem to a 'Silver Listener' each week and appreciate the difference this can make to their lives. These ventures further consolidate their understanding of how their individual efforts make a difference to the lives of those less fortunate than themselves.
- 3.20 Pupils from different cultures are extremely well integrated and show genuine interest in each other's backgrounds and experiences, making the school a calm and unified place. The overwhelming majority of parents who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of others. Pupils say that they feel that their personal, social, health and economic (PSHE) lessons actively encourage reflection and understanding of differences, and they learn about religions and ways of life in religious education and global studies lessons. Although, in responding to the questionnaire, a very large majority of pupils said that pupils are kind and respect one another, responses from the very small number of boarders were much less positive in this area. Inspection evidence showed the school's leadership is very much aware of this difference and is acting accordingly. Pupils understand the role they have in treating everyone equally and, in discussions with inspectors, explained that showing respect is valuing and accepting everyone regardless of their differences. In observation, inspectors witnessed only consideration, kindness and mutual respect between staff and pupils, fulfilling the school's aim of upholding Christian values in practice, while welcoming members of other faiths (and none) in a spirit of openness and tolerance.
- 3.21 Pupils show an excellent understanding of the need for a healthy lifestyle and how to keep safe online as a result of the e-safety training they receive in PSHE and ICT lessons. Pupils have a strong understanding of the benefits of a healthy diet and make sensible choices. For example, pupils in Year 3 at lunch explained to an inspector that they had learned about the coloured food pyramid which they used to help make informed food choices. Pupils make very good use of the many opportunities for physical exercise and fresh air available to them within the curriculum and in the school grounds at break times. In a physical education lesson, pupils in Year 1 participated in various challenges involving rocking and rolling demonstrating dexterity and enthusiasm. Pupils are very aware of the importance of mental health and appreciate the attention to their emotional well-being, and pupils confidently identified those they could speak to for support. In response to the questionnaire, all the parents said their children learn in a safe environment. The school's leadership and attentive governance have ensured that pupils' safety has the highest priority.

## 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 and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses 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 Timothy Cannell	Reporting inspector
Mr Andrew Greenway	Compliance team inspector (Director of education, GSA school)
Mrs Karen Pickles	Team inspector for boarding (Director of education, GSA school)
Miss Joanna Gay	Team inspector (Former deputy head, IAPS school)