



**ISI** Independent  
Schools  
Inspectorate

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

**Lambrook School**

**June 2023**

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## School's Details

<b>School</b>	Lambrook School			
<b>DfE number</b>	867/6003			
<b>Registered charity number</b>	309098			
<b>Address</b>	Lambrook School Winkfield Row Bracknell RG42 6LU			
<b>Telephone number</b>	01344 882717			
<b>Email address</b>	headmaster@lambrookschool.co.uk			
<b>Headmaster</b>	Mr Jonathan Perry			
<b>Chair of governors</b>	Mr Paddy Burrowes			
<b>Proprietor</b>	Lambrook School Trust			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	632			
	<b>Day pupils</b>	632	<b>Boarders</b>	Flexible
	<b>Pre-Prep</b>	169	<b>Prep</b>	463
<b>Inspection dates</b>	6 to 8 June 2023			

## 1. Background Information

### About the school

- 1.1 Lambrook is an independent co-educational boarding and day school. Founded in 1860, the school occupies a fifty-two-acre site close to the towns of Ascot, Bracknell and Windsor. It is an independent charitable trust, administered by a board of governors. The school comprises two sections: the pre-preparatory school for pupils in the EYFS and Years 1 and 2, and the preparatory school for pupils in Years 3 to 8
- 1.2 Boarding is available from the age of seven. Boarders are accommodated in two boarding houses, one for male and one for female pupils. Pupils may board on a flexible basis for up to five nights a week.

### What the school seeks to do

- 1.3 The school aims to keep a happy balance between education and childhood, giving pupils the 'Feathers to Fly', so that by the time they leave the school they can spread their wings and take flight as confident, happy, engaging, mature and thoughtful young adults.

### About the pupils

- 1.4 Most pupils are from families with professional and business backgrounds who live within a fifteen-mile radius of the school. Test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 162 pupils with special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia, visual and auditory processing difficulties and attention deficit hyperactivity disorder, all of whom receive specialist help. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for two pupils, who are provided with support. The school has recognised a number of academically able pupils who follow a modified scholarship curriculum. Pupils talented in art, music, drama and sport receive additional support to nurture their potential.

## 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.

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 Years 7 and 8, 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 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 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 wellbeing 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 highly effective and eloquent communicators with outstanding speaking and listening skills who express their thoughts freely and with clarity of expression.
- Pupils' attitudes to learning are excellent for their age. They understand cause and effect and confidently use a range of information sources to research topics of interest to them.
- Pupils' attitudes to learning are highly positive; they have extremely good concentration, are motivated and curious and successfully demonstrate a willingness to work together.

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

- Pupils develop extremely high levels of self-esteem and self-confidence, enthusiastically challenging themselves to succeed in a broad range of circumstances.
- Pupils have an extremely strong awareness of the non-material aspects of life. They have a well-developed appreciation of the world around them and their impact on it, and a real love of life.
- Pupils' social skills are a considerable strength of the school. Relationships between pupils across the school are outstanding, with older pupils readily supporting their younger peers.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Strengthen links between phases of the school to ensure that the pupils' learning builds consistently.
- Ensure a consistency of approach to science teaching across all age groups.

#### 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 develop a love of learning in a nurturing environment in accordance with the aim of the school to keep a happy balance between education and other childhood activities. From an early stage, pupils make excellent progress from a range of starting points. Most pupils meet the expected levels in all areas of learning at the end of the EYFS. The results of internal assessments, scrutiny of books and lesson observations, show attainment and progress for pupils of all abilities and needs to be good, and in some cases rapid in relation to national age-related expectations. Pupils achieve excellent results in entrance examinations to highly selective senior schools, a significant number with scholarships for



their academic success, sport, drama, art, music and design technology. The high quality of outcomes is supported by the extremely wide-ranging curriculum and breadth of opportunity available. Almost all parents who responded to the questionnaire agreed that the range of subjects, including for online learning, is suitable for their children and a similarly high proportion also agreed that teaching enables their children to make progress.

- 3.6 Over the age range of the school, pupils' skills for learning develop to a high level across most areas of the curriculum. A comprehensive process to track and monitor pupil progress is used to identify children who require extra support so that appropriate strategies can be introduced early to narrow any gaps in learning. Pupil needs are very well understood. Those with additional needs make similar progress to their peers because of the excellent quality of intervention provided. Pupils who have EAL also make progress in line with their peers. Sensitively targeted support is well managed, overseen and reviewed regularly. The most able children understand their own needs and successfully develop their learning and thinking in class by taking on increasingly challenging activities with great enthusiasm.
- 3.7 Pupils' knowledge, skills and understanding are well established across a range of subjects. They are curious and creative learners who acquire new knowledge quickly. Having the opportunity to revisit prior learning enables pupils to deepen their understanding and make broader links across different areas of their learning. For example, younger pupils are able to explain why butterflies lay their eggs on the underside of leaves and older pupils understand the cause and effect of droughts, as well as the environmental and human impacts. Older pupils successfully undertake detailed research projects, for example, on how well the local area recycles waste, and record their findings in thoughtful and engaging ways. Pupils confirm that marking and verbal feedback are provided in a way that constantly challenges them to review and improve their work. In science, when work is not always sufficiently challenging, progress is not as strong.
- 3.8 The pupils are highly effective and eloquent communicators with outstanding speaking and listening skills. From an early age they express their thoughts freely and with clarity of expression in a safe and supportive environment. Many relish the opportunity to contribute to discussions and explore a range of opportunities to practise their skills. For example, younger pupils clearly and frankly articulated their ideas around a school report for King John and older pupils delivered a speech they had written as prime minister with clear diction and an excellent persuasive tone. Pupils communicate expressively through music, art, drama and a range of creative media. They develop their communication skills to the full as teachers have high expectations and senior leaders have been highly successful at developing and embedding opportunities for pupils to challenge themselves such as in performance poetry, debate or drama productions. Pupils' written communication develops successfully over time across the full range of genres. Whilst younger pupils enjoy writing, senior leaders agree that their use of phonic knowledge by the end of Reception is not as well developed and are introducing a new structure to support the children's learning to improve their writing. Older pupils demonstrate sophisticated writing skills and use a broad range of mature vocabulary, personification, figurative language and a mature understanding of emotion and empathy. This is exemplified in writing about their family experiences in World War II or writing about the nature of a character from a challenging text.
- 3.9 Pupils' competence in numeracy is excellent. For example, the youngest children often use their skills in the outdoor learning area such as when checking lengths of wood to build a frame for a kite, through counting money or recognising comparisons in sizes of seeds when growing their plants. Older pupils demonstrate an outstanding application of mathematical knowledge and skills to other areas of learning, as observed in geography where they successfully interpreted pie charts and pictograms relating to literacy rates. Older pupils explained how they love algebra and fractions and the challenge they give. The most able are excellent mathematicians, successfully solving challenging scholarship questions and Olympiads. The focus on pupils' skills and application of technique ensures older pupils

are well prepared for external examinations. These skills have been effectively applied through external mathematics challenges where groups have won awards in national finals.

- 3.10 The use of information and communication technology (ICT) is embraced fully throughout the school and pupils of all ages successfully use digital devices to enhance their learning. They recognise the importance of ICT as a tool to aid learning and value their own competency as an essential ingredient to be successful in future learning and life. The youngest pupils in Reception confidently programme toys to move along a number line to assist with addition problems and are able to use tablet computers to draw pictures. Pupils are effective in researching areas of particular interest and, when using computers, to word process their findings. They are adept at coding, as demonstrated when pupils develop their own multi-level games or design applications. The digital ambassadors are highly competent users of technology and pupils appreciate their support. This group is in the process of developing its own website to give top tips for the use of technology for their friends and the staff.
- 3.11 Pupils of all ages display mature study skills for their age. They confidently think for themselves, hypothesise, analyse data and text, and successfully synthesise the information they gather. Younger pupils gather information about bugs and their characteristics, whilst others analyse why their model spaceship is wobbly and work together to adapt the structure to make it more stable. Older pupils make connections between Magna Carta and a set of classroom rules. Critical thinking skills are used effectively in debate when considering 'To become old and wise you must first be young and stupid'. They exhibit a demonstrably positive attitude to their learning and are highly engaged, making the most of the wide range of opportunities provided for them. They organise and plan their work effectively and use feedback to reflect on their knowledge and skills. Knowledgeable and dedicated teaching staff promote a positive learning environment which is inclusive and appropriately challenging.
- 3.12 Pupils' achievements in extra-curricular activities are considerable for their age. Across all age groups they develop their own talents and interests to a very high level. An extensive programme of clubs and enrichment activities allows them to try out new skills and develop others. Staff have successfully developed an award system *The CARPE Award* which encourages pupils to try activities in the areas of community, the arts, recreation, pioneering and the environment to broaden the pupils' horizons.
- 3.13 Pupils actively enjoy the broad range of sports available to them and all ages strongly develop their physical fitness and skills through high-quality coaching and their own determination. Pupils have been particularly successful in regional and national competitions for hockey, netball, football, judo, fencing and gymnastics. Skills for the performing arts develop extremely well from an early stage, as all pupils have regular opportunities for performance and enjoy specialist teaching for music and drama. Younger pupils develop a love of music through singing and preparing for concerts. Older pupils are extremely successful in external drama examinations where almost all achieve the highest grades and through opportunities to perform at a range of venues. Skills for artistic endeavour are well developed. Pupils work with a wide range of materials and styles with excellent results as they explore the work of well-known artists. A small minority of pupils stated that staff are not always fair in the way that sports teams are chosen.
- 3.14 Pupils demonstrate excellent attitudes towards their learning. They understand the positive impact of working as a team, which they demonstrate consistently throughout their lessons. For example, in a drama lesson exploring physical theatre, pupils showed great flexibility, adjusting their performance through an active process of listening, trying out and evaluating their ideas to achieve a consensus outcome. Engagement levels in lessons are excellent and pupils demonstrate clear leadership in their own learning across a range of subjects. The learning environment promotes inquisitive individuals whose contributions are valued, respected and developed, causing pupils to feel they are equal contributors to their learning.

## The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop extremely high levels of self-esteem and self-confidence, enthusiastically challenging themselves to succeed in a broad range of circumstances. This meets the school aim to provide their pupils with 'feathers to fly,' so that by the time they leave the school they are confident, engaging, mature and thoughtful young adults.
- 3.17 They value the school's ethos and are extremely proud of their community. Pupils feel very well prepared for the next stage of their lives, largely due to the teachers' clear expectations and strong structures put in place to ensure that times of transition are organised to build pupils' confidence. The responsibilities they take on throughout the school are a significant factor in developing this high level of confidence, maturity and readiness. This was confirmed by parents in their responses to the questionnaire. Pupils seek countless opportunities to improve and are willing to work hard to achieve their goals. The management team regularly consults the whole school community to develop and promote systems for personal development and pupils have a significant voice in this process. They develop a strong awareness of their strengths and areas for development through the well-structured assembly programme, daily opportunities to spend time with their class teachers and a comprehensive personal social and health education (PSHE) curriculum.
- 3.18 Decision-making skills demonstrated by pupils across all age groups are developed to a high level. Teaching promotes these skills through a varied curriculum and provision of a safe, nurturing environment where differing opinions and ideas are discussed and celebrated. Through wide-ranging leadership opportunities, pupils help to run committees and councils, making decisions in the best interests of the school while considering the impact of these decisions on those around them. In the classroom, pupils take control of their learning, making decisions about the presentation of their work, the level of challenge they seek and how they should approach their tasks to meet the desired outcomes. They report that they feel well supported to make effective decisions whether this be with their work or their own personal well-being.
- 3.19 Pupils have an extremely strong awareness of the non-material aspects of life. They have a well-developed appreciation of the world around them and their impact on it and a real love of life. They appreciate and respond to art and music as a way of expressing themselves and recognise the value of these to convey emotion. They appreciate moments of quiet reflection, such as having time in the orchard with the animals. Pupils undertake mature discussion and debate. They reflect well beyond their years on the challenges humanity faces, such as the impact of global warming. Pupils comment that they actively enjoy sharing their own experience of religion and faith, enabling their understanding of each other's spiritual life to be strong and positive.
- 3.20 Pupils' behaviour is excellent and high standards are maintained. The school's values of respect, responsibility, kindness and leadership are understood and evident as pupils conduct their daily school lives. They take ownership of the school rules, seek to resolve problems when necessary and learn from their mistakes. They have a strong understanding of the rule of law through exploration of news and current affairs topics. Pupils feel safe at school and identify any bullying as unacceptable. The older pupils and staff are extremely good role-models who take on wide-ranging responsibilities in a consistent way. This successfully supports the development of the school community as a safe place where everyone's voice is heard.
- 3.21 Pupils' social skills are undoubtedly a considerable strength of the school. They collaborate well on a wide range of tasks, consistently supporting each other to deepen their understanding in almost all lessons and when organising productions or special events. Relationships between pupils across the school are outstanding, with older pupils readily supporting their younger peers in many activities, such as when reading with them in the library or when supporting the youngest children in their learning through play. The positive influence of older pupils gives younger pupils, and those new to the school, a strong sense of family and partnership. Pupils are highly appreciative of the deliberate

decision that senior managers have taken to separate day and boarding life, with no expectation of bringing academic work into the boarding house. They report that this allows them to develop their friendships and social skills and learn how to interact with each other in a different and positive way. Pupils state that boarding rounds off their experience of the school.

- 3.22 Pupils demonstrate a warm sense of care for one another. They want to make a difference and make their community a happy place. Pupil ambassadors and buddies ensure that everyone can have a happy and productive time in school whether in the classroom or in the playground. By Year 8 the extensive range of responsibilities they take on contributes positively to their own well-being and that of pupils of all ages. School Council is an active body which actively seeks the ideas and opinions of pupils before taking their views to senior leaders for consideration. Older pupils work hard to capture a flavour of events, areas of interest and differing opinions in the school while writing the school newspaper, *The Lambrook Express*. Pupils have a strongly developed understanding of giving back to others. They enjoy taking the initiative to choose charities to support and organise events to raise funds for causes close to their hearts. Very successful fund-raising events have raised significant sums of money for local, national and international groups such as *Pens for Ukraine*, and the *Great Minibus Wash* organised by Year 8 for a partner school in Africa. Almost all parents who responded to the questionnaire confirmed that the school helps their children to develop strong teamwork and social skills.
- 3.23 Pupils are highly aware of the diversity of the world beyond their school and are firmly of a generation that accepts difference as the norm. They speak in an informed way about different faiths, national roots and in an age-appropriate way about gender. They value opportunities to explore diversity. Pupils develop a strong sense of community at the school and report that it is one big family. As a result, there is a seamless mutual respect and understanding between pupils of all cultures and backgrounds and between pupils and staff. Pupils have a deep awareness of discrimination and the negative impact that it can have on well-being. Their accepting and inclusive attitudes are developed through a comprehensive PSHE programme and in assemblies and regular theme days that focus on accepting everyone as an individual. All pupils warmly welcome new children to the school and are quick to offer them support to ensure that they settle in quickly and are confident in their new community.
- 3.24 Pupils develop an extremely good awareness of the importance of a balanced lifestyle in terms of diet, exercise and mental and emotional health. They enjoy a wide range of sporting activities and make good choices in terms of diet and food, appreciative of the high-quality healthy food the school provides. Pupils understand the benefit of taking time out for reflection or listening to music and having time with their friends. They understand that they have people they can turn to for advice and support including the school counsellor. Their awareness of the need to be safe when using the internet or mobile phones is strong from a very early stage. The allocated time for PSHE is a significant factor, allowing pupils time and space to discuss sensitive issues important to them. The strong focus on e-safety across the school in PSHE and computing lessons as well as assemblies and themed events with external speakers results in pupils having a strong awareness of what to do if they receive material which makes them feel uncomfortable. Boarders speak positively about the advantages of boarding in saving travel time and allowing them to enjoy the freedom of after school time. They enjoy healthy meals in boarding and plentiful snacks and are aware of the need to hydrate. Pupils value physical exercise, and are comfortable relaxing, not feeling that they need to always fill their time. Pupils are well prepared for the next phase of their education.

## 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, chapel 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

Mrs Diane Gardiner	Reporting inspector
Mr Steven Popper	Compliance team inspector
Mr Stephen Cole	Team inspector (Former head, HMC school)
Mrs Kerrie Daunter	Team inspector (Head, ISA school)
Mrs Diane Durrant	Team inspector (Former deputy head, SoH school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)