

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

Maidwell Hall School

May 2019



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School's Details

School	Maidwell Hall School			
DfE number	928/6005			
Registered charity number	309917			
Address	Maidwell Hall School Maidwell Northamptonshire NN6 9JG			
Telephone number	01604 686234			
Email address	theseecretary@maidwellhall.co.uk			
Headteacher	Mr Robert Lankester			
Chair of governors	Mr Richard Cunningham			
Age range	7 to 13			
Number of pupils on roll	136			
	Boys	84	Girls	52
	Day pupils	20	Boarders	116
Inspection dates	21 to 23 May 2019			

1. Background Information

About the school

- 1.1 Maidwell Hall School is a boarding school for boys and girls aged between seven and thirteen years with a small number of day pupils. It was founded in 1911 as a boarding school for boys. It moved to its present location in 1933 and has admitted girls since 2010. The school is a registered charity, whose trustees form its governing body. The main school building is a Grade II listed country house set in 50 acres of Northamptonshire countryside. The school owns the surrounding farmland. Boarders sleep in dormitories on two floors of the main house. Since the previous inspection the school has improved facilities for information and communication technology (ICT) and introduced an electronic tablet scheme for all pupils.

What the school seeks to do

- 1.2 The school's aim is for each child to reach his or her maximum academic potential whilst developing wider interests through an extensive extra-curricular programme. It seeks to develop Christian spiritual and moral values, and encourage the development of character, confidence and resilience in preparing pupils for the senior schools of their choice.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds, mostly from white British families living within a 50-mile radius of the school. A small number of pupils come from overseas. The school's own assessment and standardised tests indicate that the ability of pupils is above average. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia and dysgraphia, all of whom receive additional specialist help. English is an additional language (EAL) for 13 pupils, whose needs are supported by specialist teachers. Data used by the school have identified 18 pupils as being the more able in the school's population, and the curriculum is modified for them and for 20 other pupils because of their special talents in sport, music, art and drama.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

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 2015 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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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.

2.15 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

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

2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

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

2.19 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

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>
Form VI	Year 3
Form V	Year 4
Form IV	Year 5
Form III	Year 6
Form II	Year 7
Form I	Year 8

Key findings

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

- Pupils' achievements in examinations are excellent due to the structured approach to the curriculum, the comprehensive programme of revision and the unstinting support of the teachers.
- Pupils are extremely proficient at using portable electronic devices to support and extend their learning across the curriculum.
- Pupils have exceedingly strong communication skills due to the many and varied opportunities they are given to develop them.
- Pupils participate fully and successfully in the extremely varied range of activities that contribute greatly to the overall boarding experience.

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

- Pupils have high self-esteem, are extremely confident and show mature levels of self-discipline.
- Pupils mix extremely well across all age groups and are hugely supportive of each other in response to the strong family ethos within the school.
- Pupils develop a deep affinity with the outdoors within the much-loved school grounds.
- Pupils know how to stay safe within the considerable freedoms they are given.
- Pupils have an excellent understanding of what constitutes a healthy work-life balance at school, and cope admirably with the academic demands of the school.

Recommendation

3.3 The school is advised to make the following improvement:

- Develop the religious studies (RS) programme of study increase knowledge of other faiths across all year groups.

The quality of pupils' academic and other achievements

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

3.5 The attainment of pupils of all ages and abilities, including those with SEND, EAL and those who are more able is outstanding. Pupils are highly successful in examinations due to the school's structured approach to the curriculum, the comprehensive programme of revision and the unstinting support of the teachers. Pupils achieve excellent results in competitive entry examinations to senior schools with rigorous entry requirements, with all successfully gaining places at their school of choice and some pupils being awarded scholarships or prizes. Pupils take great pride in seeing their grades improve over the year, informed by regular grades for effort and attainment which are shared between pupil and tutor. Pupils thrive on the ambitious targets they are set by staff who have an exceedingly good understanding of the strengths, weaknesses and preferred learning styles of pupils, and provide work which is carefully matched to the ability of the individual. Pupils take examinations in their stride and do not feel overly pressured by them because governors and senior leaders ensure that the focused yet nurturing and supportive boarding ethos enables pupils to manage the demands of the curriculum.

- 3.6 Although highly focused on examinations at the time of the inspection, pupils thrive as they develop their knowledge, understanding and skills across a broad and well-balanced curriculum which offers a generous amount of time for sport and activities. Throughout the school, pupils develop excellent knowledge in all areas, and acquire skills that help them apply their understanding. Pupils of all ages and abilities make significant progress in literacy, numeracy and science in response to high expectations from teaching. They achieve well in creative subjects due to inspirational teaching by enthusiastic staff. Pupils were able to create, perform and sing in isorhythmic patterns, and use a portrait of a chosen artist to skilfully create a clay bust. Although pupils learn a great deal about Christianity throughout their time at the school, their knowledge of other faiths across all year groups is relatively under-developed. The all-round personal development of pupils is greatly enhanced by the varied range of extra-curricular activities and the extensive programme of residential trips and visits available to them.
- 3.7 Pupils across the school demonstrate outstanding communication skills and successfully apply these to all areas of learning. Pupils gain great confidence in communicating their ideas through the many opportunities available for them to participate, such as drama, poetry competitions and in prayers. Lively debates and topical conversation in history, RS and geography enable pupils to gather their thoughts and present them in a coherent, persuasive manner. Pupils are supremely confident and articulate when conversing with adults as they go about their daily life in the boarding house and at mealtimes. Pupils with EAL develop strong verbal skills rapidly, enabling them to join fully in all activities with their peers. Pupils have excellent listening skills, follow instructions carefully, and listen attentively to other people's points of view. Pupils of all ages and abilities read enthusiastically and appreciate a wide range of genres. They happily lose themselves in a fictional world during the much-loved daily silent reading session. Pupils communicate well in writing and can present arguments and counter-arguments maturely. A wealth of written work reflects use of mature vocabulary, profiting from strategies to extend vocabulary such as 'word of the week'. Creative writing reflects higher-order skills such as imagery and personification, as seen in poignant, sensitive poetry produced by older pupils, and the benefits of debate are reflected in the depth of writing across the curriculum. Less able pupils are well supported in lessons or in small groups, and the use of ICT enables them to participate fully. Writing weekly letters home in addition to more regular emails mean that boarders have to engage with the written word meaningfully from an early age, and become skilled in doing so.
- 3.8 Pupils' mathematical skills develop rapidly for their age and they apply their knowledge and skills successfully to other areas of learning. Older pupils are competent in a wide range of mathematical concepts including algebra and trigonometry, and pupils of all abilities are proficient in applying knowledge to solve complex problems. In geography pupils created graphs to present their findings on population trends, rainfall and temperature, used mathematical equations in science to express formulae, and used measurement to chart their progress in physical education. Younger pupils learnt quickly how to read, record and plot co-ordinates following a clear demonstration and more able pupils were able to write down and plot accurately their own co-ordinates for 2D shapes.
- 3.9 Pupils of all ages and abilities are exceptionally proficient in using ICT to extend their learning. Widespread use of their own portable electronic devices enables instant access to the internet and software applications for research during lessons and private study. Younger pupils improve their speed and accuracy rapidly during weekly touch-typing lessons and develop programming and coding skills. Older pupils create simple web pages and use presentation software to show their research confidently. Less able pupils are skilled in typing or using voice recognition to record answers rather than writing them out in full. More able pupils use quiz applications in science and Greek to challenge and extend their thinking. Pupils engage in peer review productively to offer guidance to their friends on answers to revision questions, using a successful shared learning platform containing collaborative documents. Pupils use ICT effectively across the curriculum because leadership and management have ensured that staff are well skilled in using ICT, with regular audits undertaken by heads of department to enable wide its wide use across the curriculum.

- 3.10 Pupils from the earliest age develop strong study skills. They benefit greatly from advice given by skilled subject teachers on exam technique and revision guidance in a programme of study skills seminars. Pupils develop the ability to work independently and a mature approach to academic studies in response to an hour of private study each day, which requires them to select appropriate resources unaided. This proves more challenging for less able pupils and those with EAL as teacher support during this period is not available, but they comment they are able to use their time profitably. Boarding pupils benefit considerably from more informal opportunities to access support in their academic work, and some comment on being 'pulled along' in their learning by friends whose positive work ethic provides them with good role models. Pupils develop higher-order thinking skills through stimulating, interactive tasks delivered by knowledgeable, enthusiastic teaching. Pupils enjoy and respond well to the strong emphasis on independent investigation, research and discovery, as seen in science and history across all age groups. Able pupils are successfully challenged through activities such as the Rodin Society where older pupils grapple with challenging topics not normally covered in the curriculum.
- 3.11 Pupils achieve a high level of success in a limited range of national and regional competitions such as the primary mathematics challenge and the Sir Philip Sidney essay competition. Individual pupils have achieved county representative honours in team sports, and the rugby team were finalists at the national small schools sevens competition. The school makes extra arrangements which enable those pupils with specific talents, such as in dancing, show jumping and gymnastics to succeed. All pupils participate enthusiastically in the vast range of sporting activities provided, and appreciate the regular opportunities to represent the school in competitive matches. They grow in confidence and self-esteem through regular participation in school plays and poetry competitions, and achieve good results in instrumental and singing examinations.
- 3.12 Pupils of all ages and abilities have an extremely positive attitude towards learning. Pupils are keen to contribute orally, as seen in history and English lessons, where the questions posed in teaching are thought-provoking and challenging. Where lessons allow pupils to interact, discuss and explore with their peers, they take great pride in their learning. The tangible rapport between pupils and teachers in a busy boarding environment ensures that pupils have a positive attitude to all they do and a strong desire to learn.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages and abilities have high levels of self-knowledge, self-discipline and resilience. Across the curriculum, pupils grow in their self-knowledge and self-confidence. Less able pupils appreciate the warm, caring support they are given and strategies such as extra time for completion to ensure that examinations do not become overly stressful. Pupils learn to reflect on their efforts and achievements, allowing them to develop perseverance and resilience. The considerable independence afforded to pupils in boarding and in their free time contributes to the rapid development of self-understanding, enabling them to be extremely well prepared for the next stage of their education. Pupils feel the responsibility to set a good example to younger pupils inspired by the dedication and passion shown by staff. They comment on how teachers want them to feel good about themselves. Pupils are open in discussing their feeling and attitudes, and comment appreciatively on how the programme of engaging visiting speakers, such as the visually impaired, develops empathy and understanding.

- 3.15 Boarders quickly learn to make sensible choices in all aspects of school life such as which activities to join and how best to plan for revision and private study. Pupils make thoughtful decisions about how best to use their free time, balancing enjoyment of activities and time spent with friends with the need to study. This is prompted by the leadership's policy of no television or mobile phones except for overseas boarders. Pupils treat the magnificent school grounds they contain with respect, and make sensible, mature decisions with regard to any potential risks when playing in them. The school's 'Lifeskills' programme enables pupils to develop social understanding and skills in a number of contexts although careers education for older pupils is limited in scope.
- 3.16 The strong Christian ethos promoted by the school's leadership enables pupils to develop a firm spiritual understanding during their time at the school. Those of other faiths acknowledge that prayers and Sunday church are an integral part of boarding school life. Pupils explained how the Christian teaching provides the basis for their spiritual and moral development. They recalled with enthusiasm the message behind a recent interactive sermon where God's love was exemplified as a bucket of water used to fill up many small cups. Pupils develop their understanding further in *Crossfire*, a voluntary discussion group where they contemplate difficult questions, such as 'does God care for the environment?' Pupils also place considerable importance on non-material aspects of life they benefit from at school. In particular they appreciate greatly the freedom to explore their surroundings and the opportunity this affords them for reflection.
- 3.17 Pupils have a well-developed moral code which enables them to distinguish right from wrong. Within the lively boarding school culture, all pupils are extremely well-behaved and they take responsibility for their own behaviour, knowing how best to conduct themselves at all times. They are expected to be the best ambassadors for the school, and take great pride in fulfilling this role. Pupils appreciate fully why rules are needed for the whole school, and other communities, to live happily and harmoniously together. They feel punishments given are largely appropriate, and believe that doing unpleasant chores that benefit the whole community, such as picking up litter, are the most appropriate punishments to give. Older pupils show care and concern for younger pupils and take responsibility for them when the opportunity allows.
- 3.18 The school is seen by pupils as a large extended family where everyone is respected and all are treated as equals. The all-embracing boarding ethos contributes enormously to the outstanding social development of all pupils. Older pupils assume responsibility for helping younger ones with routine tasks such as letter writing and planning their revision timetables. Day pupils feel extremely well integrated, aided by groupings across year groups at mealtimes, and overseas pupils are warmly welcomed and settle quickly into boarding school life. Pupils working together in teams is highly developed through house competitions and inter-school events and is highly successful. The wide range of extra-curricular activities further enables pupils to forge meaningful friendships with pupils of all ages. Pupils develop strong leadership skills through outward-bound activities. Pupils thrive through the many opportunities they are given to take leadership roles within the school, such as prefects, house captains, new pupil guides and dormitory captains. Senior staff ensure that the valuable contributions made by pupils at meetings such as the school council, the food committee and the newly-formed eco-student council are followed up and often effect change for the better. A small minority of pupils stated in the questionnaire that they felt some staff showed favouritism to certain pupils. The senior leadership knew of the issue and had addressed it, and no evidence of favouritism was seen during the inspection.
- 3.19 Pupils readily attend the local church every Sunday with the school choir taking part, and take part in a carol concert in the community. Members of the first eleven cricket team help deliver skills coaching enthusiastically at the annual skills day arranged for neighbouring schools. Pupils run stalls eagerly to raise funds for the annual charity at the open day and Christmas fair to which local residents are invited. They enthusiastically participate in a wide range of inter-school sports and other competitions, concerts and productions, sponsored events, house competitions and the annual gym display.

- 3.20 Pupils show great respect for those of different faiths, backgrounds and traditions, and value the diversity within the school. The school is an all-embracing, tightly-knit community where uniqueness is encouraged and where what senior leaders describe as 'being a bit quirky' is a positive personality trait. Pupils commented that overseas pupils bring something extra to the school community, and that they had learnt a great deal about oriental culture when acting as guides for a large group of Chinese students who recently spent two weeks at the school. Food theme days are greatly enjoyed as pupils enjoy Indian or Chinese meals. Through Lifeskills lessons, pupils develop understanding and empathy for the situations of those in different cultures, as seen when older pupils sensitively discussed the story of Martin Luther King. Younger pupils demonstrated the need for sensitivity towards others when learning about what it means to be a good citizen. All pupils enthusiastically celebrate British customs such as Pancake Day and Bonfire Night, and understand the place of significant days such as Remembrance Sunday.
- 3.21 Pupils of all ages know how to stay safe and keep fit and healthy. They learn positively how to maintain physical and mental well-being through the Lifeskills programme and can explain the importance of a healthy diet, regular exercise and a balanced lifestyle. They know why they must wear sun cream on sunny days and to take rest in the shade when possible. Younger pupils understand simple routines such as hand washing that can prevent the spread of bacteria and viruses. Older pupils created an information chart to improve a person's eating habits and exercise level. Pupils develop active, healthy bodies and minds in response to the governors' commitment to provide outstanding sports facilities, and the daily games and extra-curricular sports programme enjoyed by all.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a tutor group meetings and prayers. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Wendy Bowring	Reporting inspector
Mr Kit Perona-Wright	Compliance team inspector (Head of co-curricular studies, IAPS school)
Mrs Susan Wade	Team inspector (Deputy head, IAPS school)
Mr Frank Butt	Team inspector for boarding (Deputy head, HMC school)