



ISI Independent
Schools
Inspectorate

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

Marlborough House School

January 2023

Contents

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

School's Details

School	Marlborough House School		
DfE number	886/6005		
Registered charity number	307793		
Address	Marlborough House School Hawkhurst Cranbrook Kent TN18 4PY		
Telephone number	01580 753555		
Email address	frontoffice@marlboroughhouseschool.co.uk		
Headteacher	Mr Eddy Newton		
Chair of governors	Mr Simon Hodson		
Proprietor	Marlborough House School Trust Ltd		
Age range	2 to 13		
Number of pupils on roll	248		
	Day pupils	214	Flexi boarders 34
	EYFS	52	Juniors 159
	Seniors	37	
Inspection dates	31 January to 2 February 2023		

1. Background Information

About the school

- 1.1 Marlborough House School is situated on the outskirts of Hawkhurst, Kent. It was founded in 1874 in Hove and moved to its present site in 1930. It is non-denominational with a broadly Christian ethos. Although a co-educational day school, the school offers flexi boarding for 3 nights each week for older pupils. The school is run as a charitable trust, administered by a board of governors. The school comprises a Nursery and pre-prep (including the Early Years Foundation Stage) and a prep school in separate buildings. Boarding accommodation is in a wing of the main school building. The current headteacher has been in post since 2020.

What the school seeks to do

- 1.2 The school aims to recognise and meet individual needs, and to discover and develop the talents of each child. It seeks to foster a happy community based on mutual respect and to provide a safe, healthy and caring environment for children as they learn and prepare for the future stages of their education.

About the pupils

- 1.3 Pupils come from a range of professional and business backgrounds, mostly from families living within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The number of pupils who have special educational needs and/or disabilities (SEND) is 61, of whom 35 receive support from the school. They have a range of needs, including dyslexia, dyspraxia and attention deficit hyperactivity disorder (ADHD). None has an education, health and care (EHC) plan. English is an additional language for 21 pupils, with extra support provided for two of them. Pupils identified as the most able are provided with extra challenges through the academic scholarship programme.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standards 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, and 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, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standards 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 standards 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 standards 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 employ highly effective study skills which enable them to make rapid progress in all subjects.
- Pupils are effective and eloquent speakers and demonstrate highly developed communication skills.
- Pupils of all abilities acquire excellent skills in mathematics and English.
- Pupils develop outstanding attitudes to learning, demonstrating initiative, independence, and a willingness to work collaboratively.

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

- Pupils show outstanding appreciation of the non-material aspects of life and mature levels of spiritual understanding.
- Pupils demonstrate excellent social awareness; they show a strong sense of value and respect for themselves and others in contributing to a positive, collaborative and caring community.
- Pupils develop high levels of self-confidence and independence with a clear understanding of how to improve their own learning and performance.
- Pupils have excellent moral understanding, showing kindness and consideration to each other.
- Pupils are highly aware of how to keep fit, healthy and safe.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable all pupils to feel better prepared for the future stages of their lives by providing a broader variety of careers activities.

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 abilities make fast progress from their individual starting points and achieve high academic standards. Children in the EYFS make rapid progress as a result of a nurturing and inspiring environment. Most meet the early learning goals by the end of the Reception year. In standardised tests for English and mathematics, most pupils attain well above the national average for pupils taking

similar assessments nationally. The school successfully meets its aim to recognise and meet individual needs. The strengths and weaknesses of pupils are identified through analysis of assessments by senior leaders. This enables those who are having academic difficulties to be effectively supported and those who are more able to be challenged further. In response to the questionnaire, a very large majority of parents stated that their child's educational needs are met effectively. Some pupils successfully sit GCSE Latin in their final year at the school. Most are highly successful in entrance assessments to selective senior schools, and a number gain a range of awards. Some pupils transfer to local grammar schools.

- 3.6 Throughout the school, pupils acquire excellent knowledge, skills and understanding across the curriculum. This is strongly supported by the commitment of senior leaders and governors to enable pupils to develop effective skills for learning and for life. Pupils develop high-level scientific skills and knowledge through a practical and experimental approach. The youngest pupils understood that the eggs in the incubator would hatch and grow into chickens. Pupils in Year 6 expressed excellent understanding of the relationship between resistance and current in series circuits, while investigating factors affecting bulb brightness. Pupils in Year 7 understood the findings of Dmitri Mendeleev when exploring elements of the Periodic Table. They were able to distinguish between metals and non-metals and identify the most reactive elements. Pupils become competent linguists. For example, pupils in Year 3 confidently identified and correctly pronounced the name of body parts in French. Pupils in Year 5 fluently discussed items in their backpack in accurate Spanish. Outstanding levels of artistry are evident across the school. Pupils in Year 6 successfully used distortion, elongation and adaptation to change their self-portraits, in the style of Amadeo Modigliani. The oldest pupils created highly effective porcelain 3-D sculptures with cobalt carbonate decoration, inspired by microscopic images of pollen molecules. Pupils in Year 5 showed confident levels of performance as they played appropriate chord sequences on ukeleles to accompany the singing of their own lyrics to *I'm Yours* by Jason Mraz. Some capably added percussion, piano and guitar as part of their ensemble.
- 3.7 Pupils demonstrate outstanding communication skills, which they confidently apply in their learning. They are extremely articulate speakers and express themselves clearly in conversation and debate. From the EYFS, pupils listen carefully to each other and take turns to speak and listen. They progress quickly in acquiring phonics skills and apply them to writing simple sentences. Pupils rapidly become confident readers and their writing skills develop at a fast pace. Pupils of all ages write enthusiastically and creatively in a fluent, cursive script using an increasing range of literary devices. Pupils in Year 2 successfully employed sequential words to describe their trip to the zoo. In their descriptions of the appearance of a Greek hero, Year 3 pupils used adjectives and similes to engage the reader's interest, such as 'a fearless and resilient hero who is as fast as a rabbit'. At the top of the school pupils show advanced understanding of the nuances of the English language. Pupils in Year 7 demonstrated excellent understanding of pathetic fallacy as they developed a sense of ambiguity and eerie atmosphere in their description of a haunted house.
- 3.8 Pupils' numeracy skills are extremely strong and successfully applied to other areas of learning. In discussions, pupils expressed their enthusiasm for mathematics. From the earliest years, pupils develop confident arithmetical fluency and a secure depth of knowledge and skills. Pupils in Reception successfully read a scale as they weighed ingredients to make flour. They used key mathematical vocabulary such as heavier, lighter, bigger and smaller. Pupils make excellent progress as a result of the well-planned lessons that allow time to think and collaborate, with effective support and challenge for all. Pupils in Year 3 accurately measured small items and converted millimetres into centimetres and vice versa. When using ordinance survey maps to locate places in the local area, pupils in Year 5 made accurate measurements with scale lines and successfully used six figure grid references. Pupils in Year 6 read ammeter scales correctly as they explored the relationship between resistance and current in series circuits. At the top of the school, pupils instinctively draw upon and apply a variety of methods, including formulae and reasoning skills, to solve advanced mathematical problems.

- 3.9 Pupils develop competent skills in using and applying information and communication technology (ICT) through discrete computing lessons. They use it effectively as a learning tool across the curriculum and are well prepared for life in a digital society. Pupils are equipped to use everyday computing skills in areas such as internet applications, word processing and presentation programs. Children in the EYFS show assured programming skills in their use of cameras, programmable floor robots, interactive devices, and remote-control toys. Older pupils instinctively move from pens, paper and books to digital devices and a variety of online platforms. They develop confident skills in coding as they progress through the school. For example, pupils in Year 3 executed computer codes to make images of ghosts, skeletons and bats move in different directions across the screen, and some used more complex code sequencing to transform the images. Pupils in Year 4 employed a text-based coding language using building procedures to create flower and crystal shapes of increasing complexity. Older pupils independently create projects, for example on human settlement on Mars, using multi-media presentations.
- 3.10 Pupils develop an outstanding level and range of study skills. This reflects the commitment of all staff, school leaders and governors to developing the skills of independence, collaboration, leadership, thinking, improving and communication. Pupils confidently use higher-order thinking skills as they analyse and hypothesise in all areas of the curriculum. They focus well, showing initiative as they enthusiastically approach challenges. Pupils successfully analyse, evaluate and adjust projects in all areas of the curriculum. In their work, pupils show resilience when they find things tricky. In discussions, pupils expressed their understanding that collaboration with others enriches their knowledge and understanding. They quickly develop the ability to hypothesise from their first days at school. Children in the Nursery were keen to explain what they thought would happen to a block of ice if left on a classroom table, anticipating that it would turn to water. In an experiment about shadow size, Year 3 pupils were able to predict what would happen, explaining that the angle of the torch should not be changed as it would alter the size of the shadow. Pupils in Year 7 explored how the early life experiences of Elizabeth I affected her reign. They drew upon a wide range of sources when writing a letter to her sister Mary, bringing together historical facts and empathy.
- 3.11 Pupils are successful in a wide range of activities, supported by the school's encouragement to pursue their interests. Teams are highly successful in inter-school fixtures, notably football, cricket, hockey, swimming, netball and rugby. Some pupils represent the county in their sport. Pupils have recently been finalists in the IAPS small schools football championship. A number of pupils learn a musical instrument and some achieve highly at local music festivals. Those who work towards graded music examinations are successful, gaining passes with merit or distinction. Pupils enjoy success in writing competitions and regional quizzes. Pupils have gained bronze, silver and gold awards in the UK Mathematics challenge. They also achieve highly through a wide range of clubs and activities, including karate, classical ballet and horse riding.
- 3.12 From their first days in the school pupils show excellent attitudes towards their studies and high levels of motivation in all areas. They demonstrate excellent initiative and thrive on working both collaboratively and independently. They quickly settle down to tasks, encouraged by the excellent relationships with their teachers. Children in the EYFS show early independence in their learning by selecting activities and resources from the many available. Older pupils use a range of resources to inform and enhance their learning and employ their mature communication skills to discuss and explain their thinking and reasoning. Pupils increasingly take leadership in their learning by posing questions and persevering as they progress through the school. They know that mistakes provide opportunities to improve and grow and are happy to learn from them. In the pre-inspection questionnaire, most pupils said that lessons are interesting and that their teachers' feedback and marking helps them to improve.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages show high levels of self-knowledge, self-confidence, determination and resilience. In discussions, pupils expressed confidence in their own abilities and talents. They feel able to be themselves and be confident with others within the caring and nurturing school environment. Pupils respond well to feedback and persevere when work is challenging. They are self-reflective, have an objective awareness of their strengths and weaknesses and understand how to improve their performance. For example, pupils in Year 5 continually evaluated, changed, checked and reflected on the progress of their self-portraits. Younger pupils independently indicate their level of understanding with coloured stickers. In class discussion, pupils in Year 4 identified the quality of resilience as being of great value in enabling them to achieve their dreams. They explained that they should stay motivated, never give up and need to reach for the stars. Pupils readily accept increasing responsibility for their learning, recognising that as they get older more is expected. Pupils who occasionally board show high levels of self-esteem, benefitting from the opportunity to develop self-confidence and independence in a safe, known environment. All parents who responded to the questionnaire stated that boarding experience has supported their child's personal development. Whilst pupils are well prepared for the next stage of their education, in discussions and questionnaire responses they suggested that a broader programme of careers-related activities such as informative talks and work shadowing would enable them to feel more prepared for future stages of their lives. The inspectors agreed with this view.
- 3.15 Pupils are confident decision-makers. They understand that by deciding to persevere they will achieve their best and by behaving well they will enjoy school. Pupils make informed and well-considered decisions from an early age. They understand that decisions they make, both personal and work related, can be instrumental in determining their own future success and well-being. In Reception, children were assured in their decisions about which resources to use to create birthday cards. All pupils confidently make decisions about which games to play outdoors. Pupils who board consider carefully who to elect for dormitory captains. Pupils in Year 3 realised that the choice of different musical instruments to create a polyrhythmic cyclic pattern would affect the group composition and performance.
- 3.16 Pupils develop outstanding levels of spiritual understanding. They have a particularly strong understanding of the non-material aspects of life as things that make you feel happy but are not paid for. They enjoy the opportunity to sit, reflect and play as they appreciate the ambience and beauty of the natural world around them. They relish being outdoors, learning in the wooded environment and hearing the birds sing. In discussions, pupils expressed their joy at growing vegetables and flowers. The youngest pupils delight in being outside and excitedly show wonder in what they discover and in their nursery pets. Pupils in Year 4 reflected with maturity on their own values and described their appreciation of what makes them feel happy and fulfilled. Pupils expressed what they believe personally and their respect for the different faiths of others. Consideration of the meaning of Bible stories in religious studies (RS) and prayers said during assembly showed pupils' strong sense of spirituality in the context of formal religion. Pupils are reflective and show great appreciation for how life can be enriched by following creative pursuits, having good self-understanding and strong friendships.
- 3.17 Pupils show a mature level of moral understanding. They confidently distinguish between right and wrong and accept responsibility for their own behaviour, including when boarding. They respect the high expectation of behaviour within the school and feel encouraged by the clear range of rewards and sanctions. All pupils are confident and polite when meeting new people and show excellent manners. They consider that they are usually able to navigate occasional behavioural issues themselves and are confident to seek help when it is needed. Discussions with staff and pupils and scrutiny of records showed that pupils are confident to seek help when it is needed. They are secure in the knowledge that any issues are fairly and sensitively managed. Pupils described the pupil body

as being incredibly friendly, kind and respectful. This reflects the school ethos of valuing self and others, actively promoted by senior leaders. Children in Reception reflected on a story about an unkind baboon and the importance of being a kind friend. In discussion, pupils in Year 4 agreed that by making positive comments they could encourage their peers to achieve more and that negative comments have a detrimental effect on people's confidence.

- 3.18 Pupils' social skills are highly developed, actively encouraged by the school's emphasis on collaboration and communication. Strong friendships and a sense of unity are evident across the school and the way in which pupils support each other is excellent, including when boarding. This shows successful fulfilment of the school's aim to develop a happy community based on mutual respect and consideration. Pupils work well together in groups and teams and older pupils become effective mentors to younger ones. For example, Year 6 pupils effectively supported younger pupils in solving mathematical problems. Pupils demonstrate mature levels of emotional literacy for their age. They appreciate and celebrate the success and contribution of those who achieve at high levels. In music and drama lessons, pupils spontaneously celebrate other groups' performances by applauding and giving praise.
- 3.19 Pupils make an excellent contribution to others, the school and the local community. They appreciate the circumstances of those less fortunate than themselves and are active in supporting them. Pupils relish the opportunities to participate in events to help the local and wider community, including the local hospice and foodbank and national charities such as the poppy appeal and 'Children in Need'. Pupils show initiative in organising charity events. For example, pupils in Year 6 successfully organised a concert in aid of Ukraine. Throughout the school pupils take roles of responsibility seriously as dining room leaders, librarians, boarding guides, heads of house, sports and pre-prep leaders. Members of the eco-committee show a deep understanding of the role they play in making a difference to the school environment. They have established a gardening club, contributed ideas towards the school's focus on outdoor education, such as growing vegetables to eat at school, and actively encourage pupils and staff to use less electricity. The pupil council carefully considers suggestions from pupils such as adding find-a-friend benches to the play area and several new clubs. They responsibly plan action, supported by senior leaders. Older pupils demonstrate a mature sense of responsibility and initiative and act as positive role models for others.
- 3.20 Pupils accept others for who they are and show great respect for everyone in the school, regardless of their background or role. They are fully accepting of each other and understand different cultures, beliefs and traditions through RS, the comprehensive relationship and sex education (RSE) and PSHE curricula and assemblies. The friendly ethos of the school and positive relationships between everyone support this. Pupils show knowledge, interest and empathy in matters of faith and feel comfortable in expressing their own faith in discussions. They demonstrate understanding of their own and other cultures, as seen for example in Year 8 pupils' study of Martin Luther King's *I have a dream* speech. Pupils speak passionately of why it is important to be tolerant of others who are different to them, whether in appearance, disability, gender or in choice of religions or sexuality. In discussion about the values of the school and the way in which some countries do not value diversity, the oldest pupils showed respect for their own society and the importance of equality and of not being bigoted. In their response to the pre-inspection questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 From the earliest years, pupils are very aware of how to keep healthy and safe, both physically and mentally, including when online. In discussions, pupils showed that they are very aware of the benefits and enjoyment to be gained from the range of sports and activities available to them, including when they board. They confirmed their secure knowledge of how to choose healthy food and recognise the value of a balanced lifestyle in order to feel happy. Pupils realise the benefits of talking if they have concerns or anxieties and appreciate the effective pastoral care available to them. They are self-disciplined and informally assess risk in their play at break time when deciding which trees to climb

and how high they should go. In their responses, almost all parents and pupils agreed that the school encourages pupils to be healthy.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Penelope Austin	Reporting inspector
Mr David Brown	Compliance team inspector (Deputy head, IAPS school)
Mr Jonathan Burnet-Harris	Team inspector (Deputy head, IAPS school)
Mr Peter Thacker	Team inspector for boarding (Head, IAPS school)