



ISI Independent
Schools
Inspectorate

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

Perrott Hill School

January 2022

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School's Details

School	Perrott Hill School			
DfE number	933/6016			
Address	Perrott Hill School North Perrott Crewkerne Somerset TA18 7SL			
Telephone number	01460 72051			
Email address	headmaster@perrotthill.com			
Headteacher	Mr Alex McCullough			
Proprietor	Mr Tim Fisher			
Age range	3 to 13			
Number of pupils on roll	194			
	Day pupils	159	Boarders	35
	EYFS	47		
	Juniors	117	Seniors	30
Inspection dates	25 to 28 January 2022			

1. Background Information

About the school

- 1.1 Perrott Hill School is an independent, non-selective, day and boarding school. It is situated in the village of North Perrott, in Somerset. The school was acquired by a limited company in 2020 and is administered by a local board of governors. There is facility for full, weekly, regular or flexible boarding from Year 3. Boys' and girls' boarding is accommodated on separate floors within the main house. The pre-prep is accommodated in adjacent converted stables. Since the previous inspection, a new head has been appointed, and the school has introduced music technology, updated its computing facilities and refurbished several areas including some boarding accommodation.
- 1.2 During the period March to May 2020, the whole school was closed. No boarders remained on site. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to February 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home received remote learning at the home of their guardians.
- 1.6 In 2020 public examinations were not held. Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to develop the whole child, their abilities and self-esteem, by providing and supporting the best opportunities for learning and development through a wide-ranging, excellent provision and progressive pastoral care. It seeks to retain the best of tradition while contending with the needs of the future, aiming to develop a sense of well-being and belonging across the community.

About the pupils

- 1.8 Day pupils come from families with a range of professional backgrounds, within a 30-mile radius of the school. Boarders come mainly from southern England and a small number from Europe. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, whose language needs are supported by specialist support and classroom teachers. Data used by the school have identified a number of pupils as being the more able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in academic subjects, art, drama, sport or music.

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'). 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 Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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, 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.
- 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. 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 17 and 19 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 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 5 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 18 are met.**

PART 8 – Quality of leadership in and management of schools

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

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 good.

- Pupils have excellent oral communication skills; they are articulate and express themselves clearly.
- Pupils show excellent mathematical skills in lessons.
- When pupils are given the opportunity, they show very effective attitudes to learning across the school, including significant initiative and independence.
- Pupils are not always fully engaged in some lessons and do not always understand how they can improve their work.

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

- Pupils' social awareness, ability to work with others to solve problems and achieve common goals is of a high standard.
- The pupils' behaviour is excellent, and they are considerate and courteous to each other as well as adults around them.
- Pupils' respect and cultural understanding are very well developed for their age and stage of development.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure all pupils understand how they can improve their work and learning in all subjects across the curriculum.
- Ensure all pupils are fully engaged and make progress in all areas of the curriculum at all times.

The quality of the pupils' academic and other achievements

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

3.5 Pupils of all ages and abilities, including children in the EYFS, make good progress during their time in the school. The school uses a range of standardised testing. Significant changes in the school's population in recent years, one factor being the pandemic, account for apparent variations in attainment. Analysis shows that, in the EYFS, a very large majority of children exceed national expectations for learning and development by the end of their time in the setting. Pupils reach average

levels of attainment in relation to national age-related expectations at the end of Year 6 but, by the end of Year 8, standards have improved significantly in mathematics, representing excellent progress in this subject. This is not the case in English where the development of pupils' writing skills is not as strong. Pupils with SEND make good progress and benefit from personalised learning programmes developed by recent improvements in the department. Pupils' individual progress is tracked to ensure early intervention and support to address individual needs so, overall, all pupils learn well and make good progress. Pupils attribute their progress to the support of their teachers who know each pupil well. Almost all parents in the pre-inspection questionnaire, agreed that teaching, including online provision, enables their children to make progress. This is fully in line with the school's aim that all pupils achieve their individual best by providing and supporting learning and development, and the emphasis that leaders and managers, including at governance level, place on trying to ensure that each pupil's needs are met.

- 3.6 Pupils develop good, and sometimes excellent, skills, knowledge and understanding in a range of subjects such as art, games, mathematics and music. For example, older pupils all produced excellent, complex musical compositions, either in pairs or individually, using notation software. Younger pupils in a science lesson were able to recall the names, functions and location of the major organs of the body, and the more able easily recalled the lesser organs. When given the opportunity, pupils enjoy challenges, such as in a pre-prep mathematics lesson on word calculations or in an English lesson where compound sentences were being explored with pupils in Year 8, both of which tested pupils' understanding and application of prior knowledge. In some lessons, however, pupils do not develop their knowledge and skills as effectively because they are not stretched and challenged sufficiently. For example, the more able pupils were prevented from making more progress in a lesson as they waited and listened to an explanation of a process they already understood, and in language lessons the content does not provide sufficient challenge. Such observations explain the response to the pre-inspection questionnaire of a small minority of pupils who feel their lessons are not always interesting. In a small number of subjects, such as mathematics, pupils' ability to learn and make progress is supported by diagnostic marking. Pupils' response to this contributes significantly to their progress. However, such developmental feedback is lacking in many subjects.
- 3.7 Pupils have excellent oral communication skills. They are articulate and express themselves clearly using a highly developed range of vocabulary above the expected level for their age. They are confident talking to each other as well as adults and will happily share information about themselves and question others. These high-level outcomes are a result of the high-quality interactions between pupils and teachers. The youngest children appropriately described the different states of water when finding their pirate treasure in ice, telling each other what they had found. Older pupils in a history lesson showed an excellent understanding of the problems facing Henry VIII by discussing in small groups how his problems could be solved. Pupils also have excellent listening skills. Younger children, for example, listened attentively to the story of the *Rainbow Fish* and could describe the elements that made it a good storybook, whilst older pupils showed a good understanding when listening to the environmental initiatives that were included in an Olympic Park urban development. Pupils demonstrate good reading skills; for example, in an English lesson, pupils read out their personal superhero attributes with great expression and intonation. The standard of writing in the school is good, with occasional pockets of excellence. For example, high standards were demonstrated by older pupils with SEND in preparing for a balloon debate, where they researched, wrote and presented their own choice of role model, and clearly identified the reasons for their selection using appropriate language techniques to strengthen their arguments. However, the development of pupils' writing skills is sometimes hindered by a lack of opportunity or inappropriate activities. For example, older pupils spent the majority of a lesson cutting and pasting images whilst in a younger year group, an inappropriate game wasted the opportunity for pupils to learn and make progress.
- 3.8 Pupils show excellent mathematical skills in lessons and, in discussion, pupils said they enjoyed learning mathematics. In the EYFS, children of all abilities responded well to the different tasks which matched and stretched their abilities. They demonstrated excellent understanding for their age in

repeating patterns, and the more able children could work out missing elements in a sequence. Pupils keenly shared their understanding of using and interpreting data in science lessons. In Year 3, they described recording their results from an experiment in a table and sharing their conclusions when dropping paper helicopters. Year 7 science books showed evidence of graph drawing and data analysis of melting and boiling points with clear understanding and evident achievement. Pupils are very enthusiastic about information and communication technology (ICT) and acquire good skills. This is facilitated by specialist teaching and a suitable bank of portable devices in the boarding houses. Pupils confidently state that they use ICT to research and present their work in many subjects, such as essays in history or field studies in geography. In art, they research the work of different artists, such as Amrita Sher-Gil, to further their understanding of style. Pupils with SEND appreciate the ability to use portable devices to draft and re-draft their work, structuring text to support their learning. In the discrete ICT lessons, pupils develop good coding and design skills using appropriate creative software provided by the school.

- 3.9 Pupils develop good study skills and are given a variety of opportunities for developing their skills. For example, in a science lesson in Year 8, pupils demonstrated their problem-solving skills when confidently taking responsibility for setting up and carrying out their own experiment on testing metal reactivity. They showed excellent levels of initiative, recording their observations and assessing whether their test was fair. Pupils in Years 1 and 2 showed excellent levels of analysis in their literacy lessons when assembling lists of words containing the sound of the week. In mathematics, pupils in Year 6 demonstrated their reasoning skills when using protractors to measure obtuse, acute and reflex angles. Older pupils demonstrate evaluation of their own learning when requesting individual support for their preparation for external tests for the next stage of their education.
- 3.10 Pupils' achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts are good overall but, in some areas such as in music, their achievements are excellent. This is because a large majority undertake personal music tuition and participate in the many festivals and concerts. The timetabled music practice slots in the evening enhance and support boarding pupils' attainment in music. The more able and talented are also given the opportunity to develop and strengthen their achievements, for example in art, or in sport, such as cricket and rugby, where several pupils play at county level. Pupils achieve notable academic recognition, as exemplified by the number of scholarships that pupils gain to their chosen senior schools, supported by specialist teaching. During discussions and in questionnaires, pupils stated that they feel very well prepared for their future secondary schools. This is fully in line with the school's aim to develop the whole child, their abilities and self-esteem, by providing and supporting the best opportunities for learning and development.
- 3.11 Pupils show excellent attitudes to learning across the school, including significant initiative and independence in the majority of subjects. Pupils are fully engaged and attentive in most lessons. For example, in the outdoor education lessons, younger pupils developed their own wind chimes, weaving patterns and fringed structures to hold hanging pots with little input from staff. They showed effective collaboration with each other in an art project when discussing how to proceed, with one pair in particular working out a problem together concerning where resources were to be located. In a games lesson in Years 5 and 6, all pupils were keen to do well as they listened attentively to instructions and showed excellent attitudes to improving their hockey stick skills.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop high levels of self-esteem and self-confidence nurtured by staff who know each pupil extremely well and treat them with kindness and respect. Children in the EYFS are positive and confident, spontaneously initiating conversations with visitors. They persevere with tasks and take risks to succeed, supported by teachers who always set high expectations within a secure and

nurturing environment. Older pupils have a healthy perspective on failure and spoke about receiving support from staff in recognising how to learn from mistakes. Senior pupils show excellent self-understanding regarding their strengths and weaknesses in their preparations for entrance examinations and interviews. They can articulate clearly and take the necessary steps to achieve their goals. They feel very well supported by all staff and speak confidently about the 'circle of care' provided by the adults around them. Boarding pupils reflect positively on the contribution boarding makes to their increased confidence and readily take advantage of the opportunities available to them in the evenings, choosing activities to support their own development.

- 3.14 Pupils' understanding that the decisions they make are important determinants of their own success and well-being is excellent. This is facilitated by increasing opportunities for pupils to be involved in decision-making as they progress through the school. In the lunchtime book club, for example, young pupils offered suggestions and voted for the next book to be discussed. In outdoor education lessons, pupils in Years 3 and 4 led their own projects, having been given the time and space to design and realise their own creations. In a science lesson in Year 6, pupils chose which items to weigh to create a successful experiment. All pupils are given the opportunity to choose which activity to attend from a wide range of possibilities during the lunch break and early evening activity times. Boarding pupils are given additional opportunities to make decisions as they are regularly consulted on boarding house matters and activities. They spoke confidently about how boarding helps them develop their ability to take responsibility for their actions giving examples of keeping their dormitory tidy and looking after their own laundry. In lessons, pupils are confident and well-behaved in their attempt to achieve maximum satisfaction from their learning experiences. They use and understand positive learning terms like 'perseverance' and 'determination' reflecting a true understanding of themselves. They listen to the ideas and thoughts from those around them and consider their choices and the impact these might have on their futures. For example, older pupils choose to attend extension sessions to prepare them for entrance examinations for secondary schools.
- 3.15 Pupils develop excellent spiritual awareness and an appreciation of the non-material aspects of life which are supported by a curriculum and pastoral care system that encourage openness of thought and debate. For example, in art, older pupils produced original creative work inspired from listening to a piece of emotive music. In discussion, pupils spoke about debating the concepts of god and goodness in the philosophy and religious studies lessons, and spoke about their appreciation of mindfulness practice and meditative breathing helping them to relax. All the pupils demonstrably enjoyed the opportunities in their outdoor education lessons, as well as the ability to be able to play in the rose and lavender gardens. They also value the school's nurture sessions which support anyone in a time of need.
- 3.16 The pupils' behaviour is excellent. Pupils are considerate and courteous; they were observed spontaneously helping each other in the dining room and in lessons, as well as greeting staff and visitors politely. They have an astute understanding of right and wrong, abiding by school sanctions and rewards systems and are fully accepting of the consequences of their own behaviour. Pupils understand that staff model and expect good behaviour. Boarding pupils, too, have an excellent knowledge of right and wrong; together with the staff, they have created the house sanctions and collectively decide on rewards.
- 3.17 Where pupils are given the opportunity, their social awareness and their ability to work with others to solve problems and achieve common goals are excellent. The school provides ample opportunities across the house competitions, sports fixtures, charity mornings, school plays, musical events, open class discussion, pupil committee meetings and boarding activities. In a small number of lessons, pupils were not given the opportunity to share and collaborate in their learning, but in many lessons chances were provided. In drama in Year 8, pupils co-operated with each other in acting out different emotions and feelings, whilst the youngest children ordered a set of routine morning activities through discussion and debate. In the playground, pupils of all ages were observed taking turns to play with the equipment. Pupils are extremely caring and show real empathy for others. They sing

enthusiastically in assemblies and build excellent levels of confidence from participation in concerts and drama productions. They are active in helping others in the community and further afield, undertaking charity activities such as dressing-up day and making harvest boxes. They have an excellent understanding of the need to help others; pupils in Year 3, for example, spoke about what they would do if people got hurt or if they fell over, whilst older pupils spoke positively about the charity action events they are involved in, such as supporting people coming out of prison to help them settle into life.

- 3.18 Pupils of all ages have an excellent understanding of how to be healthy and keep safe. In the EYFS, children demonstrably understood the need to wear a hat or sun-cream in the sun. Older pupils recollected presenting to others about how to keep mentally healthy, and they have an excellent understanding of how to lead a healthy lifestyle and keep physically healthy through sport. The boarding pupils spoke positively about the excellent food they receive in the evenings, which they said was tasty and healthy, as well as the many opportunities they had to take part in physical activities. Older pupils confidently identified who they could speak to in the 'circle of care' for both mental and physical needs. They have an excellent understanding of how to keep safe online. They develop age-appropriate awareness of online risks and how to manage them effectively, gained through informative teaching and class discussion. Pupils' mature understanding is well-developed and informed as a result of the clear guidance they receive from the school. In the questionnaire responses, almost all parents agreed that the school provides a high level of care for day and boarding pupils alike and this was observed throughout the inspection.
- 3.19 Pupils' respect and cultural understanding are excellent for their age and stage of development. Pupils were unanimous that there is a listening culture in the school and that every pupil knows who they would speak to if unhappy or they felt something was wrong. Boarders showed excellent levels of empathy and respect towards each other as they talked about the importance of looking out for each other, especially if anyone felt homesick. Older pupils spoke definitively about being educated in tolerance and discrimination through the philosophy and religious studies lessons, giving examples of boarding pupils from other countries being treated equally and respected regardless of their nationality, race or religion. In discussion, pupils spoke about art and music from different cultures and countries, and recollected an assembly given by pupils in Year 8 on Black History Month and George Floyd. In an English lesson in Year 7, pupils gave a powerful speech on the importance of equality quoting both Martin Luther King and Gandhi. In their response to the questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people, a view with which pupils concurred and was evident throughout the inspection. In observation, inspectors witnessed only consideration, sensitivity and mutual respect between staff and pupils, fulfilling the school's aim to develop enriching characteristics for life and pupils' sense of well-being and belonging within the community through promoting opportunities for personal growth.

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, the proprietor and 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 learning support, early years 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

Mrs Louise Robinson	Reporting inspector
Mr Chris Calvey	Team inspector for boarding (Head, IAPS school)
Mr John Champness	Compliance team inspector (Deputy head, IAPS school)
Mrs Janet Watts	Team inspector (Deputy head, IAPS school)