



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

PINEWOOD SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Pinewood School			
DfE number	931/6080			
Registered charity number	309642			
Address	Pinewood School Bourton Swindon Wiltshire SN6 8HZ			
Telephone number	01773 782205			
Email address	headmaster@pinewoodschool.co.uk			
Headteacher	Mr Phillip Hoyland			
Chair of governors	Mr Robin Badham-Thornhill			
Age range	3 to 13			
Number of pupils on roll	397			
	Boys	210	Girls	187
	Day pupils	282	Boarders	115
	EYFS	51	Pre-prep	62
	Prep	284		
Inspection dates	13 to 15 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Pinewood School is a co-educational, independent boarding and day school for pupils aged 3 to 13. Established in 1875, the school is located in and around a large, extended house set in 84 acres of countryside near the village of Bourton, on the Oxfordshire and Wiltshire border. The boarding accommodation is situated within the main building, with boys and girls accommodated on separate floors. The pre-prep department, including the Early Years Foundation Stage (EYFS), is situated close to the main school in a self-contained building. The prep department is organised in 3 sections: Lower School for Years 3 and 4; Middle School for Years 5 and 6; and Upper School for Years 7 and 8.
- 1.2 In 1938 the school became a charitable educational trust and company limited by guarantee, and is currently overseen by a council of governors. Originally a boys' school, Pinewood became co-educational in 1976. Since the previous inspection, a new sports hall has been added and boarders' rooms have been refurbished.

What the school seeks to do

- 1.3 The school aims to release the potential of its pupils by developing character, curiosity, learning and skills through a variety of opportunities that present themselves within the academic, sporting, musical, dramatic and artistic arenas, as well as through its activity and adventure programme. It further aims to create an environment where pupils enjoy a happy, secure and fulfilled childhood that engenders courteous, kind, cultivated and considerate pupils who possess a degree of independence within a bedrock of traditional Christian values.

About the pupils

- 1.4 Pupils are drawn mainly from the surrounding area and the majority are from a White British and professional background. The school's own assessment indicates that the ability of pupils on entry is above average, although the small size of cohorts restricts the reliability of such evaluations. The school has identified 82 pupils as having special educational needs and/or disabilities (SEND), 56 of whom receive additional specialist support. There is 1 pupil with an education, health and care (EHC) plan. The majority of special educational needs within the school pertain to processing and sequencing skills, speech and language needs, hearing or visual impairments and autism spectrum disorder. The school has 8 pupils who have English as an additional language (EAL).
- 1.5 More able pupils are catered for in lessons and through the enrichment programme. The curriculum is adapted for potential scholars in Years 7 and 8.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. 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](#), [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 2015, 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 In the junior school, 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 standards 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, 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, changing and showering facilities for pupils and appropriate accommodation for their 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 those 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, and its results in public examinations, 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 standards 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 standards 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 standards 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>
Pre-prep	Years 1 and 2
Lower School	Years 3 and 4
Middle School	Years 5 and 6
Upper School	Years 7 and 8

Key findings

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

- Strong foundations in pupils' learning laid down in the early years pave the way for continued success throughout the school.
- Pupils' learning is enhanced by the comprehensive enrichment programme in art, sport, music, drama, technology, mathematics, creative writing and many other areas.
- Throughout the school, pupils are highly adept at independent research, using a wide variety of digital and printed sources material.
- Pupils have a positive attitude and are able to judge accurately their progress and understanding.

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

- Pupils develop strong self-knowledge, self-esteem and self-confidence, and are encouraged and helped to take control of their own learning and performance.
- Pupils have an excellent understanding of the need for reflection and staff work to encourage this throughout the day.
- Pupils have a mature understanding of issues relating to tolerance, respect and acceptance of others, as well as a range of social issues, sensitively developed through the whole-school personal, social, health and economic education (PSHEE) programme.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following:

- Develop strategies to ensure progress in mathematics is maintained throughout the school.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Strong foundations laid down in the early years, where children make consistently good progress across all areas of learning and development, pave the way for continued success throughout the school. In the EYFS, children demonstrate enthusiasm and curiosity due to the extensive, high-quality resources and reflective planning that support their learning. Children's well-developed speaking, listening, reading and writing skills are enhanced through the imaginative curriculum that provides an excellent balance of adult-initiated and self-directed activities. Intellectual and social development is further enhanced through regular 'WOW' days where children become immersed in a topic, such as an exploration of colour.
- 3.6 Pupils of all abilities make strong progress due to the broad curriculum and to planning that is based on a detailed understanding of the needs of individual pupils. Those requiring additional support also make excellent progress as a result of the highly effective input from the Learning Skills Department and the continuous dialogue between staff, pupils and parents. Pupils recognise the progress they are making, and know what they need to do to improve, due to the quality of feedback they receive through marking which always includes individual targets. Staff provide many opportunities for celebrating pupils' achievements. Senior leaders monitor progress carefully, using the data to plan the curriculum and inspire new initiatives. For example, an accelerated reading programme has been introduced and has had a significant impact on pupil progress in literacy and across the curriculum. The school does not take part in National Curriculum tests but the data available, including the results of standardised tests in English and mathematics, show that attainment is above national age-related expectations taking into account the small cohort size and the varying ability range between cohorts in the school. Inspection evidence including lesson observations, scrutiny of books and the destinations of leavers indicate that performance is good in relation to pupils' individual ability and starting points.
- 3.7 A comprehensive enrichment programme provides extensive opportunities for pupils. For example, pupils have developed products and business plans for an 'entrepreneurial challenge', bringing together knowledge and skills from across the curriculum. The most able are further encouraged through rigorous academic programmes that promote curiosity and higher-level thinking skills. As a result, a considerable number of scholarships are gained to selective senior schools, and the majority of pupils gain entry to their first-choice school. Boarders value the structured and well-managed prep system which encourages a good work ethic and helps their progress. The school fully meets its aim to release the potential of every pupil by developing character, curiosity, learning and skills.
- 3.8 Pupils have well-developed linguistic and mathematical skills which they use to good effect to further their learning across the curriculum. In the Nursery, children listen carefully as the day's activities are explained, and pupils in Reception used prior knowledge of colour mixing to predict what would happen when different coloured jelly cubes were dissolved together. In Year 7, pupils demonstrated a detailed understanding of scientific vocabulary, while others showed a mature understanding of the causes of the First World War. Throughout the school, pupils are highly adept at independent research, using a wide variety of digital and printed sources to investigate themes in history, geography and art. Pupils receive excellent support in developing knowledge, understanding and skills through effective teaching and careful lesson planning. Pupils with SEND or EAL exhibit excellent knowledge and understanding due to the well-established support provided in individual lessons and well-targeted interventions introduced in response to the recommendation in the previous inspection report.

- 3.9 In extra-curricular areas the breadth of achievement is excellent. Pupils achieve high levels of success in a broad range of sporting and creative pursuits due to the high levels of support they receive and the many opportunities they have to participate in team sports, sing in choirs, play in the orchestra or perform in the purpose-built theatre. Well-developed imaginations are evident and expressed through highly competent dramatic performances and pupils develop an excellent knowledge of musical terms, with every pupil having the opportunity to learn an instrument from Year 2. In response to the questionnaire, parents and pupils expressed a very high level of satisfaction with all aspects of the school.
- 3.10 Pupils are highly confident communicators who demonstrate mature speaking and listening skills and consideration for others. In the EYFS, children develop outstanding communication and early literacy skills through role play that encourages emergent writing. Pupils of all ages express their ideas and opinions eloquently and listen to the views of others with due respect. They are equally adept at expressing themselves through non-verbal means, as was seen in a drama lesson where pupils explored the impact of their actions and behaviour on the emotions of others. Pupils' literacy skills are used to excellent effect to carry out research and write interesting and well-presented fact sheets, and they communicate their knowledge and understanding clearly and confidently as they share what they have learnt with others.
- 3.11 In many lessons, pupils work together in pairs or small groups, further developing their communication skills. In Year 8, a group of pupils worked very well together to edit newspaper articles in order to communicate information in the most effective way. Skilful questioning by the teacher helped pupils to understand the difference between imaginative writing and reporting. Pupils acquire a wide vocabulary as staff introduce and reinforce new terms in a clear and structured manner.
- 3.12 Pupils develop their communication skills through assembly presentations, drama and music performances, debating and public speaking examinations. They make good progress in numeracy and develop a range of skills that are used effectively in mathematics and across the curriculum, due to the availability of appropriate resources and the solid foundations laid down in the EYFS and pre-prep. In the EYFS, children recognise and name two- and three-dimensional shapes as they explore the environment as 'shape detectives'. In Year 3, pupils completed a complicated investigation into codes using well-rehearsed number bonds and multiplication tables. In a few instances seen, the level of mathematical challenge for some older pupils limited progress.
- 3.13 Highly developed research skills are evident across the school due to the availability of high-quality resources in both digital and book form. Pupils apply themselves very well, staying on task as they work independently and in pairs, supported by staff who make excellent use of key questions to provide an effective framework for study. For example, pupils demonstrated excellent theorising and reasoning skills as they discussed the design of a Viking longboat in a Year 4 history lesson. Boarders said that being a boarder encourages them to be more independent in their learning.
- 3.14 Pupils are keen and willing learners. They have a positive attitude and are competently able to judge where they are with an activity and how much they have understood. Much of this confidence stems from being encouraged to be independent within a secure environment. Pupils work exceptionally well on their own and in small groups, demonstrating initiative and independence. They show clear enjoyment in both the process and the end result. This was clearly evident in a physical education lesson where pupils devised a movement sequence individually and then joined with others to produce a whole-class sequence. The excellent attitude to learning stems from the variety of teaching methods employed and the overarching ethos of encouraging and celebrating all endeavour.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 In the EYFS, children are encouraged to take small steps to develop self-discipline and resilience. They develop excellent self-knowledge, self-esteem and self-confidence, and are encouraged and helped to take control of their own learning and performance. High levels of independence and resilience are developed further through the school's adventure programme that builds from camping in the school grounds in Year 3 through a wide range of national and international residential trips in Years 4 to 8, including climbing in the Pyrenees.
- 3.17 Pupils are confident in different subject areas and have an excellent awareness of how to improve their own performance and learning due to the quality of marking and reports which, in response to the recommendation of the previous inspection, now set clear targets and strategies for improvement. As a result, pupils are well aware of their own abilities and those of others. Pupils understand the value of experiencing success and failure, and regularly discuss the steps they need to take to improve. This confidence and self-discipline is fostered as part of the school ethos as well as being a result of excellent departmental planning and individual teaching styles. Pupils said that boarding helps them to become more independent and responsible, and aids them in preparing for the next stage of their education.
- 3.18 Pupils' decision-making skills are very well developed. In the EYFS, children select freely from the range of resources and activities available to them. Pupils throughout the school make confident choices during their day, such as selecting apparatus to help them to understand fractions in a mathematics lesson and, encouraged by staff, they continually make the right choices to further their own excellent personal development. This can range from planning their own investigations in science, listening to visiting speakers on alternate Saturdays or having interview training to help prepare for the next stage of their educational journey. Five school councils give a valuable voice to different age groups and to boarders, allowing them to make a genuine contribution to the development of the school. For example, groups of pupils worked with an architect to suggest design features for a planned extension to the school. Boarders are given the opportunity to share their views about their boarding through Boarding Council.
- 3.19 Pupils develop a strong moral compass as they have a significant input into the drawing up of class and school rules. They fully understand and support the range of rewards and sanctions for behaviour and work which help them to make appropriate choices. Boarders appreciate the need for house rules and the importance of respecting the rights and belongings of others.
- 3.20 Pupils have a good spiritual understanding as well as an appreciation of the non-material aspects of life. They have an excellent understanding of the need for reflection, and staff work to encourage this. Pupils spoke of being given time in their busy school day to reflect on their experiences, feelings and concerns, and said that this forms an important part of their journey through school. Theology, philosophy and ethics form part of the curriculum for older pupils and these, together with weekly assemblies, enable pupils to consider sensitively the experiences of others, discuss current affairs informatively, and commemorate important events such as Remembrance Sunday.
- 3.21 Pupils' social awareness is excellent. They work effectively with others both in class and in other extra-curricular areas. Collaboration and co-operation are central pillars of the school ethos. In the EYFS, older children readily support those younger than themselves, helping them to access resources or complete activities. Pupils are highly adept at working collaboratively to create cohesive performances in dramatic, musical and sporting spheres. Boarders are encouraged to work collaboratively, either by helping each other in the dormitories, during evening activities or during quieter homework times. Pupils fulfil their responsibilities in a positive fashion, contributing excellently to the lives of others in the school, as well as those who live in the local community and further afield. In the EYFS children happily take responsibility for tidying up, working together in response to the *Tidy Up* song. A strong

social responsibility ethos pervades the school. Cultural trips are wide ranging, and pupils become involved in a variety of local, national and international charitable causes.

- 3.22 Throughout the school, pupils have a mature understanding of issues relating to tolerance, respect and acceptance of others, as well as a range of social issues, sensitively developed through the whole-school PSHEE programme. In the EYFS children begin to develop a sense of cultural diversity and respect for others as they celebrate a range of festivals throughout the year. All pupils have an awareness what is happening in their world today because current affairs are discussed regularly through a number of different mediums.
- 3.23 Pupils have an excellent awareness and understanding of the need to make healthy choices regarding the food they eat, as well as an appreciation of the importance of taking plenty of exercise during their school day. All pupils participate in team games and have the opportunity to represent the school. A large number of senior pupils applied to take part in a local junior triathlon. All pupils are well versed in safeguarding, e-safety and what to do if they are concerned about bullying. Pupils develop positive mental health from an early age. They are aware of, and are keen to participate in, the mindfulness sessions provided by the head of well-being. Boarders value the support that is available to them from the independent listener, should they have any concerns.
- 3.24 A balanced diet, a balanced curriculum with a lot of sport, a comprehensive PSHEE programme and a well-structured support regime all contribute greatly to pupils' understanding of how to live a healthy life and stay safe. As a result, pupils develop characteristics of resilience, self-awareness and confidence which prepare them well for the next stage of their education, ready to lead successful and productive lives.

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 house meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Chris Manville	Reporting inspector
Mrs Maureen Adams	Compliance team inspector (Bursar, IAPS school)
Mr Andrew Gough	Team inspector (Headmaster, IAPS school)
Mrs Penny Forsyth	Team inspector (Former head, IAPS school)
Mr Adrian Hathaway	Team inspector for boarding (Senior teacher, IAPS school)