



ISI Independent
Schools
Inspectorate

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

St Hugh's School

October 2018



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School's Details

School	St Hugh's School			
DfE number	925/6022			
Registered charity number	527611			
Address	St Hugh's School Cromwell Ave Woodhall Spa Lincolnshire LN19 6TQ			
Telephone number	01526 352169			
Email address	offcie@st-hughs.lincs.sch.uk			
Headmaster	Mr Chris Ward			
Chair of governors	Mr John Harris			
Age range	2 to 13			
Number of pupils on roll	165			
	Boys	86	Girls	79
	Day pupils	163	Boarders	2
	EYFS	40	Juniors	97
	Seniors	28		
Inspection dates	9 to 11 October 2018			

1. Background Information

About the school

- 1.1 St Hugh's School is an independent day and boarding school for boys and girls aged between 2 and 13 years. The school was founded in 1925 and has a board of 10 governors.
- 1.2 The school comprises three sections: Early Years Foundation Stage (EYFS), for children aged 2 to 5 years; junior school, for pupils aged 5 to 11 years; and senior school for pupils aged 11 to 13 years.
- 1.3 Since the previous inspection there has been a refurbishment of the boarding accommodation, additional playing fields have been purchased and Saturday school has been stopped.

What the school seeks to do

- 1.4 The school aims to offer a broad, stimulating curriculum that helps all pupils to develop and fulfil their potential, both within and beyond the classroom. It seeks to provide a happy and stimulating environment in which every child feels safe, valued and cared for, and to encourage courtesy, honesty and hard work, alongside a sense of responsibility and consideration for others. The school endeavours to promote an inclusive environment based round Christian values through the experiences offered to each child.

About the pupils

- 1.5 Pupils come from a range of professional and farming backgrounds, mostly from White British families living within a 20-mile radius of the school. The school's own assessment indicates that the ability of pupils is above average. The school has identified 24 pupils as having a range of special educational needs and/or disabilities (SEND), all of whom receive additional specialist help from the school or external agencies. Also, 3 pupils in the school have an education, health and care plan. No pupil speaks English as an additional language. Pupils identified as being the most able or with special talents in the school's population follow a modified curriculum, including in art, music and sport.

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

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

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

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for 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 any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

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

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

Key findings

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

- Pupils' excellent approaches and attitudes to study, sophisticated for their age and ability, are rooted in the school's recent learning initiative and are enhanced by the opportunities to show initiative and independence in the school's woodland learning environment.
- Pupils have excellent knowledge, skills and understanding for their age.
- Pupils are highly numerate, are critical scientists and have excellent skills in creative writing, reading, art and design.
- Pupils enjoy a successful sporting record in county and national competitions.

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

- Pupils demonstrate a high level of self-understanding, and become confident and resilient young people who understand how to improve their learning and performance.
- Pupils have a clear understanding of right and wrong, and a tangible respect for others' views.
- Pupils' social development and collaboration are excellent

Recommendations

3.3 The school is advised to make the following improvements:

- To ensure that children in the EYFS make progress in their understanding of language by introducing them to the sounds that letters make when they are developmentally ready.
- To ensure that pupils' excellent attitudes to learning are further embedded by continuing to develop the recent learning initiatives.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils very successfully meet the school's aim to develop potential and encourage hard work. Pupils' learning attitudes to work are highly developed for their age, largely as result of a school initiative that focuses on making more overt to pupils the characteristics of an excellent learner. In the pre-inspection questionnaire responses, almost all pupils reported that teachers help them to learn and make progress; in discussion they identified teachers' use of the initiative's language and approaches as significant in the growth of their own confidence. An interrogation of the school's own data shows that the rate of pupils' progress is maintained at above national expectations, and sometimes faster, in almost all areas of the curriculum. There is no difference in the progress of different groups, such as the more and less able, or those with SEND. The data correlates well with work seen in lessons and in written work. The school's leadership rigorously monitors progress and has introduced new schemes of work where it has been inconsistent, for example, to ensure that pupils' attainment in spelling matches that of their reading. The school does not take part in National Curriculum tests, but the available evidence shows attainment to be above in relation to national age-related expectations. The raw attainment of pupils judged by exams is good, and all pupils achieve places at a range of selective schools when they leave.
- 3.6 Pupils have excellent knowledge, skills and understanding for their age. They are keen and excellent manipulators of number and critical scientists who are unafraid to experiment. For instance in the EYFS, children demonstrated excellent practical skills during their lessons in the school's woodland learning environment and older pupils investigated how the number and shape of fins on a compressed air rocket affected the height and stability of its trajectory. In geography, older pupils filtered water to understand what happens to water as it passes through rocks.
- 3.7 The creative writing of all pupils, including those with SEND, is excellent and sometimes exceptional. Young pupils used sophisticated adjectives for age in description of a spider, and by Year 4 their survival stories were spiced with language that flavoured the narrative. Older pupils contrast their phrases, for example, 'mysterious figures murmured in the dark whilst skeletons danced in the starlight and wolfs (sic) howled to the moon', in a piece based on the language used in *Sherlock Holmes*. Letters written by the oldest pupils from Lady Macbeth to her husband incisively reflected the tortured dichotomy of her character. Reading is a strength in the school, supported by the high profile given to the library and teaching that stimulates curiosity in both plot and language. Older less able and pupils with SEND read *Private Peaceful* with clarity and became engaged by the text. They identified correctly which vocabulary is powerful, how sentence length engenders suspense and alliteration reflects pace, and whilst accurately correlating the author's metaphors with a picture of a World War 1 battlefield.
- 3.8 Pupils' ability to read and speak language develops quickly. In some lessons younger pupils' progress was stalled because activities in which children learnt what sound letters make are too difficult for most pupils, who became confused. However, by the end of the EYFS almost all children are articulate and able to express themselves clearly, whether talking about their work or themselves and their interests. Those pupils with less strong communication skills linked to learning difficulties benefit from the extra support provided. Junior pupils read clearly and expressively a script. Pupils enjoy and are skilled at debate. For instance, older pupils spoke confidently and vivaciously to justify the viewpoint of various astronomers. Others listened critically, for example challenging Einstein's assertion that light is bent by gravity. Younger pupils listen attentively in almost all lessons and in dialogue, both in class and socially, build intelligently on others' arguments.

- 3.9 All parents who responded to the questionnaires stated that the range of subjects was suitable for their children, and pupils contextualise and so strengthen their learning in the many trips and visits undertaken. For example, pupils remarked that language workshops during the school's trip to Paris had helped challenge their linguistic abilities. Pupils have high levels of physical education, reinforced by the governors' acquisition of more playing fields and an all-weather pitch since the previous inspection. Individualised challenges ensure that the physical skills of pupils with SEND develop quickly.
- 3.10 The standard of pupils' art is excellent, and some is sophisticated for their age, showing a wide range of skills from drawing to sculpture, and using colour without constraint. The finished pieces reflect the ability of pupils to draw and paint both formally in still life compositions and more freely in charcoal. These abilities are supported by teaching and a scheme of work that embeds foundation skills and liberates creativity. In design lessons, pupils showed creative initiative in converting unused pallets or tractor seats into useful artefacts. Pupils effectively apply the artistic and design skills to other subjects. For example, when studying Passover older pupils made chocolate locusts and, when studying Islam, mosques out of recycled materials. Pupils have good and some excellent, ability in the performing arts, and all pupils rehearse with enthusiasm for concerts.
- 3.11 Pupils are numerically agile. Younger pupils persevere in mastering their understanding of number by counting a wide range of different objects. Senior pupils were curious about the methods they have been taught to quickly mentally convert easily ninths and sevenths into decimals, and less able pupils responded successfully to the challenge of increasing difficult questions. In discussions, pupils cited mathematics as a subject in which the school's learning initiative had been most effective, benefiting from teaching which is well paced and unafraid to go tangentially off topic to stimulate thinking and curiosity, whilst at the same time underpinning confidence. Pupils use information and communication technology easily and readily in lessons for research, and creatively in the senior part of the school. A pupil has recently won a distinction in Oxford University's computing challenge.
- 3.12 Pupils' study skills are excellent for their age and are exceptional for some of the school's less able pupils. In discussions, pupils explained passionately how the school's learning initiative had supported their study skills. In almost all lessons they could lucidly articulate the 'learning intentions' and the 'recipe for success'; the aims of the lesson and how they as pupils would achieve them. Pupils often referred to the 'learning pit' and the need for perseverance in developing knowledge and overcoming intellectual challenge. Pupils of all ages formulate hypotheses. For example, in the woodland environment, a pupil was intrigued by the leaves within a conker and asked whether this would become a full leaf. In an English lesson, older pupils used previous text to hypothesize about the fate of a character. Pupils draw and compare information from a range of sources and from it create independent work. After a visit to a Hindu temple, older junior pupils wrote with empathy and understanding of another culture. In history, pupils were able to use Victorian census data to give real examples of how people lived. Senior pupils synthesized information about ancestors who fought in World War 1, and in science compared evidence that led to the Copernican and Ptolemaic models of the solar system.
- 3.13 Pupils achieve high standards in a variety of pursuits and hence successfully fulfil the school's aim to develop their potential beyond the classroom. All the parents who responded to the questionnaire agreed that the school offers a suitable range of activities, and the leadership has invested in a wide and developing hobbies programme. In sport girls' teams are frequently county hockey champions, and boys' teams are finalists in county cricket and national rugby competitions. Pupils regularly reach the national finals of independent schools' swimming and athletics events, and many pupils are awarded sports scholarships at independent senior schools. Musicians achieve grades appropriate to their age, and several have been selected for county youth orchestras. Pupils enjoy success in a plethora of events organised by independent senior schools in the region, winning prizes in competitions against other prep schools in mathematics, general knowledge, science, public speaking, drama and engineering. A team won the rocket car design competition at a local RAF base.

- 3.14 Pupils' attitudes to learning are excellent, seeded in and energised by the school's 'learning initiative'. They show determination to succeed and are not shy of challenge. Children in the EYFS are keen to explore and are curious about their environment. They are eager to try new activities and develop their skills, for example when learning to throw. The governors have provided a well-designed woodland environment and outdoor areas for Reception and Nursery classes which strongly support the development of pupils' initiative, independence and their ability to work collaboratively. Young pupils help each other, and worked together on a craft project, and supported each other in the climb to their tree house. It was evident from the achievement assemblies that pupils are pleased for the success of others. Pupils show initiative in and outside lessons. For example, for several years older junior pupils have created the content for a school magazine and at lunchtime pupils were discovered adjusting the ecosystem of a wounded spider in the hope of attracting more insects to its web.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop a high level of self-understanding as they move through the school, becoming confident and resilient young people who understand how to improve their learning and performance. In their questionnaire responses, all parents and almost all pupils said that the school helps them to become confident and independent, and all boarders and their parents said that the school supports their personal development. Pupils' growth in confidence is secured because they know the school is committed to providing a safe environment, and listens to their views and concerns and acts upon them. Those who board feel safe and well cared for in the boarding accommodation. Pupils' self-understanding is reinforced by the learning initiative, and evident in their self-critical approach to learning. They rarely give up in class or elsewhere. In the woodland environment, younger pupils showed sustained perseverance when making a spider out of conkers and pipe cleaners, independently making choices supported by planning that prepared, but did not prescribe, pupils' activities. Senior pupils calculating a trapezium's area refused the teacher's offer to work with simpler numbers. Pupils talk openly about the things they are good at and less so, and are supportive of their peers who find some areas more demanding. In discussions they reported that the initiative's focus on understanding one's own learning had removed the stigma of being less able in a school of wide ability. In much of their written work, pupils further develop their self-knowledge through written dialogue with teachers. Pupils develop resilience in the school's outdoor environment and a suite of hobbies that enables the acquisition of undiscovered practical, physical and performing skills. Pupils reported that the hobbies programme had given them confidence to explore the unknown.
- 3.17 Pupils are unfearful of making decisions from an early age where, in the woodland environment, children decide what risks to take in the pursuit of challenge. Pupils reported that assessing risk is tested in range of outdoor pursuits, including high-rope activities and visits to the Lake District. The school's approach of slackening but never releasing the academic leash allows pupils to make their own decisions, whether in the microcosm of choices in class, which hobbies to follow after school, or in planning their own learning. School councils embed the approach more formally and pupils show good ability to make decisions on behalf of others.
- 3.18 Pupils have an embedded spiritual awareness including but beyond the school's Christian ethos and their study of world religions, describing it as 'about your soul and how it makes your inside work'. In discussions they observed that the environment of a church engendered in them respect and quieter behaviour, and that they had the same feelings of reverence when visiting a mosque. They described that their study of Islam, Judaism, Hinduism and Buddhism had decided them to believe that it was not wrong to follow any faith. Teaching gently encourages pupils to contemplate, hence the familiarity of younger pupils with the outdoor world did not preclude them expressing their delight in a flower's beauty, nor their awe that a conker grows into a large tree. Some older pupils described their amazement that some stars we observe no longer exist, and others said that they were uplifted by the freedom and emptiness of the Lincolnshire countryside.
- 3.19 Pupils themselves devised the moral code, the 'Pupil Promise', which guides their excellent behaviour. On the sports field there is a strong ethos of fairness and sportsmanship. Pupils have a clear understanding of right and wrong, and talked of the respect they need for others' views, for example on the morality of fox hunting. In their written work pupils showed a mature response to issues of racism and injustice in their study of *The Hate U Give*, and others explored with sensitivity themes of love, betrayal and innocence in *Private Peaceful*. Pupils are environmentally aware. Younger pupils have collected plastic and, inspired by a science lesson, older pupils organised posters encouraging lights to be switched off.

- 3.20 Pupils' social development and collaboration are excellent. They worked collaboratively, encouraged by teaching that allows pupils to manage the tasks and resolve differences in approach to problem solving by working together. In their questionnaire responses all parents and almost all pupils said that the school's approach helps them to develop strong teamwork and social skills. All those who board agreed that they get on well with each other in the boarding accommodation. Other pupils show significant awareness for those with SEND, without promptly ensuring that they are both included and integrated into lessons or activities. In the woodland area are sown the seeds for a culture of collaboration and the sharing of ideas seen later, for example in designing rockets in science or bridges in design. Pupils initiated and worked together to catalogue the library to successfully create an exciting space for others to explore literature.
- 3.21 Pupils are empathetic in the context of their age, aware of the circumstances of others, and keen to choose, lead and support their termly charitable activities. Loyalty and service to others are not spoken values in the school, but they bind the community. Older pupils frequently read or act as mentors to younger pupils. Pupils show individual initiative with random acts of kindness; they collected Easter eggs to raise money for the regional air ambulance. Others organised a talent show. Pupils enthusiastically seize opportunities to support the town community through music and drama.
- 3.22 Almost all parents in their questionnaire responses thought that the school actively promotes values of democracy, respect and tolerance of other people. Most pupils have little first-hand knowledge or experiences of different cultures other than those provided by the school, such as through visits to other religious centres, on overseas trips or, for example, in English where the oldest pupils responded to the poetry of Benjamin Zephaniah's *The British*. However, the patience, kindness and sensitivity shown to those with a variety of differing, and sometimes severe, needs in their own community suggest that these aspects of their development are well embedded.
- 3.23 Pupils have a very strong comprehension of a healthy lifestyle as a result of the high profile of sport in school life. They exercise regularly and engaged enthusiastically in a physical education lesson in which they measured different aspects of fitness. Pupils rationalised the week's menus in the context of the need for a balanced diet. Younger pupils gained physical confidence on log walks in the woodland environment, where the teaching approach balances the need to protect children whilst allowing them freedom to discover. Older pupils are highly aware of risk to physical and mental well-being, and spoke forcibly about the dangers of illegal drugs, smoking and excessive alcohol. Most pupils who responded to the questionnaire said that they know how to stay safe online.

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

Inspectors

Mr Stephen Cole	Reporting inspector
Mrs Joanna Pardon	Team inspector (Head, IAPS school)
Mr Anthony Hobson	Team inspector for boarding (Housemaster, IAPS school)
Mrs Nathalie Roberts	Compliance team inspector (Deputy head, IAPS school)