



ISI Independent
Schools
Inspectorate

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

ACS International School Cobham

March 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendations	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	ACS International School Cobham			
DfE number	936/6529			
Registered charity number	1179820			
Address	ACS International School Portsmouth Road Hersham Cobham KT11 1BL			
Telephone number	01932 867251			
Email address	cobhamadmissions@acs-schools.com			
Head	Mr Barnaby Sandow			
Chair of Trustees	Mr Bob McNaughton			
Age range	2 to 18			
Number of pupils on roll	1193			
	Day pupils	1041	Boarders	152
	Early Childhood	86	Lower School	183
	Middle School	343	High School	581
Inspection dates	01 to 04 March 2022			

1. Background Information

About the school

- 1.1 ACS International School, Cobham, is an independent co-educational day and boarding school. The school provides education for both internationally mobile and local families. Pupils enter and leave the school during the academic year. The school is a charitable trust overseen by a board of trustees and is a member of a group of four international schools.
- 1.2 Since the previous inspection, there has been a restructuring of staff to improve the levels of care and the Lower School principal has oversight of Early Childhood. The co-curricular programme has been relaunched, and a new well-being project is being implemented.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to inspire all to make a difference to their world. It seeks to promote a high standard of scholarship, responsibility and citizenship, identifying motivation and collaboration as key factors in achieving success within and beyond its international community.

About the pupils

- 1.5 Pupils and boarders come from both the UK and from a range of international families, many currently living within a 25-mile radius of the school.
- 1.6 The school's own assessment indicates that the ability of pupils throughout the school is broadly average. The school has identified 230 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and ASD, all of whom receive additional specialist help. Five pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 76 pupils whose needs are supported by specialist and class teachers. Data are used by the school to identify pupils for whom an enriched programme is appropriate and provided.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 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's own framework for assessment confirms that teaching enables younger pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior years of the school, Advanced Placement (AP) examination results and moderated International Baccalaureate (IB) grades in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 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.
- 2.8 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

- 2.9 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.
- 2.10 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.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 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.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 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

- 2.20 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.
- 2.21 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. 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>
Early Childhood	EYFS
Kindergarten	Year 1
Grade 1	Year 2
Grade 2	Year 3
Grade 3	Year 4
Grade 4	Year 5
Grade 5	Year 6
Grade 6	Year 7
<i>And so on...</i>	

Key findings

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

- Pupils' communication skills are a strength. They confidently and fluently express their ideas and opinions.
- Pupils' ICT skills are very accomplished, demonstrated by their unhesitating and confident use of technology in many aspects of their daily academic lives.
- Pupils develop good study skills, with some pupils able to draw on a wide range of sources, discuss their findings and debate effectively.
- Pupils exhibit a good approach to their learning, working well in groups. Some who are ready to do so take leadership in their learning.
- Pupils' progress is limited in some areas by a lack of challenge and pace in lessons.

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

- Pupils value the highly inclusive atmosphere within the school and appreciate the rich and varied community of which they are a part.
- The pupils' development as resilient, self-confident, self-disciplined, reflective learners and individuals is excellent.

- Pupils across all age groups demonstrate excellent decision-making, relating to both the content and context of their learning experience.
- The pupils show excellent social awareness. They have a strong sense of social justice and are generous in their efforts to improve the lives of others.

Recommendations

The school is advised to:

- Improve the progress and achievement of all pupils of all abilities by ensuring the needs of all are met, and best practice is shared across the school in providing suitable pace and challenge in lessons.

The quality of the pupils' academic and other achievements

- 3.3 The quality of the pupils' academic and other achievements is good.
- 3.4 The school's assessment framework shows that all pupils make progress. In 2021, AP examination results and moderated IB grades indicate a high level of attainment in the senior years, maintained over recent years and enabled by the distance learning programmes employed. In different phases of the school where there was less appropriate data, observations and work scrutiny showed that most pupils made good progress in lessons, with some making strong progress. Pupils with SEND or EAL make progress and achieve results in line with their peers. Boarders are highly successful in academic and other achievements, their progress being supported and enhanced over time through the support of their community. The overwhelming majority of parents who responded to the pre-inspection questionnaires felt that their child is enabled to progress, and their educational needs are being met effectively.
- 3.5 Inspection evidence indicates that most pupils make progress in each lesson but are limited by lack of challenge and pace in some classes. In the pre-inspection questionnaires, some pupils disagreed that they found most of their lessons interesting. Some unsettled behaviour was observed in situations where pupils appeared to be unchallenged. This and the variable quality of the teaching has a negative impact on the pupils' achievement. The senior leaders are implementing a more focused assessment framework to inform strategies to further support pupils in their progress, and performance.
- 3.6 Pupils' skills, knowledge and understanding across the academic and other subject areas are good. In questionnaires and interviews, many pupils said that the school atmosphere helps them to learn. They have a good knowledge of the material being studied as was demonstrated in lessons with a focus on computer game design, and training in cardiopulmonary resuscitation (CPR). In EYFS the youngest children's knowledge of sounds and letter formation was very strong as they sounded out letters and wrote on mini whiteboards. Older pupils demonstrated good knowledge and skill in a unit based on persuasive writing when they put together a political campaign for an animal leader in *Animal Farm*, using relevant terminology and rhetoric. In a physics lesson, senior pupils discussed in detail the energy transfers involved in simple harmonic motion, melting and vaporising, using broad concepts and the correct terminology. In a European studies lesson, senior pupils explained clearly relevant terms such as artisan, swallow and pogrom as well as the difference between emigration and immigration.
- 3.7 Pupils' communication skills are excellent. Most pupils show high levels of competence in English, enabling them to be successful in a wide range of other subjects. Pupils all speak, read and write more than one language; many communicate in several languages and take the opportunity to study and refine their native language as one of the wide choice of languages on offer. Pupils are clear and articulate when speaking in front of others. In lessons they share their understanding of scientific concepts and explain their reasoning when solving technical problems using correct vocabulary. Pupils

confidently and fluently express their ideas and opinions on issues that concern them, for example in discussing how young people might be able to speed up change in global issues such as the environment. Pupils in a lower school club eloquently explained why they had decided to challenge older students and staff to waste less food in school, and how they would go about doing this. On World Book Day, the youngest pupils enthusiastically retold their chosen parts of a story and explained about their favourite characters. In an Early Years group, pupils recorded their reading of a piece they had written and skilfully presented this to camera. Pupils' communication skills are strengthened through the many opportunities to debate, discuss and reflect on issues relevant to their lives and interests which are provided through school's approach to learning. Boarders speak well and listened respectfully to each other in meetings. They appreciate the input of their peers and highlight the strong mutual respect evident in an environment which promotes collaboration and teamwork amongst the wider pupil community.

- 3.8 Pupils develop a good level of competence in numeracy as they progress through the school. They make steady progress in mathematics lessons and use basic numeracy skills readily in other areas such as science, geography and economics. Senior pupils applied their numeracy skills effectively and logically when measuring and approaching engineering problems while building complex model machines from simple materials in an engineering class. In a senior physics class, pupils demonstrated that their calculated results fitted a sinewave model using graphs. In a debating club pupils used statistics accurately in their presentations on current affairs, citing the percentage of unrecovered plastic waste per country, to carry their point with strong credibility.
- 3.9 Pupils' use of technology to enhance their learning is excellent. Pupils at all levels, including boarders, use a wide variety of formats with high levels of confidence, using their personal computer devices to support their learning. They use online platforms for taking notes and for filing their work and they are proficient in accessing their tasks and resources on the school's virtual learning platform. This prowess is seen throughout the younger years, where Year 3 pupils proudly displayed the games that they had coded for their peers. Other pupils spoke enthusiastically about a sustainability project for which they had recorded a television advertisement using movie software and a green screen. The Board of Trustees ensures appropriate resource provision to support such projects.
- 3.10 Pupils develop good study skills, with some drawing on a wide range of sources to inform them in discussions and debate. In a group discussion, pupils spoke articulately about censorship and whether certain materials or books should be banned, drawing on previous books they had read as examples and linking the discussion to their knowledge of social history and previous cultural norms. More senior pupils used efficient note taking and reflective group discussion in a global studies lesson to inform a debate concerning the change of social laws to defend the LGBTQ+ community. Pupils have well-developed independent research skills. They use these effectively in project work required for their courses and also for pursuing their personal interests, such as making their own paper and pigments from natural ingredients. Boarders have developed proficient study skills, because of the support and guidance of the boarding staff who foster prioritisation, academic responsibility and effective time management.
- 3.11 Pupils achieve considerable success in a variety of extracurricular areas. Committed, enthusiastic, creative and talented pupils create thought-provoking pieces of art, sometimes on commission, and attain places at renowned specialist schools. Pupils participate in national science, ecology and technology competitions, such as the Lego Challenge, CREST and Greenpower, with some success and commendation for their teamwork. The school's football teams have been very successful in national and international schools' competitions, some having been recruited by professional clubs or gained soccer scholarships at universities in the USA. Rugby players have been similarly recruited to national sides. Recently a pupil-led chess club has been successful in matches with other schools. In the performing arts, talented and enterprising pupils have been successful in auditions for feature films and television, writing comedy and plays, song writing, composing and recording music. Several pupils are members of the National Youth Choir and others have been highly successful in ABRSM

examinations. Boarding pupils relish the opportunity to participate and succeed in a variety of fields, performing arts, the classroom and on the sports field, and speak with enthusiasm of their successes in these areas.

- 3.12 Many pupils display a strong and positive attitude towards their learning. Senior pupils focus and manage their time well and most pursue independent study effectively. Boarding pupils develop a positive attitude to work through the community in which they live where a common mindset of success exists. Younger pupils work well, both independently and collaboratively. This was demonstrated in a personal skills session where a pupil who wanted to use two drums was spontaneously supported by another holding the drum while they played, resulting in applause for both. Children in Early Years are eager learners, showing initiative and perseverance from the earliest age and engaging as groups or individuals when continuing to explore beyond the task set. Pupils say that they value the freedom they are given to work at their own pace, explore aspects which are beyond the curriculum and pursue their own interests. In pre-inspection questionnaires, nearly all parents responded that the school equips their child with the team-working, collaborative and research skills they will need in later life.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have an excellent understanding of the learning and life strategies that work for them. They have an astute understanding of their own strengths and weaknesses. They develop very well in terms of self-confidence, mutual respect and self-discipline. Pupils reflect with pride upon their successes and identify targets for improvement with compelling self-understanding and resilience. Pupils relate how their self-confidence has grown considerably since entry to the school, making a significant difference to them as learners and young people. Boarders are highly mature in their personal development, valuing the international nature of the community and the outstanding cultural understanding that informs their social and personal awareness. They spoke of the improvement in their self-confidence through participation in the boarding council. As part of the Model United Nations (MUN) society, pupils worked together effectively to prepare an address to present for UN resolution. Young pupils also gain great confidence and self-esteem through teambuilding and construction challenges in outdoor adventure sessions. The youngest children are highly independent, showing much initiative and resilience in tackling a range of activities in the Early Childhood village.
- 3.15 Pupils across all age groups take daily decision-making as their cultural norm. They readily regulate emotions, set physical and behavioural boundaries and choose subjects, partners, role play characters and play time areas. Pupils recognise positive learning choices, such as when asking to move seat in class. Pupils volunteer to be involved in service groups because they want to contribute. Young pupils used their initiative to decide what to talk about regarding their 'World Book Day' character. Older pupils select thoughtfully from a range of methods and techniques to use in creating artwork or to solve mathematics or engineering problems. When deciding on the design of a computer game, pupils astutely considered the factors which young people find attractive in such a game. Senior pupils choose academic and other courses of action to fit them for their future lives and decide maturely how they will respond to the social issues of the day.
- 3.16 Pupils have good aesthetic appreciation and awareness of the non-material aspects of life. This is particularly evident in the youngest years. During outdoor education sessions, young pupils were observed exploring their environment and expressing an awe and wonder for the natural world. They showed reverence for their surroundings, reminding their peers to tread carefully near flowers and living things. The depth of empathy pupils shared was a noteworthy feature of many pupil interviews. In a critical thinking lesson, pupils earnestly debated 'what we innately owe one another' and offered mature perspectives on their place in the world. Boarders say they highly value the cultural diversity amongst the community to understand better the place of spirituality within the school. Many pupils,

both boarders and day pupils, were keen to express how much they valued the internationalism of the school.

- 3.17 Most pupils display a strong sense of right and wrong and an excellent moral understanding. Older boarders are excellent role models. At interview, they were appreciative of the broad responsibilities they had been given as house leaders and the self-policing culture within the houses. Boarders take responsibility for their behaviour and aim to solve their own problems before asking staff to intervene. Day pupils were also keen to emphasize that all pupils were aware of how they should treat one another. During a middle school MUN club, pupils demonstrated their ethical views while debating the moral responsibility of world leaders regarding their response to the Russian invasion of Ukraine.
- 3.18 Pupils have an excellent level of social awareness and demonstrate a strong sense of social justice. Younger pupils regularly take on responsibilities and assist others without needing to be asked. During breaks, young pupils engage in a range of activities with an inclusive and collaborative approach. They show an innate tendency to support one another in many ways such as in the case of a child helping a friend to form the letter 'b' correctly. Pupils in a lower school physical education class supported each other in the development of their volleyball skills. Boarders contribute to and value the house councils, working together to improve and develop the boarding community for the benefit of all. Although some pupils said they felt it difficult to belong in such a large school, they accept their part in creating the ethos, and many take positive action to contribute to the well-being of others. In questionnaire responses, a large majority of pupils say that pupils are kind and respect each other, and the school atmosphere helps them to build positive relationships and friendships.
- 3.19 Pupils have a strong determination to make a difference to the wider community and their world, most notably through pupil-led charitable events within and beyond school in fulfilment of the school's ambitious aims. They are conscious of and sensitive to the needs of others, and generous in their efforts to improve the lives of others in the community and the wider world, being encouraged to do so by the supportive ethos of the school. In an art project in middle school, pupils willingly paused their work to collectively produce colouring books for refugee children. Pupils readily carry out charity initiatives to enhance the lives of others, such as cycling themed fund-raising events after a pupil was injured in a cycling accident. Older pupils have recently taken the lead in collecting and sorting aid supplies for the Ukraine Appeal. Boarders showed empathy and support for those peers who have suffered in this crisis, and pupils commented on how such events improve the community feeling in the school. Young pupils talked knowledgeably about their initiative to reduce food waste, explaining that we only have one planet, and we need to look after it. The senior pupils leading a girls' group are highly confident in their leadership, having considered the best way to support a local refuge and prepared thoroughly for their sale.
- 3.20 Pupils are highly inclusive of one another regardless of individual need, and value the exceptionally positive atmosphere within the school which allows them to appreciate their rich and varied community. In the younger years, pupils showed tolerance and understanding when they said that where a person is from or what they look like should have nothing to do with the way they were treated. During an art session while creating a poster on the topic of social justice, pupils spoke passionately and eloquently, explaining how Rosa Parks was a good role model for peaceful protest, highlighting the inequalities of the time. Others discussed food waste and reflected on the different food traditions of other cultures, and the impact of this on the perception of waste. Older pupils speak with sensitivity about the role of women in society and work collaboratively alongside peers with mobility needs. Senior pupils showed utmost respect for one another's opinions during a debate on the laws relating to LGBTQ+ rights. Boarders are particularly vocal in expressing their appreciation of the international nature of the community and the outstanding cultural understanding that this provides them, informing their social and personal awareness. In their questionnaire responses, almost all parents believe the school promotes values of democracy, respect and tolerance of other people, and their children are treated fairly regardless of their sex, faith, race or needs.

- 3.21 Senior pupils have a strong awareness of online safety and are active in developing strategies to help younger pupils stay safe in relationships, including support in maintaining vigilance whilst online. Pupils are acutely aware of body image and health, including mental health, and know how to stay safe, physically and mentally. The youngest pupils engaged with and practised different mental health strategies to help them regulate their emotions and feel better and more in control, including meditative finger counting, pretending to be a bird and tearing paper. Older pupils showed an advanced understanding of their responsibilities in keeping themselves and others safe when maturely discussing issues surrounding female genital mutilation. Several members of the senior school chess team are also varsity athletes, showing that pupils have good time management and mental strength enabling them to be successful. Boarders appreciate the safe and secure environment within which they live and the guidance and support they receive from boarding staff for their well-being. Pupils interviewed spoke passionately about learning to keep themselves physically safe through a self-defence course in the high school, and how to stay healthy from the optional but widely subscribed Fitness For Life course provided by the sports department.
- 3.22 As a result of the school's ethos, pupils demonstrate passionate and enthusiastic appreciation for their school and the way it prepares them for their future 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form 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, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Linda Smallwood	Reporting inspector
Mrs Honoree Gordon	Additional Reporting Inspector
Mr William Ings	Compliance team inspector (Head of Teaching & Learning, HMC school)
Dr Susan Ley	Team inspector (Former Deputy Head, Society of Heads school)
Mrs Alexandra Neil	Team inspector (Head, GSA and ISA school)
Mr Graeme Mark Smith	Team inspector (Deputy Head, ISA school)
Miss Sarah Styles	Team inspector (Head, IAPS school)
Mr Andrew Webster	Team inspector (Former Head, IAPS school)
Mr Peter Goodyer	Team inspector for boarding (Head, HMC school)