



ISI Independent
Schools
Inspectorate

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

West Hill Park School

June 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School	West Hill Park School		
DfE number	850/6009		
Registered charity number	307343		
Address	West Hill Park School St Margaret's Lane Titchfield Hampshire PO14 4BS		
Telephone number	01329 842356		
Email address	admissions@westhillpark.com		
Headteacher	Mr Christopher Ward		
Chair of governors	Mr Kevin Murphy		
Proprietor	West Hill School Trust Ltd		
Age range	3 to 13		
Number of pupils on roll	261		
	Day pupils	243	Boarders 18
	EYFS	56	Prep 205
Inspection dates	6 to 8 June 2023		

1. Background Information

About the school

- 1.1 West Hill Park School is a co-educational independent day and boarding school. The school was founded in 1920 and is overseen by a board of governors. The school comprises two sections: the Early Years Foundation Stage (EYFS), for pupils aged 3 to 5 years; and a prep department, for pupils aged 5 to 13 years. Weekly and flexi boarders are accommodated in separate male and female wings of the main school building. Since the previous inspection, a new headmaster was appointed in September 2019.

What the school seeks to do

- 1.2 The school aims to inspire every child to have a love for learning and to foster an ethos of mutual respect within a caring, safe and supportive community. It seeks to promote developing pupils' learning skills alongside the content of the curriculum to enable pupils to excel as well as providing them with the skills needed for their future. The school endeavours to nurture ambition, kindness and resilience, as the three main pillars of character and emotional intelligence.

About the pupils

- 1.3 Pupils are drawn mainly from the local area. A small number of boarders come from overseas. Assessment data provided by the school indicate that the ability of pupils is average compared with pupils taking the same tests nationally. Fifty-eight pupils have been identified as having special educational needs (SEND), including dyslexia, dyspraxia, autism, ADHD and speech and language, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. There are ten pupils in the school for whom English is an additional language (EAL), two of whom receive support. The school modifies the curriculum for pupils identified as being the most able, or talented in a particular area.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Little Griffins	Nursery

Key findings

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

- Pupils have highly positive attitudes to learning, fostered by a rich and challenging indoor and outdoor curriculum and a wide range of enrichment activities.
- Pupils' study skills, their ability to hypothesise, analyse and synthesise are very well developed.
- Pupils throughout the school display excellent communication skills.

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

- Pupils' self-understanding and self-confidence are excellent; they are resilient and know how to improve their learning.
- Pupils are highly socially aware and work effectively with others to achieve common goals.
- Pupils display a deep respect and appreciation of those from different cultures.

Recommendation

3.3 The school is advised to make the following improvement.

- Enhance the achievement of all pupils still further by ensuring there is a suitable level of challenge in every lesson.

The quality of the pupils' academic and other achievements

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

3.5 Attainment data provided by the school confirm that all groups attain beyond age-related expectations. Children in the EYFS progress well from their starting points with the majority of children achieving expected levels of development. Pupils talk with confidence and pride about their progress, with most pupils achieving expected or higher levels of progress in standardised tests for both English and mathematics. The high levels of achievement and progress, particularly for the older pupils, are strengthened by the implementation of the pre-senior baccalaureate (PSB) programme. Pupil achievements are the result of their own excellent attitudes and the effective support they receive. Pupils are very successful in senior school entrance tests, and a number gain a range of awards. Pupils

with SEND and EAL achieve strongly in relation to their starting points because their individual and specific needs are accurately identified, and planned interventions are implemented effectively. A very large majority of parents who responded to the inspection questionnaire agreed that teaching, including any online provision, enables their child to make progress.

- 3.6 Pupils of all ages and abilities are curious and creative learners. They develop excellent knowledge, skills and understanding across all areas of the curriculum and in their co-curricular activities. For example, Year 2 pupils, in an art lesson displayed highly developed observational skills enabling them to make rapid progress in improving their drawing skills. In a Year 6 geography lesson pupils demonstrated high knowledge, skills and understanding of geographical features such as stacks and stumps. Work completed by Year 8 for the Pre-Senior Project Qualification (PSPQ) demonstrate the pupils' excellent range of skills and knowledge across all areas of learning which they communicated succinctly and effectively through presentations and creation of artefacts. In this way, through the introduction of the PSB programme, governors and senior leaders have successfully met the school's aim to further develop pupils' learning skills. Most pupils who responded to the inspection questionnaire agreed that their teachers know their subjects well and know how to help them learn and almost all pupils felt their skills and knowledge improve in most lessons. A minority of pupils responding to the questionnaire said they did not find most lessons interesting. Inspectors observed that in the lessons in which pupils made less rapid progress, planned activities did not always provide the challenge appropriate to the needs of individual pupils.
- 3.7 Pupils have excellent communication skills; they are eager to inform, discuss and debate. This is because pupils are encouraged by a learning approach which stresses collaboration. Pupils of all ages are confident, respectful and articulate when talking and listening to each other and teachers. For example, children in Reception shared their thoughts sensitively and coherently with each other when discussing digraphs. Year 4 pupils in geography eloquently justified their thinking when discussing maps. Pupils' confidence and competence in public speaking is nurtured by the breadth of opportunities provided across the curriculum such as the many drama productions. Pupils display excellent listening skills. The school has recently refurbished the library and introduced a new reading curriculum. As a result, pupils enjoy reading and often achieve levels well above those expected for their age. Pupils' writing skills are highly developed. For example, in a Year 6 English lesson pupils showed nimble linguistic skills, significantly improving the quality of their initial drafts. Pupils successfully apply their writing skills widely because of the strong cross curricular links built into the curriculum.
- 3.8 Pupils are highly competent mathematicians for their age. Their understanding builds securely so that by the time they are at the top of the school they have a strong grasp of mathematical concepts and the confidence to tackle new challenges. Pupils of all ages, needs and abilities enjoy working with mathematical ideas engendered by the enthusiasm and subject knowledge of their teachers. Reception books showed children make strong progress over time in their understanding of number. Pupils are encouraged to explain their reasoning and, as a result, develop an excellent understanding of mathematical concepts. Pupils apply their numeracy skills well to enhance their learning in other subjects. In a Year 5 geography lesson pupils accurately applied six figure grid references to enhance their map work. Year 6 science pupils explained how they used their mathematical knowledge to calculate the chemical release of energy. Pupils participate highly successfully in a variety of mathematics competitions, including the UK Maths Challenge in which a number achieve gold, silver and bronze certificates.
- 3.9 Pupils are very confident and highly proficient in the use of information and communication technology (ICT) both as a discipline and as a support for learning in subjects across the curriculum. For example, in Reception, scrutiny of work showed children demonstrating good coding skills using programmable toys and the competent use of QR codes to access stories online. In a Year 6 computing lesson pupils demonstrated excellent ICT skills, creating algorithms to solve problems within spreadsheets. Pupils use ICT confidently to aid their learning across the curriculum. In a physical

education (PE) in Year 4, pupils applied their ICT skills with assurance to review and improve their jumping technique by using the video and slow-motion facilities. Pupils with SEND were observed using ICT highly effectively to support their learning across the curriculum. From Year 7, pupils have their own device. This allows them to use their ICT skills as a default as part of their PSBQ projects. Age-appropriate software applications, alongside a deeply embedded culture of using ICT within the classroom combine to produce excellent outcomes for pupils.

- 3.10 Pupils demonstrate excellent study skills across the whole curriculum. The youngest children develop their curiosity by actively choosing their learning activities and selecting their own resources. Pupils of all ages enjoy being challenged to analyse, hypothesise and synthesise and are adept at drawing on a wide range of sources to reach conclusions. In a Year 4 science lesson pupils predicted intelligently the effect different liquids may have on eggshells. Scrutiny of Year 8 geography books demonstrated excellent analytical skills when reviewing data to identify areas of the school site most suitable for growing vegetables. Year 6 history books showed pupils' excellent detailed analysis and synthesis of different sources of evidence when studying the Battle of Hastings. Boarding pupils demonstrate excellent study skills and older pupils model them effectively to younger pupils. These excellent outcomes are because almost always teaching uses well-chosen challenging tasks which encourage pupils to think for themselves.
- 3.11 Pupils flourish beyond the classroom, achieving high standards in sports, music and the arts. This is in response to the provision of a broad curriculum and a wide range of extra-curricular activities. The school's inclusive ethos ensures that all pupils can develop excellent levels of physical skills for their ages. Teams and individuals flourish in a wide range of sports and have been highly successful at county level in a number of sports. A significant number of pupils learn to play a musical instrument and many achieve merits and distinctions in external music examinations. In responding to the questionnaire, the large majority of parents commented positively upon the range of activities available and pupil discussions highlighted their appreciation of the extensive and diverse programme of activities. The school is successful in meeting its aim in providing a diverse curriculum and enrichment programme which offers many opportunities for the development of a child's character, confidence and emotional intelligence.
- 3.12 Pupils universally display excellent attitudes to their learning. Pupils described their school as a fun and happy learning environment, explaining that they feel they can challenge themselves because making mistakes are a way of learning. Pupils spoke extremely highly of the outdoor education programme. From the youngest children, opportunities in the woodland environment facilitates the acquisition of skills that will enable them to thrive as they progress through the school. Older pupils spoke enthusiastically about the benefits the outdoor education programme affords them, citing the development of teamwork, independence and leadership skills as key elements that help them progress in other areas of school life. During activities pupils displayed high levels of initiative and resilience along with an excellent ability to work collaboratively during a game of *Imposter*. In pupil discussions, boarders expressed the view that the boarding experience enabled them to develop greater independence in their learning habits. Pupils are motivated to do their best for themselves and their teachers, responding well to the positive-praise culture of the school which is promoted by the leadership and management team.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages demonstrate excellent self-esteem and self-confidence. Confidence grows because of the strong relationships established between pupils and their teachers, from the youngest children upwards. Pupils are self-aware, confident and frequently affirm each other's qualities, reinforcing acceptance and building one another's self-esteem. For example, in a phonics lesson Reception children enjoyed praising each other's handwriting skills. Pupils reflect thoughtfully on their work and

their books exhibit careful consideration and self-assessment of strengths and weaknesses and a determination to learn from their mistakes. For example, in a Year 1 personal, social and health education (PSHE) lesson pupils reflected astutely on what makes them unique and special. Year 4 history books demonstrated pupils' ability to make well-considered judgements as to how their writing on Vikings might be improved. Most pupils who responded to the questionnaire said that their teachers' feedback helps them to improve. Pupils have high levels of self-awareness. Scrutiny of Year 6 science books demonstrated excellent self-understanding in devising individual mind maps to support their learning. Older pupils knowledgeably discussed their PSPQ projects with inspectors and showed a mature awareness in identifying the self-discipline and resilience they needed to complete their projects.

- 3.15 Pupils learn to make effective decisions in their daily and school lives. For example, Year 1 pupils are continuously making choices about which activities to follow, and older pupils understand how the choices they make impact on their learning. For example, pupils in a Year 4 mathematics lesson displayed high-level decision-making skills for their age, choosing the most appropriate level of work to challenge their thinking. Pupils actively participate in school improvement through the school council. As a result, new recreational activities have been provided and the school now allows pupils to choose their uniform from a single list. Boarders explained how the experience of boarding allows them to make more decisions for themselves, building their self-confidence and independence. All parents of boarders who responded to the questionnaire agreed that the boarding experience has supported their child's personal development.
- 3.16 Pupils develop excellent spiritual awareness and understanding of the world religions. They are supported in their spiritual development by a comprehensive and well-structured theology, philosophy and religion (TPR) and PSHE curricula. Pupils apply their spiritual awareness and knowledge maturely and highly effectively when considering philosophical and ethical concepts, as was seen in Year 6 books, as they presented extremely thoughtful and appropriately balanced arguments when considering the cosmological argument for the existence of God. Pupils show a deep appreciation of the natural world which is developed through the many opportunities to learn and interact with it as well as the strong focus on outdoor learning from the school's leadership. This was evident from discussions with older pupils who said how interacting with the natural environment enables them to connect with nature.
- 3.17 Pupils are well behaved and well mannered. Relationships between pupils of different ages are extremely good, as observed when they played happily together at break time. An overwhelming majority of parents and most pupils in responding to the questionnaire, agreed that the school actively promotes and expects good behaviour. Inspectors observed pupils from the youngest age, respect the boundaries and rules requested of them. Pupils have an excellent understanding of the terms respect and tolerance and how these attributes make for a better school community. They also have an excellent understanding of right and wrong and show a high level of responsibility for their own behaviour. This is because teachers' expectations both in the classrooms and throughout the school are high. As a result, pupils feel secure, and are ready to understand themselves and others better.
- 3.18 Pupils enjoy working collaboratively with one another to solve problems in the classroom due to frequent opportunities for group work built into lessons. The youngest children learn to take turns and share toys, receiving praise for co-operative behaviour. In a Year 4 mathematics lesson pupils displayed excellent collaboration skills, ensuring everyone participates and actively listen to others in order to problem solve. Pupils of all ages embrace opportunities to work together, such as in sport when competing against other schools. Video evidence of the outdoor learning programme showed older pupils demonstrating excellent collaborative skills whilst trying to see which team could get their boat across the river the fastest. This strong social awareness amongst the pupils is embedded in the excellent pastoral care and pupils' relationships with staff who are consistently good role models as promoted by the senior leaders. Almost all parents who responded to the questionnaire agreed that the school helps their children to develop strong teamwork and social skills.

- 3.19 Pupils have a strong awareness of social responsibility and the importance of helping those less fortunate than themselves. Year 8 pupils have positions of responsibility that require them to help with younger pupils, for example, taking them to and from assembly. The school places great emphasis on inspiring the pupils to take ownership of projects that support the local area. The pupil-led volunteer club enthusiastically support the community by organising food collections and litter-picking sessions. The school choir sings at a local care home and in interviews pupils said how much they benefit as well as the residents in being able to sing to and talk with them. Older boarders are highly effective in supporting younger pupils and those new to boarding and help them gain the most out of the boarding experience. The school is successful in meeting its aim to allow opportunities for children to engage and positively contribute to the local community and society more widely.
- 3.20 Pupils have a strong understanding of cultural diversity and awareness of individual differences. They treat each other well within a community that is inclusive. This is because the leadership and management reinforce the message that pupils should treat everyone equally. In discussions pupils said how much they enjoy learning about other cultures as it helps them to be better friends with others of a different faith. They value learning about the major world religions, saying it teaches them to respect other people's choices and opinions and to be tolerant. In a Year 3 TPR lesson pupils displayed excellent understanding of why Muslims pray five times a day. This respect for other faiths and cultures is a particularly strong feature of the school. In their questionnaire responses, the vast majority of parents felt that the school encourages a culture of respect and tolerance, and this is seen in practice. For example, pupils in a Year 4 TPR lesson respectfully discussed the importance of the Hajj within Islam. There is the time and space for those of all faiths to practise their belief. Pupils discuss differences between their backgrounds warmly and respectfully. Younger pupils explained very knowledgeably to inspectors why their friend only eats certain foods because of their religious beliefs. Year 8 TPR books demonstrated pupils mature and respectful appreciation of differing beliefs such as when comparing and contrasting resurrection and reincarnation.
- 3.21 Pupils, including those who board and those in the EYFS, have an excellent grasp of what constitutes a healthy lifestyle. At lunch, younger pupils explained intelligently what constitutes a balanced diet. During registration, Year 1 pupils demonstrated an excellent understanding of how to stay safe in the sun, highlighting the importance of staying hydrated and wearing a sunhat. Pupils of all ages make the most of the many opportunities on offer, to stay physically healthy from using the school grounds at breaktime, participating in sports, to enjoying taking up or developing one of the many new interests available to them. Pupils of all ages enthusiastically told inspectors how much they enjoyed the woodland environment and the outdoor education programme. Pupils understand the importance of mental health and, in interviews, expressed their appreciation of the ability to talk to staff should they wish to do so. Boarding pupils demonstrate high levels of emotional intelligence for their age, understanding that to remove themselves from a difficult situation can lead to a better outcome. In response to the questionnaire, almost all parents and most pupils agreed that the school encourages a healthy lifestyle. Almost all pupils who responded to the questionnaire said that they know how to keep safe online. This reflects the priority attached by the school's leadership and governance to the fostering of their wellbeing and meets the school aim to create a safe and nurturing environment.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Timothy Cannell	Reporting inspector
Mr Paul Dunn	Compliance team inspector (Director of Operations, IAPS school)
Mrs Sarah Hobby	Team inspector for boarding (Head, ISA school)
Dr Karen McNerney	Team inspector (Head, IAPS school)