



ISI Independent
Schools
Inspectorate

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

Woodbridge School

March 2023

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School's Details

School	Woodbridge School			
DfE number	935/6054			
Registered charity number	1110964			
Address	Woodbridge School Burkitt Road Woodbridge Suffolk IP12 4JH			
Telephone number	01394 615002			
Email address	schooloffice@woodbridgeschool.org.uk			
Head	Miss Shona Norman			
Chair of governors	Mr Clive Schlee			
Proprietor	The Seckford Foundation (Woodbridge School)			
Age range	4 to 18			
Number of pupils on roll	750			
	Day pupils	717	Boarders	33
	EYFS	18	Pre-prep	46
	Prep	161	Senior	388
	Sixth Form	137		
Inspection dates	28 to 30 March 2023			

1. Background Information

About the school

- 1.1 Woodbridge School is an independent co-educational day and boarding school. It was founded in the 1660s and is owned by the Seckford Foundation, whose trustees constitute the governing body. The school, which is located on two separate sites within the town, consists of a pre-prep school, a prep school, a senior school, a sixth form and a boarding house.
- 1.2 Since the previous inspection an all-weather hockey pitch has been installed and the pre-prep school has been relocated to the prep school site. The current head and the current chair of governors were appointed in 2020.

What the school seeks to do

- 1.3 The school aims to provide a stimulating environment which enables every pupil to enjoy learning and to fulfil their potential. It seeks to inspire pupils to emerge as kind, confident, intellectually curious and resilient young people who take action to add value to the community.

About the pupils

- 1.4 Pupils come from various parts of Suffolk and are from a range of professional, business or public service families. The boarders are mostly international pupils from a range of countries. The school's own assessment data and nationally standardised tests indicate that the ability of the pupils is above average for those taking similar tests nationally. The school has identified 84 pupils as having special educational needs and/or disabilities (SEND), of whom 53 receive additional specialist help. Pupils' needs and disabilities include dyslexia, dyspraxia, autistic spectrum disorder and attention deficit hyperactivity disorder. No pupils in the school have an education, health and care plan. English is an additional language (EAL) for 26 pupils, of whom 18 receive additional support for their English. The school identifies those pupils who are more able, and the curriculum and extra-curricular programme is adjusted to meet their needs.

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 In the prep school, 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 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the prep 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. 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.
- 2.8 The standards 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

- 2.9 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. 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, 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

- 2.12 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 19 and 22 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 4, 7 and 23 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 standards 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 standards relating to the handling of complaints [paragraph 33] and NMS 14 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standards 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.

Key findings

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

- Pupils are articulate communicators who listen well and express themselves clearly, both orally and in writing.
- Pupils have strong creative skills.
- Pupils develop excellent skills in the broader curriculum through a wide-ranging programme of extra-curricular activities.
- Pupils are highly successful at collaborating both inside and outside the classroom.

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

- Pupils have a markedly strong sense of community and are supportive of each other.
- Pupils of all ages, including children in the EYFS, make rapid progress in developing their self-confidence, resilience and ability to make their own decisions.
- Pupils embrace the many opportunities to improve the lives of others and make an excellent contribution to the community within and beyond school.

Recommendation

3.3 The school is advised to make the following improvements.

- Strengthen further senior school pupils' understanding of the impact of disrespectful comments on the personal development of others.

The quality of the pupils' academic and other achievements

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

3.5 Pupils, including those with SEND, make strong progress over time as evidenced by comprehensive assessment data. In the prep school, this progress is confirmed by the standard of mathematics and reading in lessons, the scrutiny of pupils' work and assessment data provided by the school. EYFS profiles show that, over time, a large majority of children reach the expected level of development. Results at GCSE and A level show that most pupils attain grades higher than expected for those of similar ability. In 2022 a very large majority of GCSE results were achieved at grades 5 to 9, with two-fifths of results graded 8 to 9. In 2020 and 2021, centre-assessed and teacher-assessed grades showed a similar level of attainment. In 2022, three-fifths of A-level results were graded A* to A. In centre-assessed and teacher-assessed results in 2020 and 2021 most results were of a similar standard. As a result, a large majority of pupils are successful in gaining places at universities of their choice. In

discussion, pupils were keen to point to the individualised support and encouragement they receive from both teachers and tutors as key contributory factors to their academic progress.

- 3.6 Pupils display excellent attitudes towards learning. They embrace the wide range of opportunities to discover new interests and skills that the school provides. In response to the pre-inspection questionnaire, an overwhelming majority of parents agreed that the school equips their children with the teamworking, collaborative and research skills they need in later life. Inspection evidence shows that pupils are keen and active learners who engage readily in both collaborative and individual work in lessons and beyond. In geography, pupils in Year 7 worked in pairs with great enthusiasm, considering the reasons for the extensive floods in Bangladesh. Sixth-form pupils displayed outstanding collaborative skills as they offered each other advice on their entries for an essay competition. Pupils take notably strong leadership in their learning. This is evident in art and design portfolios which show great originality.
- 3.7 Pupils make rapid progress in developing knowledge, skills and understanding. This is as a result of the school's supportive and collaborative learning environment, coupled with their own determination. Children in the EYFS develop strong fine and gross motor skills through threading, cursive writing and colouring artwork. In chemistry, pupils in Year 9 showed decidedly high levels of scientific understanding as they explained the lack of a reaction between copper and acids. In a Year 10 French lesson, pupils manipulated a range of tenses with confidence and fluency when engaging in a roleplay activity. In response to the questionnaire, a few pupils did not agree that lessons are interesting. Inspectors found that pupils engage positively in response to the teaching they receive. From a young age, pupils exude a love of learning and embrace the opportunities on offer. In engineering, pupils in Year 6 responded with great enthusiasm as they suggested refinements and adapted their model planes. In a Year 12 economics lesson, a card matching exercise led to animated pupil discussions about market failure.
- 3.8 Pupils develop communication skills of the highest quality. Pupils are articulate, expressing themselves clearly in response to the many opportunities for discussion and debate in the classroom and beyond. This was evident in a Year 12 English lesson as pupils discussed contemporary contexts, such as religious fundamentalism, as represented in *A Handmaid's Tale*. In drama, Year 2 pupils displayed excellent non-verbal communication as they told their own stories in small groups through acting their imaginary tales. In a Year 9 Spanish lesson, pupils demonstrated strong listening skills in deciphering a recorded conversation between a client and a waiter in a café. Boarders, including those with EAL, speak with passion and clarity when they give presentations to the house as a part of their prefect applications. In all of these areas, a strong contributory factor is the commitment of the school's leadership team and the staff to provide pupils with opportunities to read widely, engage in discussions, form their own ideas, write creatively and speak in public.
- 3.9 Pupils' acquisition and development of numeracy skills is strong. This is due to the provision of well-pitched and enjoyable learning activities and the recent focus on improving number skills throughout the prep and pre-prep schools. In mathematics, Year 3 pupils, including those with EAL and SEND, made good progress in their understanding of the use of addition of weights to solve a task. Pupils apply their strong mathematical knowledge effectively to other areas of learning. In physical education (PE), Year 11 pupils used their strong knowledge of percentages when comparing the relative components of a healthy diet and of blood viscosity. In the scrutiny of work, pupils in Year 9 used particularly strong mathematical skills when producing a graphical representation of the variation of climate in Beijing.
- 3.10 Pupils are highly competent users of information and communication technology (ICT) and apply their skills well to support their learning throughout the curriculum. Pupils in Year 6 produced engaging digital presentations, with embedded spreadsheets and pie charts, to promote their business idea. As they progress through the school, pupils use digital technology naturally to support and extend their learning. For example, pupils in Year 9 use sophisticated digital art skills to create their own hyperreal portraits. Pupils in Year 12 demonstrated excellent ICT skills as they edited a recorded playlet about

blood sacrifice to create the required dramatic ambience. Pupils with SEND make excellent use of hardware and software to enhance their learning. This enables them to make progress in line with their peers.

- 3.11 Throughout the school pupils achieve excellent standards in a wide array of co-curricular activities. In discussions, boarders were clear that the facilities and extra time available enables them to make rapid progress in their chosen pursuits. Pupils have gained success in local, regional and national competitions in a variety of sports including cross country, athletics, horse riding, hockey and skiing. Pupils of all ages gain considerable success in external speech, drama and music examinations and competitions. Pupils achieve bronze, silver and gold awards in The Duke of Edinburgh's Award scheme and gain success in the UK Maths Challenge, Science and Linguistic Olympiads, essay writing and chess competitions. Outstanding artistic achievement is evident in the quality of artwork on display throughout the school and in local exhibitions. Pupils achieve highly in these areas partly because of their strong independence and collaborative skills, but also because they are encouraged by the school to pursue wide-ranging interests.
- 3.12 Pupils display well-developed thinking skills and relish the opportunity to form their own hypotheses. From the youngest years, pupils use these skills with confidence because they are encouraged to extend their understanding through open questions and appropriate tasks. In science, pupils in Year 1 displayed a strong ability to hypothesise as they considered the effect of friction when rolling an Easter egg on different surfaces. In history, pupils in Year 10 demonstrated decidedly strong analytical skills when determining inferences from historical cartoons depicting Germany and Italy before The Second World War. Pupils in Year 13 displayed excellent study skills when interpreting and explaining Shakespeare's use of language and dramatic effects in an extract from *The Tempest*. Pupils display an excellent ability to research effectively by using a wide range of sources. This was seen in extended project work and computing coursework on topics ranging from the influence of the media on professional sports people to the status of different rail companies. This fulfils the school's aim to inspire pupils to be intellectually curious. Pupils' ability to research results from the effective promotion by leadership and governance of an environment of academic endeavour and curiosity. It is also supported by a curriculum and co-curricular programme that provides many opportunities to develop and apply such skills.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display an outstanding sense of community. Pupils work together completely naturally in activities, and the supportive environment enables overseas boarders to settle into their new environment and form successful relationships with their peers. Children in the EYFS were keen to take turns and share resources because they are encouraged by their teachers to negotiate, build upon each other's ideas and work collaboratively in social situations. Pupils demonstrate excellent social awareness. In history, pupils in Year 8 discussed slavery and stereotypes regarding expected skin colour with maturity and thoughtfulness. Pupils in Year 6 are extremely caring leaders, as was seen when strong runners accompanied and supported EYFS children on their cross-country run. Pupils relish the opportunity to put forward views through activities such as the school council. They understand that their ideas will be considered and acted upon, such as recent improvements to outdoor areas. Boarders who spoke with inspectors passionately voiced the belief that their happiness and that of their peers depends on individuals sharing, compromising, showing kindness and actively working together.
- 3.15 From the moment they join the school, pupils make rapid progress in developing their self-confidence, resilience, self-awareness and other personal skills. Within the school, pupils show notable self-confidence without any hint of arrogance. They are comfortable within themselves and try to be the best that they can be. This is a result of the encouragement of leadership and governance to motivate

pupils to experience a wide range of subjects and activities and to find the particular niche where they can be successful. In a Young Enterprise board meeting, pupils in Year 12 demonstrated considerable self-confidence and resilience as they addressed the issues arising on the agenda. In Latin, pupils in Year 13 displayed remarkable resilience in persevering with an extremely taxing Livy text, producing a translation of high quality. In discussions, pupils spoke of the extremely strong resilience they developed as they competed in muddy cross-country fixtures and on The Duke of Edinburgh's Award expeditions. This amply meets the school's aim to ensure that pupils are confident and resilient. Pupils with SEND are extremely positive about the help they receive, saying that it supports their self-confidence and self-esteem. In their questionnaire responses almost all parents said that the school helps their children to be confident and independent. Inspection evidence confirms this view.

- 3.16 Pupils are extremely good at supporting others in the school. In discussions with inspectors, they spoke warmly of a culture of mutual support where pupils and staff will go out of their way to help each other. Through the assumption of leadership roles, pupils contribute to the school community in many different ways. Pupils act as heads of school, heads of houses, prefects and buddies. A particular strength of the school is the student support scheme, where older pupils are trained to act as proactive and effective mentors to help support good mental health. Boarders are notably generous with their time and sensitive to the needs of others in providing emotional support to fellow boarders and offering help with academic tasks. Pupils make a markedly positive contribution to the local community and to wider society through charity and outreach work. They demonstrate considerable sensitivity to those less fortunate than themselves. Pupils are instrumental in choosing the charities they want to support and of thinking of ways in which to really help others. For example, pupils in the prep school decided to raise funds for the Ukrainian crisis by walking laps of the school field. There is a strong understanding amongst pupils that community service is important, for example by visiting the local almshouses and care homes and by outreach work as sports leaders. This fulfils the school's aim to inspire pupils to take action to add value to the community.
- 3.17 Throughout their time at the school, pupils develop a strong spiritual understanding and an acute awareness of the non-material aspects of life. This is apparent in the obvious pleasure they derive from friendships, creativity and their natural surroundings. For example, pupils in Year 5 expressed the wonder they feel when seeing the light stream through the stained-glass windows of the neighbouring church. In discussions, pupils in the prep school spoke of how they value quiet moments of reflection such as when they give thanks for their lunch. Pupils of all ages show a decidedly strong appreciation of the value of the arts in their school lives. Artwork displayed throughout the school shows highly evocative responses to personal situations. In discussions, senior school pupils spoke of the joy they derive from making music with others, and how it provides them with perspective in the middle of a busy school day.
- 3.18 Pupils have an excellent understanding of staying safe, both in terms of their digital lives as well as with regards to their physical and mental health. They are extremely good at balancing a wide range of activities with academic work, whilst also looking after their own well-being. This is as a result of the proactive pastoral system with its focus on empowering pupils to take care of themselves. Pupils of all ages are keen to participate in the many sporting activities available, as they are highly conscious that an active lifestyle is good for their mental health. Children in the EYFS have an excellent understanding of a healthy diet and the importance of having a rainbow plate of food. Pupils benefit from the strong promotion of their well-being through the curriculum. In PE, senior school pupils displayed an excellent understanding of the role of food in promoting a healthy lifestyle for sports players and athletes. In discussions, pupils described how walking in the fresh air in the school grounds is beneficial to their mental health. Prep school pupils spoke enthusiastically about how the trained therapy dog helps them to relax.
- 3.19 Pupils have a decidedly strong understanding of how the decisions they make now will influence their own future success and well-being. In the EYFS, children make suitable choices of activities which support their development. Pupils of all ages think very carefully when selecting which subjects they

will study and the co-curricular activities that they will pursue. Younger pupils make excellent decisions as they take age-appropriate risks when using tools in the outdoor learning environment. Older pupils recognise the importance of their decisions when selecting pathways to their future careers. Boarders have a particularly strong awareness of how the decisions that they make on a daily basis have an impact on their experience of school and life.

- 3.20 Pupils demonstrate a good understanding of diversity and a very large majority of pupils display a kind and respectful approach to each other. In discussing the book, *A Kind of Spark*, pupils in Year 7 showed an excellent understanding of neurodiversity and the benefits of realising how different people understand and appreciate the world. Boarders strongly appreciate others from different backgrounds to their own and are keen to learn about different cultures. In discussions with inspectors, pupils demonstrated a deep appreciation of issues relating to discrimination and equality. However, they indicated that a few senior school pupils do not exhibit an equally strong understanding of why disrespectful comments cannot be passed off as jokes. Pupils in the sixth form spoke of the strong progress that has been made amongst the pupil body in its respect for diversity, in particular sexuality. Discussions in the equality, diversity and inclusion society have led to pupils appreciating that the differences between them are more interesting than the similarities.
- 3.21 Pupils display an excellent ability to make well-considered moral decisions and take responsibility for their choices. They have a particularly strong awareness of rules and laws and can discuss issues of morality with confidence. In history, pupils in Year 8 demonstrated maturity of thought in evaluating the moral position of the British Empire and its effects on people's lives. In a tutor group session, pupils in Years 7 and 8 demonstrated decidedly strong empathy and thoughtfulness when discussing the viability of supplying combat aircrafts to Ukraine. In discussions, pupils of all ages reflected maturely on the role that the school has had in the creation of their value systems. They agreed that the most important thing that the school has taught them about life is that friendship and kindness are what really matter.

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, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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

Mrs Sue Clarke	Reporting inspector
Mr Jonathan Ricketts	Compliance team inspector (Deputy head, HMC school)
Mr Duncan Byrne	Team inspector (Deputy head, HMC school)
Mr Andrew Gough	Team inspector (Former headmaster, IAPS school)
Mr Thomas Mylne	Team inspector (Former head, IAPS school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)