



ISI Independent
Schools
Inspectorate

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

Woodcote House School

November 2022

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School's Details

School	Woodcote House School			
DfE number	936/6102			
Address	Woodcote House School Snow's Ride Windlesham Surrey GU20 6PF			
Telephone number	01276 472115			
Email address	info@woodcotehouseschool.co.uk			
Headmaster	Mr David Paterson			
Proprietor	Mr Nick Paterson			
Age range	7 to 14			
Number of pupils on roll	84			
	Day pupils	32	Full Boarders	21
			Flexi Boarders	31
	Juniors	44	Seniors	40
Inspection dates	1 to 3 November 2022			

1. Background Information

About the school

- 1.1 Woodcote House School is a day and boarding preparatory school, registered for male pupils only. It has occupied the same site since it was founded in 1816 and, since 1931, has been owned and managed by the same family. The current headmaster and his brothers, one of whom is the school's principal, are co-owners of the school. They are supported by an advisory board, chaired by a member of the proprietorial family. Since the previous inspection, an enrichment programme has been added for the senior pupils and drama and cookery classes introduced for the younger pupils.

What the school seeks to do

- 1.2 The school aims to create a warm and supportive family atmosphere within which pupils 'live to learn and learn to live' in the words of its motto. It intends that its pupils grow in self-confidence, tolerance, respect and empathy, so that they enjoy working and playing with others as their educational potential is nurtured.

About the pupils

- 1.3 The majority of pupils come from the local area or from the outskirts of London. There is a small number of overseas pupils, drawn primarily from Spain or China, who speak English as an additional language (EAL). They are helped to develop their English in small groups or individual lessons. There is a wide range of academic ability in the school. There are 22 pupils identified as having special educational needs or disability (SEND) such as dyslexia or attention span disorders and one pupil with an education and health care plan (EHCP). Support for all these pupils is provided by individual lessons, by strategies to be used in the classroom and by visiting therapists as necessary. Extension work and specialist tutorial sessions provide extra challenge for the more academically able senior pupils.

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. 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](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

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.
- 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 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 Arrangements made to safeguard and promote the welfare of pupils are inadequate and do not pay due regard to current statutory guidance. At the time of the inspection, the school's safeguarding policy did not reflect the most recent statutory requirements, and staff training on these was inadequate. The proprietor had not carried out an annual review of the safeguarding policy and practice as required. Discussions confirm that staff are committed to ensuring the safety and well-being of pupils and that the pupils, including those who board, feel safe, listened to and well-cared for.
- 2.10 The school has not ensured that all required checks on staff have been completed prior to their starting work. In a number of cases, it has failed to carry out criminal record checks, checks against the barred list, checks of prohibition from teaching, and prohibition from management. It has not verified all employees' employment history or ensured that references are received and verified for all staff.

- 2.11 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.
- 2.12 **The standards relating to welfare, health and safety in paragraphs 9 to 16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan) and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 9 are met, but those in paragraphs 7 [safeguarding] and 8, and NMS 8, [safeguarding of boarders] are not met.**

Action point 1

The school must ensure that a suitable safeguarding policy, reflecting current statutory requirements, is in place and that all staff, including senior leaders and the proprietor, are fully trained so that they understand their responsibilities in its implementation [Part 3, paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1].

Action point 2

The school must ensure that all required checks against the barred list, the DBS, prohibition from teaching, prohibition from management, verification of employment history, and receipt and verification of references are complete before staff start work [Part 3, paragraphs 7(a) and (b) and 8(a) and (b); NMS 8.1].

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

- 2.13 The school makes the appropriate checks to ensure the suitability proprietors, and a register is kept. Visitors to boarding accommodation are appropriately supervised.
- 2.14 The school has not ensured that all required checks are undertaken and completed in advance of employment, including checks of identity, medical fitness, right to work in the UK, qualifications and, where applicable, overseas checks. The central register of appointment does not contain all the required information since it does not indicate whether all required checks have been undertaken together with accurate dates when the checks have been confirmed. Staff files do not contain sufficient evidence to confirm that correct recruitment procedures are being implemented.
- 2.15 **The standards relating to the suitability of those in contact with pupils at the school in paragraph 20 are met, but those in paragraphs 18 and 21 and NMS 19 are not met.**

Action point 3

The school must ensure that all required checks are completed in advance of an individual starting work at the school and that staff files contain clear evidence to confirm this [Part 4, paragraphs 18(2)(a), (b), (c)(i-iv), (d), (e) and (f), 18(3); NMS 19.1].

Action point 4

The school must ensure that the single central register is an accurate record of staff appointments and includes the date when each check was completed [Part 4, paragraphs 21(1), 21(3)(a)(i, iii-viii); NMS 19.1].

PART 5 – Premises of and accommodation at schools

- 2.16 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.

2.17 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.

PART 6 – Provision of information

2.18 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.

2.19 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.20 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.

2.21 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

2.22 There is clear leadership and management of the practice and development of boarding. Effective links are made between academic and residential staff.

2.23 The proprietor and school leadership have neither ensured that safeguarding policies and training have kept pace with statutory requirements in safeguarding, nor that the school's policy and procedures are subject to annual review. They have not sufficiently familiarised themselves with the independent schools standards regulations. Their insecure understanding of these means that they have not been able to provide effective monitoring of safeguarding and recruitment processes.

2.24 The standard relating to leadership and management of the school in paragraph 34 [leadership and management] and NMS 2 are not met.

Action point 5

The school must ensure that the proprietor and those responsible for the leadership and management of the school undertake the training necessary to ensure a good understanding of the regulatory requirements, so that their monitoring of these is effective, ensures that the standards are consistently met and that the wellbeing of pupils is promoted [Part 8, paragraph 34(1)(a), (b) and (c); NMS 2.1, 2.2, 2.4, 2.5 and 2.8].

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>
Junior 1	Year 3
Junior 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

Key findings

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

- The pupils are highly successful in gaining entrance to the senior school of their choice, thanks to the school's skilful guidance built on their close knowledge of pupils' talents and aptitudes.
- Pupils are excellent communicators and are strong in numeracy skills and creative activities.
- Pupils make good progress overall but, for younger pupils, progress is slower because teaching strategies do not always engage their attention or provide sufficient challenge.
- Pupils' skills in using information and communication technology (ICT) in their work and for research are weak.
- Pupils are eager to learn but have limited opportunities to show initiative or develop independence in their studies.

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

- Pupils develop high levels of self-confidence and self-esteem, supported by the school's family atmosphere in which they know they are all valued and known as individuals.
- They have a clear sense of right and wrong, understanding the importance of respecting rules and for their own behaviour.
- Their understanding of the importance of respect and tolerance is excellent and they place high value on the diversity of the school's population.

Recommendations

- 3.3 The school is advised to make the following improvements.
- Enable pupils to make consistently swift progress across the curriculum by providing schemes of work and lesson plans which share clearly identified learning objectives with the pupils.
 - Develop pupils' confidence in using ICT for educational purposes by providing more opportunities for them to develop and apply more sophisticated skills.
 - Encourage pupils' independent learning skills by providing them with opportunities to research and explore topics of their own choice within the curriculum.
 - Provide more opportunities for pupils to take leadership and responsibility within the school.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve good academic standards overall and by the time they reach Year 8. They achieve good results in the entrance examinations for the senior school of their choice and are well prepared for this next stage of their lives. The school leaders develop a close understanding of each pupil's abilities and talents over their time in the school, and this has enabled consistently high levels of success in suggesting which school will suit each individual. Each year, there are a number of scholarship successes for leavers, especially for art or music. Those aiming for academic scholarships can have extra tuition lessons in Years 7 and 8 by the principal. There is setting in English and mathematics from Year 6, allowing appropriate levels of challenge for different ability levels. Pupils with EAL or SEND are provided with necessary support by specialist teaching and achieve at a level commensurate with their abilities and in line with that of their peers.
- 3.6 Overall, pupils make good progress over time, thriving in the warm, family atmosphere of the school. That made by pupils in the older years is swift and consistent. These pupils respond well to the increasing challenge of their lessons, as seen in Year 7 working on Venn diagrams in mathematics and a Year 8 lesson on electromagnetism. Their concentration and focus on the requirements of the examinations for which they were preparing ensured rapid progress. They responded well to the high expectations of their teachers. Progress over time is especially good in music and art, in which pupils reach high standards.
- 3.7 In the younger years, progress is far slower. In lessons heavily dominated by teacher talk with limited use of stimulus material or opportunity for pupil interaction, pupils become bored and sometimes disruptive. This inevitably slows progress for all. Pupils are not always clear about what they are supposed to be learning in a lesson. On occasion, it was evident that pupils with SEND did not understand and so became disengaged. Strategies identified for them by the learning support department are not always put in place. Pupils' progress in understanding how to improve their written work is not always supported by useful feedback; the majority of the comments seen in the pupils' work was on presentation with few comments on content. The pupils' rate of progress and ability to reach their academic potential is being impeded by this and sometimes by ineffective teaching strategies. They make much better progress in lessons when the teaching is clear about the purpose of the lesson, gives the pupils time to think for themselves and engages them in discussing and in critiquing their own work.
- 3.8 Pupils are very confident communicators and at ease in conversation with visitors, speaking clearly and with a wide vocabulary. In a personal, social and health education (PSHE) lesson, pupils were able to work out for themselves the correct meaning of the word 'chronic' by linking it with 'chronological'. They are avid readers with wide and mature tastes. Discussions about their current choices showed perceptive understanding of the novels' themes and a fluent ability to explain them. Their written work is generally good, although skills in this area are not so highly developed. They listen respectfully

to each other, saying the ability to listen calmly and not shout is what makes the difference between a discussion and an argument. Their confidence in their communication skills is so well developed because time is built into the timetable to read, and there are many opportunities provided by the school to speak in front of others, from the 'Recitation' competitions for all year groups to reading in assembly, plays and chatting with visitors on tours and during match teas.

- 3.9 Pupils develop strong mathematical skills over their time in the school. Their basic number skills are very well developed; this was seen as pupils in Year 8 quickly ran through several different options of combinations to find a product of numbers adding up to 48. In a lesson in Year 6, pupils showed great confidence with fractions and square numbers. The older pupils' problem-solving skills have improved since the previous inspection thanks to the school's conscious inclusion of such tasks in weekly lessons. Some of the younger pupils are not developing their numerical skills in line with their ability, as teaching strategies do not consistently engage their attention. Pupils know the usefulness of mathematical skills in everyday life and apply them well, for example in history creating a graph to show time across the 100 Years' War and, in music, counting while walking in step and time with each other as they worked out the rhythms of the piece.
- 3.10 The pupils' confidence and ability in using ICT is weak. Their understanding of how to use common programmes for producing documents or spreadsheets is limited. Use of ICT is not integrated into the wider curriculum and, in the ICT lessons observed, minimal progress was made. Very little work produced by students using ICT was evident in lessons, work scrutinised or around the school. The pupils are not being well prepared for the skills they will need in the future, including being fully aware of the threats as well as the potential benefits of ICT. This is because of the school's limited provision and the considerable restrictions placed on the pupils' use of their own mobile devices.
- 3.11 Pupils' study skills are developing to a good level by the time they mature. Pupils in senior years showed good ability in class to analyse their work and to ask questions to develop their understanding. For example, in a geography lesson in Year 8, pupils were able to hypothesise and analyse data on a project about rivers. A majority of pupils develop reliable core study skills such as careful listening, taking notes and selecting relevant material from a textbook. More sophisticated skills in thinking for themselves, suggesting possible outcomes and drawing their own conclusions from research, are less well developed. This is because lessons often have an excessive emphasis on teacher exposition, and pupils turn to teachers for answers rather than thinking for themselves.
- 3.12 Pupils are proud of their achievements within school. There was warm applause in assembly as the individual winners and winning House were awarded cups in assembly. Pupils regularly compete in sports fixtures against other schools and take pride not just in winning but in their participation whether it be in the A or the C team. Sports success beyond school has been in national athletics finals, some pupils play at county level in cricket and some have gone on to professional careers in football. More than half the pupils learn at least one musical instrument, reaching high levels. Some former pupils have gone on to successful careers in performing arts. They are encouraged by the school's ethos of valuing success in all fields equally, academic, sporting or creative. Each year some pupils are successful in winning scholarships for sports, music or art to their next school.
- 3.13 The majority of pupils are keen learners and have a good attitude to their studies. Pupils are eager to please, saying that earning their teachers' praise or a 'plus' mark for their House are strong motivating factors encouraging them to try their best. They work well together when set clear tasks with specific outcomes, as seen in an English creative writing lesson in Year 5 in which they discussed the effectiveness of their choice of adjectives with a partner. When given the opportunity, pupils engage enthusiastically in discussion, as seen in a current affairs lesson in Year 6. Their opportunities to take real leadership and show initiative in their learning are limited, and opportunities for collaborative work were not much in evidence. In discussion, they gave as an example of working independently as being able to choose for themselves from three teacher-set essay titles. Their very real capacity to think imaginatively and independently within a framework is evident in their creative artwork. In art

lessons seen, pupils were taught a new technique and then each chose their own way of applying it, each resulting piece being entirely different in content and approach.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The pupils have excellent self-esteem and self-confidence; they showed a relaxed willingness to talk to visitors with courteous self-assurance. Boarders state with confidence that the experience of being away from home for some evenings helps them to develop self-reliance and organisational skills. Older pupils are keen to make progress in their work and are ambitious for success in reaching the senior school of their choice. Questionnaire responses from parents and pupils said that there is not enough information about careers. The school provides some information with occasional talks from parents on their own career paths, but the school is clear that its main focus is on helping the pupils to progress to a senior school suitable for their abilities and interests. Parents comment appreciatively on the school's skill and success in this.
- 3.16 As they mature, pupils develop an excellent understanding that the decisions they make will directly affect their success. In discussions some spoke, for example, of choosing to miss free time to practise their music, knowing that the sacrifice will result in better progress. Younger pupils enjoy making decisions about where to build their dens or which hobbies to pursue. Some of the younger pupils find it more difficult to make wise decisions in lessons and give way to inattentive or disruptive behaviour when their concentration flags. At all ages, the pupils know the importance of considering the impact of their decisions on their relationships with each other. They say that that boarding helps them develop an understanding of the importance of this in creating a positive, happy atmosphere.
- 3.17 Pupils are very clear that material preoccupations such as seeking fame and money for their own sake are not the basis on which to live productive and successful lives. They said, rather scornfully, that people could miss out on real enjoyment of what they have because they are so busy thinking about what to buy next. Forming good relationships with friends and family is more significant to them. They join in hymns with gusto and stand reverently to pray in the school's daily assemblies; they describe the school's chapel as a sacred space and know the behaviour this requires of them. In conversations with inspectors, pupils in the middle of the school discussed issues of crime and punishment with comments that showed a willingness to grapple with the philosophical concept of justice. Their love of music and the excellent artwork they produce demonstrate their appreciation of beauty and their understanding of the importance of such non-material matters to their lives.
- 3.18 Pupils' behaviour shows their respect for the school's rules and their understanding that observing these is essential to the harmonious, trusting atmosphere in school and in the boarding house. Questionnaire responses both from parents and from pupils were unanimous in saying that the school makes its behavioural expectations clear, and these are respected. Pupils have a clear understanding of right and wrong combined with a strong sense of fairness. They explained that while it might be tempting not to own up if they think they could get away with a misdemeanour, they would certainly do so should the alternative be someone else or a whole group being punished. They say the school teaches them to be honest and reminds them that they should own up simply because that is the sort of person they are. Should others' behaviour fall below pupils' own expectations of tolerance and empathy, their peers are quick to point this out and demand that it stops.
- 3.19 The pupils' skill in working together is evident in the way in which they collaborate in the three drama productions a year. Almost every pupil gets engaged in these in one way or another. Pupils engage enthusiastically in sports. There was loud support and encouragement for others in the course of the cross-country challenge which took place during the inspection. Older pupils were particularly good at shouting encouragement to younger pupils experiencing this activity for the first time. Similarly, experienced boarders take pride in acting as buddies as new boarders join the house. Each form group takes responsibility for leading an assembly on a regular basis. When given the opportunity, pupils are

good at working collaboratively, as seen when they created a short piece of 12-bar blues music together in a lesson. They are alert to the small practical matters in which they can help, be it in offering to hand out books before other pupils arrive or offering to fill water glasses during the family service meal. Their manners are excellent.

- 3.20 In discussion, it was evident that pupils have a good sense of corporate responsibility and enjoy the service roles open to them, such as House or dorm captains. Pupils in Year 8 all have some sort of daily duty such as making sure lights are switched off. The narrow scope of these responsibilities, however, limits the pupils' opportunity to develop their leadership skills or show initiative in teamwork within school. Pupils understand that they are more fortunate than many in society and propose charities to support via the weekly collection in chapel and sometimes by direct involvement for national charities. They contribute to the local community by occasional litter picking or singing in a home for the elderly.
- 3.21 Their awareness of the importance of respecting all, regardless of any differences, is very strong; they have imbibed the values of tolerance and empathy of the school's aims. They are adamant in their rejection of racism and of prejudice of any sort, quickly stepping in should insensitive comments be made. Pupils actively enjoy the diversity of the school population and value learning about the customs and traditions of other countries, which they say broadens their thinking beyond the boundaries of school. Strong friendships form and it is common for boarders from overseas to be invited to spend weekends with their British classmates. Pupils are quick to praise others' achievements but modest about their own.
- 3.22 Pupils thrive on the school's daily provision of sport and know the importance of exercise and diet to their physical health. They are also conscious of the importance of their mental health and of the need to manage any anxieties or worries they experience. In the assembly and in PSHE lessons, they reflected on their own frame of mind and ways of managing anxiety. Their discussions showed their well-grounded and common-sense understanding of strategies such as talking to an adult, getting enough sleep and doing something relaxing such as playing with a pet. In a 'mindfulness colouring' hobby session, the pupils said that they enjoyed the calming effect of this time of quiet, peaceful and unpressured concentration. The school's success in creating a happy, family atmosphere, consistently reinforced by school leaders, is helping its pupils to enjoy their childhood as well as their learning.

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 the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and 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

Mrs Colette Culligan	Reporting inspector
Mrs Karen Stroud	Compliance team inspector (Compliance officer, ISA school)
Mr Marcus Culverwell	Team inspector (Head, IAPS school)
Mr Anthony Macpherson	Team inspector for boarding (Deputy head, IAPS school)