ISI Independent Schools Inspectorate

School inspection report

2 to 4 December 2025

Beachborough School

Westbury

Brackley

NN13 5LB

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The governing body provides effective oversight of school leadership so that the Standards are met. Leaders have the appropriate skills and knowledge and fulfil their responsibilities to ensure that the wellbeing of pupils is actively promoted.

2. Leaders fulfil the school's aims that encourage pupils to lead lives as ethical, compassionate and morally grounded individuals. They successfully promote the school's CREATE programme which develops the skills of communication, reflection, empathy, adaptability, tenacity and engagement.

3. Leaders deliver a broad, balanced and inclusive curriculum that is appropriately adapted to meet the needs of all learners. The wide range of subjects on offer, together with an extensive programme of after-school activities, including those for boarders, support pupils' social, physical, intellectual, creative and emotional development.

4. Teachers have good subject knowledge and deliver well-planned lessons that take into account the needs of all learners. Effective use is made of a range of learning resources, including digital technology. Written feedback encourages pupils to think and learn for themselves and pupils show interest in their work and are self-motivated.

5. Leaders make effective use of assessment data to ensure that pupils make good progress. Teacher assessment is regular and purposeful and this, together with weekly grades on pupils' attitude to learning, provides leaders with a rounded picture of pupils' progress across subjects and years. Leaders use a secure digital platform in the early years to record evidence of children's progress and to share this with parents.

6. Leaders' provision for pupils who have special educational needs and/or disabilities (SEND) is highly effective. Teachers adapt lessons to meet the needs of pupils who have SEND. Pupils are supported both in class by learning support assistants and through additional one-to-one or small-group sessions.

7. Children in the early years benefit from a well-planned introduction to school life. The promotion of communication and language skills is embedded across the early years curriculum, developing children's ability to listen, engage, contribute and express their ideas confidently. Leaders help to promote children's physical wellbeing and social skills through activities in the woodland area.

8. Leaders in the early years deliver an engaging curriculum that meets the children's needs and builds secure foundations in literacy, numeracy and personal and social development. Staff are skilled in using well-planned learning spaces, both inside and outside, to help children's development. Staff communicate regularly with parents building positive relationships to support children's development.

9. Leaders ensure that the behaviour policy is effectively implemented, with recent changes to the policy providing a clearer system of consequences. Polite and respectful behaviour is reinforced through rewards, and both restorative approaches and appropriate sanctions support pupils. The anti-bullying policy is clear and appropriate. Bullying is rare and, when it does occur, it is dealt with effectively by staff.

10. Leaders implement suitable boarding policies and procedures. The boarding provision is well organised and managed, with pupils appropriately supervised by residential staff.

11. The school premises, including the boarding accommodation, are well maintained with effective systems in place to ensure that the site is secure and safe.

12. Leaders provide pupils with meaningful opportunities to contribute to the local and wider community, many of which involve pupil-led initiatives. Involvement in these initiatives aligns with the school's values of empathy and engagement. Leaders' active promotion of pupils' involvement in the wider community has a highly beneficial impact on the pupils' social development and empathy and is a significant strength of the school.

13. Leaders ensure that older pupils receive suitable careers advice and are well prepared for the next stage in their education. Children in the early years are well supported to make a confident move into Year 1. Transition for pupils moving from Year 4 to Year 5 is less well aligned, particularly in relation to new structures and routines.

14. Safeguarding arrangements are effective and align with statutory guidance. Leaders with responsibility for safeguarding are suitably trained and provide regular updates to staff, who understand their responsibilities, including reporting disclosures and any low-level concerns. Suitable records are maintained and there is effective liaison with outside safeguarding agencies. Procedures to ensure the safe recruitment of staff meet requirements, and all pre-employment checks, are carried out. At the start of the inspection, a small number of errors were identified on the single central record of appointments (SCR) and these were rectified during the inspection.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that all information recorded on the single central record (SCR) is consistently reviewed to eliminate administrative errors
- develop the school's current transition arrangements so that pupils experience greater continuity across phases.

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Section 1: Leadership and management, and governance

15. Leaders fulfil the school's aims, namely supporting pupils to fully develop their talents and skills and preparing them to lead fulfilling lives as ethical, compassionate and morally grounded individuals. The school's core skills of communication, reflection, empathy, adaptability, tenacity and engagement are highly visible throughout the school and have a clear and positive impact on pupils' personal development.

16. Leaders provide secure oversight across all aspects of day-to-day school life, ensuring effective safeguarding and pastoral care, as well as high-quality teaching that meets the needs of all learners. Safeguarding arrangements are effective and safeguarding procedures, including those for the recruitment of new staff, reflect current statutory guidance. Leaders have appropriate skills and knowledge to fulfil their responsibilities and the welfare of pupils is actively promoted. As a result, the Standards are met.

17. Leaders ensure that required information, including a procedure for making complaints, is made publicly available on the school's website. This transparency promotes trust with parents and pupils. Parents receive regular written reports on their child's academic progress.

18. There is a clear policy for managing parental complaints. Leaders respond within the required time frames and address concerns promptly. Governors and leaders review complaints to identify learning points and take appropriate action. Procedures for boarding complaints are also followed consistently and handled effectively.

19. Leaders maintain an open dialogue with external agencies, such as children's services, so that they can support pupils effectively. Leaders conduct an annual review of the needs of pupils who have an education, health and care plan (EHC plan) and provide the local authority with the required information relating to these pupils. In this way, constructive partnerships with external agencies enhance pupils' welfare and ensure that additional needs are appropriately met.

20. School policies, including those for health and safety, safeguarding, behaviour, anti-bullying and the curriculum, are implemented effectively. The behaviour policy provides a clear, age-appropriate scale of sanctions that is understood by staff and pupils.

21. Leaders and governors have a shared understanding of risk and manage it effectively. An appropriate risk assessment policy is in place and understood by staff, who receive appropriate training. Leaders use an online system to plan, approve and monitor risk management for educational visits and off-site activities. Leaders in boarding are alert to risks and take effective action when these are identified. Consequently, risks are understood and managed proportionately, maintaining a safe and well-organised environment. Leaders understand contextual risk, particularly linked to potential online harms and the use of internet-enabled devices, and work closely with parents to address these risks.

22. Leaders provide effective oversight of the early years, ensuring children's learning, developmental, safeguarding and emotional needs are met. Children receive a positive start to their education.

23. The leadership of boarding is effective. There are established procedures in place, which ensure that policies, documentation and records are maintained and appropriate action is taken. Resident staff are suitably trained, knowledgeable and caring. They fulfil their roles effectively.

24. Governors meet regularly as a full board and through committees that focus on key areas such as education and educational technology, safeguarding, estates and finance. They receive detailed updates through regular school visits and reports from leaders with specific areas of responsibility. Governors are well known to staff and pupils. They scrutinise leaders' decisions and provide challenge and support to ensure that the Standards are met consistently and that pupils' welfare is actively promoted. All governors receive appropriate safeguarding training.

25. Leaders ensure that a suitable accessibility plan outlines the school's steps to improve pupils' access to the curriculum and physical environment. As part of the current three-year accessibility plan, actions include the installation of ramps, acoustic monitoring and a relaxation area to support pupils' wellbeing. The school meets its duties under the Equality Act 2010 and pupils benefit from equitable access to learning and facilities.

The extent to which the school meets Standards relating to leadership and management, and governance

26. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

27. Leaders design and implement a broad, balanced and inclusive curriculum that gives pupils rich learning experiences across a wide range of academic and co-curricular subjects. Weekly opportunities to develop skills and interests in creative subjects, such as food technology, design technology, art, music and drama, alongside academic learning, ensure that pupils receive a well-rounded educational experience.

28. Opportunities both in and beyond the classroom support the development of pupils' listening and speaking skills. Pupils regularly take part in assemblies and productions. Pupils are articulate, speak with confidence and can express their views clearly. Literacy skills are well developed, with pupils demonstrating a broad range of vocabulary and creative imaginative language in their writing. Pupils are helped to secure key mathematical knowledge and use it confidently in other subjects and in practical situations. Leaders in the early years encourage children to value books and share stories, developing their literacy and speaking skills. They provide problem-solving activities that develop children's early numeracy and reasoning skills.

29. Leaders have effective oversight of the curriculum, ensuring academic progression and continuity across phases and year groups. A detailed curriculum map helps leaders to ensure that learning builds over time. Leaders carry out learning walks, work scrutiny and lesson observations to ensure that consistently high-quality teaching enables all pupils to make good progress.

30. Teachers demonstrate good subject knowledge and deliver well-planned lessons that consider the needs of all pupils. Teachers plan lessons that aim to make learning relevant and practical and that, at the same time, stimulate deeper thinking. In science, teachers use effective questioning to probe pupils' understanding and help them to think more deeply about underlying scientific concepts. In design technology, teachers model the safe use of equipment and tools, which helps pupils to learn to use the tools independently and confidently. In geography, younger pupils develop their spatial awareness and fine motor skills, as well as their and map-reading and English skills through work with OS maps.

31. Standardised testing and regular classroom assessments help leaders and teachers track pupil progress and identify gaps in learning. An online assessment system helps leaders to understand progress across subjects and to identify pupils who need support. Weekly grades on pupils' attitude to learning complement the academic data to provide a comprehensive picture of each pupil's progress.

32. In the early years, leaders ensure that evidence of children's progress is regularly collected, rigorously tracked and moderated. Teachers use a secure digital platform to document children's progress and achievements across all seven areas of the early years framework. Regular communication ensures that parents are well informed and able to support learning at home.

33. Teachers provide written feedback that encourages pupils to develop their responses further and think independently. Teachers encourage pupils to think and learn for themselves by promoting the school's six learning values. In French, for example, the value of communication is recognised and, in computing, teaching recognises occasions when pupils show tenacity.

34. Displays of pupils' work, both in classrooms and around the school, encourage pupils to take pride in their work and help to create a positive learning environment where everyone feels valued. Pupils

demonstrate a positive attitude to learning in lessons, are engaged, focused and eager to improve and make progress. Pupils who have higher prior attainment engage enthusiastically with extension activities that provide additional challenge.

35. Pupils achieve well in entrance examinations and are successful at achieving places to a wide range of schools. Each year, pupils win a range of academic and non-academic scholarships to their chosen senior school.

36. Leaders' provision for pupils who have SEND is highly effective. Leaders strive continuously to improve their provision and are highly committed to ensuring each pupil's needs are catered for. Assessment of need involves discussion with leaders of provision for pupils who have SEND, as well as wellbeing leaders, teachers, parents and external agencies, creating an effective 'team around the child' approach. Leaders ensure that teachers are provided with suitable information about how to meet the needs of pupils who have SEND and regularly check that this information is being considered in lesson planning. Teachers make effective use of a range of specialist resources, including wobble chairs and appropriate technology that enables pupils to join in lessons when not well enough to be in school. In lessons, learning support assistants provide feedback directly to help teachers better meet the pupils' needs. Additional weekly sessions in English, mathematics and science provide pupils with additional support if they need it. Additional one-to-one and small-group support is equally accessible to all pupils. Parents are kept informed about the progress of children who have SEND through the sharing of live documents that are regularly updated. Assessment data shows that pupils who have SEND make good progress from their starting points.

37. Leaders in the early years ensure that children benefit from a secure and effective start to their education. They set clear expectations and ensure children's learning, developmental and safeguarding needs are met. Leaders ensure children in the early years have activities that match their communication and language needs and meet the requirements of the early years framework. The curriculum builds on children's interests and supports their development, so they make good progress and are ready for Year 1. Teachers promote a love of reading and develop children's early thinking and number skills through well-chosen stories and activities. Specialist teaching in music, PE, outdoor learning and French further supports children's development. Carefully considered learning spaces make effective use of soft lighting and gentle music to support children's personal, social and emotional development. Small classes are supported by additional teaching assistants, which enables close attention to be paid to each child. Staff know the children well and use regular tracking to plan support and challenge. Parents are kept up to date about their child's progress through regular communication. Children in the early years thrive because staff provide suitable care and set clear expectations linked to the school's values.

38. Leaders ensure that the extensive after-school programme supports pupils' social, physical, intellectual, creative and emotional development. A wide range of clubs, including computing, music, design technology, food technology and a range of sports, ensures that activities cater for varied interests and abilities. Leaders respond proactively to pupils' individual needs when planning provision, for example a club initially introduced to support pupils who have Autism has since broadened to benefit a wider group of pupils. The activities programme includes additional evening activities that enhance the development of boarders, ensuring that opportunities extend beyond the school day.

The extent to which the school meets Standards relating to the quality of education, training and recreation

39. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

40. Leaders emphasise to pupils the importance of being kind, helpful and respectful to all members of the school community. This is reflected in positive relationships between pupils and staff and results in creating a calm, supportive and inclusive learning environment. The boarding code of conduct underpins these social expectations in the boarding house.

41. Leaders provide a structured religious studies programme that covers six major world religions. All pupils regularly attend a church service and mark key events in the Christian calendar alongside celebrations from other cultures. Teachers routinely use assembly time to encourage pupils to use their developing spiritual understanding to make good choices.

42. Teachers support the spiritual development of children in the early years through outdoor quiet reflection spaces and through regular opportunities for pupils to think about the wider world. Children begin to build awareness of their place in the natural world by exploring local wildlife, habitats and seasonal changes.

43. Leaders actively promote self-knowledge and self-confidence by providing pupils with the opportunity to take part in assemblies, productions and concerts. As a result, pupils are articulate and speak with confidence, expressing their views clearly.

44. Leaders have created a curriculum that ensures pupils develop their physical health in physical education lessons and an extensive fixtures programme. Pupil participation is high, with almost all pupils taking part in weekly competitive sport. The pupils' understanding of the benefits of exercise and a healthy lifestyle is further embedded through topics covered in science and personal, social, health and economic education (PSHE).

45. In the early years, children's physical, emotional and personal development are well supported. They learn about healthy habits, try new foods and take part in regular physical activity that builds their gross motor skills.

46. Leaders ensure that relationships and sex education (RSE) provision is reviewed regularly and that parents are consulted on the content of the topics delivered. The delivery of RSE is overseen by a senior leader and taught by a team of appropriately trained staff. Teachers provide pupils with feedback that identifies their personal strengths and areas for development and that considers the needs of all pupils. As a result, pupils gain the knowledge and understanding that they need to develop healthy and nurturing relationships. Teachers respond effectively to any emerging issues by action such as introducing structured small-group sessions to support pupils in developing positive relationships.

47. The behaviour policy provides a clear, age-appropriate scale of consequences, which considers the needs of all pupils. Pupils understand the behaviour policy and feel that it is implemented fairly by staff. Pupils are polite and respectful and, when mistakes occur, they are supported through reflective, restorative approaches. Sanctions are applied for more serious incidents of misbehaviour and appropriate records are kept. Positive behaviour is reinforced with kindness slips and credits, as well as through certificates in assemblies.

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48. The school has an effective anti-bullying strategy, which is actively promoted in school assemblies, form time and PSHE and which also incorporates lessons in online bullying. Leaders use centrally maintained bullying and behaviour logs to monitor and respond to trends. Bullying is rare and any incidents that do occur are addressed promptly, with appropriate support put in place for pupils.

49. Leaders ensure that premises and accommodation, including that for boarders, are safe, well maintained and clean. There is an appropriate health and safety policy, which is implemented effectively. Leaders ensure that a systematic and effective approach to health and safety is in place and underpinned by oversight and scrutiny from governors through the health and safety committee. Clear and effective lines of responsibility ensure that day-to-day oversight is robust and responsive. Structured risk assessments, including those for boarding, ensure that hazards are identified and mitigated. Risk assessments for trips are comprehensive and reviewed after trips, with changes made to further improve pupils' safety.

50. Suitable precautions are taken to reduce the risk of fire. Staff are trained in fire safety. Fire evacuation drills take place termly, including additional drills during boarding time. All required checks are carried out promptly and detailed records are kept. There is a suitable fire risk assessment in place. Health and safety measures are implemented systematically, maintaining an environment that is as free as possible from preventable risk.

51. Leaders ensure that all pupils are supervised well and kept safe. Leaders ensure that the required adult-to-child ratios are maintained in the early years. Boarding staff are readily available overnight, ensuring the safety and welfare of boarders.

52. The school maintains admission and attendance registers in line with current statutory guidance. Leaders promote and monitor high levels of attendance, notifying the local authority as required when pupils leave and join the school at non-standard transition points.

53. Leaders ensure suitable arrangements are in place for pupils, including those who board, who have an injury, become unwell or have specific medical needs. There is a school nurse on duty throughout the day. Staff receive appropriate training, including staff in the early years, who are trained in paediatric first aid. All medicines are securely stored and records kept when these are administered. All boarding staff receive regular training and have first aid qualifications suitable for their roles. There is appropriate medical and first aid cover for boarders in the evenings. As a result, first aid provision is well managed, ensuring timely support for pupils' minor injuries or health needs.

54. Boarding arrangements meet regulatory standards. Leaders with responsibility for boarding provide boarders with a range of activities that support their physical and mental health and emotional wellbeing. Boarders are encouraged to choose the activities that interest them from a wide range, including sport, food technology and computing. Emotional support systems are visible and accessible, with a worry box available in corridors. Pupils are aware of multiple ways to raise concerns. As a result, the boarding house has a culture in which wellbeing is prioritised and pupils feel supported in daily routines.

55. Older, more experienced boarding prefects are supported by boarding staff to provide help to younger boarders. Appropriate leadership roles in the boarding house enable pupils to contribute positively to the boarding community and to develop a sense of responsibility.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

56. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

57. Leaders implement a broad curriculum that actively develops pupils' understanding of wider social and cultural issues. Effective planning, teaching and leadership in PSHE promotes respectful dialogue, empathy and awareness of how behaviour affects others. Pupils demonstrate mutual respect in practice, listening well, disagreeing courteously and showing sensitivity to their peers' experiences.

58. In the early years, outdoor learning provides opportunities for the children to explore the cultural significance of landscapes, natural materials, storytelling traditions and community practices, broadening their understanding of local and global cultures. Opportunities to celebrate diverse traditions, such as outdoor festivals and cultural nature-based activities, enhance their appreciation of diversity.

59. By making charitable activity a core part of school life, leaders support the school's aim to develop compassionate, morally grounded pupils. This commitment is reflected in two of the school's core values: empathy and engagement. A large proportion of fundraising initiatives are pupil led and every member of the community makes a contribution. Pupils learn how to contribute positively to their community, locally, nationally and internationally. They develop a deep understanding of the very real challenges that others face, without rushing to judgement and they appreciate different perspectives. The benefits of this are seen in the way pupils communicate respectfully in school, build warm relationships with staff and peers, work collaboratively and develop behaviours that support future success. Leaders' decision to prioritise pupils' work in the wider community has a considerable positive impact on the pupils' personal development.

60. Pupils' understanding of right and wrong is developed through discussions in PSHE lessons, reinforced in assemblies and underpinned by the school's code of conduct. For example, pupils learn how to express their views clearly and disagree respectfully.

61. A prefect system involving all Year 8 pupils provides meaningful responsibilities that help model positive behaviour and contribute to the school community. Pupils choose areas in which they wish to lead and are encouraged to identify further ways to make a positive impact. As a result, personal responsibility is promoted to the benefit of all members of the school community.

62. Teachers use PSHE lessons, assemblies and structured form time to develop pupils' understanding of the law, public institutions and key services. Through participation in the school council, class voting, safeguarding councils and structured discussions, leaders effectively promote democracy, respect and the rule of law. Pupils show a secure understanding of British values and can explain how they experience these through daily school life. British values, such as showing respect and tolerance towards all people, are further reinforced through the ongoing and consistent expectations from teachers.

63. Economic awareness begins in the early years through play-based learning, such as home-corner shopping and mathematical tasks involving counting, value and exchange. For older pupils, teachers develop economic wellbeing through the PSHE programme. In Year 7, for example, pupils learn about value for money, debt, fraud and financial decision-making, including the difference between debit and credit cards. A Young Enterprise scheme further supports this, with pupils running a stall

at the Christmas Fair and considering budgeting, and profit and loss. These experiences build pupils' understanding of economic concepts and future financial responsibility.

64. The preparation of pupils for the next stage in their education is broadly effective. Leaders ensure that older pupils are well prepared for the transition to their next school. Children in the early years benefit from regular opportunities to integrate with older children. They benefit from being involved and sharing their daily lives, during assembly times or playing together in the adventure playground. These experiences help them to transition confidently into Year 1. However, there is less continuity for pupils transitioning between Year 4 and Year 5, particularly regarding new structures and routines.

65. Leaders ensure that pupils are well prepared for the world of work. Careers education is taught as a distinct unit within PSHE in Years 7 and 8 and is strengthened by a broad programme of visiting speakers, often parents, who provide insight into a range of different professions. Pupils are introduced to careers such as engineering, architecture and the police service. Older pupils speak positively about this provision and recall earlier visits that shaped their understanding of the world of work. As a result, pupils gain clear awareness of a wide range of career opportunities and are supported to fulfil their potential.

66. In the early years, children have ample opportunity to work together, especially during mixed-age outdoor sessions where they learn to negotiate roles, resolve disagreements and rely on teamwork to accomplish goals. These experiences help young children to strengthen their social skills.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

67. All the relevant Standards are met.

Safeguarding

68. Leaders have created a robust culture of safeguarding within the school. Safeguarding arrangements meet all statutory requirements and are implemented effectively. Governors provide effective monitoring that supports leaders' oversight.

69. Leaders with designated safeguarding responsibilities have appropriate and regular training and all staff receive appropriate induction and safeguarding training, with regular updates thereafter. Leaders ensure that all staff are made aware of updates to statutory guidance on safeguarding and any changes in the school's procedures.

70. Regular updates to staff about contextual safeguarding issues further help to support pupils' wellbeing. Leaders encourage staff to approach them to discuss any safeguarding concerns and, as a result, staff feel confident and proactive in raising concerns relating both to children and to adults.

71. Leaders ensure that staff understand how to make a referral about a pupil should this arise. Leaders with responsibility for safeguarding keep suitable and confidential records of safeguarding concerns. Any concerns that meet the threshold for referral to the authorities are promptly discussed with external agencies, with actions recorded and appropriate steps taken in line with statutory guidance.

72. Pupils can identify adults to whom they can go should they have a concern, including form tutors, heads of year and pastoral leaders. Boarders know who to approach, including sources of support that are independent of the school management.

73. Leaders have ensured that there are appropriate systems for filtering and monitoring internet use. The system is tested regularly, records are kept and governors carry out additional checks. Leaders follow up on all alerts in a timely way, taking appropriate action where necessary.

74. Online safety lessons give pupils practical strategies to manage online risks. Classroom displays further reinforce key dangers such as identity theft, grooming and scams. Pupils develop confidence around what they need to do to stay safe online.

75. Leaders involved in recruitment receive appropriate training and ensure that all staff taking part in the process are trained in safer recruitment procedures. All the required safer recruitment checks are carried out on staff and governors before they start work at the school. The outcome of these checks is recorded as required on the SCR. At the start of the inspection, a small number of administrative errors were identified on this record and these were immediately rectified.

The extent to which the school meets Standards relating to safeguarding

76. All the relevant Standards are met.

School details

School	Beachborough School
Department for Education number	825/6002
Registered charity number	309910
Address	Westbury Brackley Northamptonshire NN13 5LB
Phone number	01280 700071
Email address	secretary@beachborough.com
Website	www.beachborough.com
Proprietor	Beachborough School Trust Ltd
Chair	Mr Hemal Lodhia
Headteacher	Mrs Simone Mitchell
Age range	2 to 13
Number of pupils	408
Date of previous inspection	14 to 15 September 2022

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Information about the school

77. Beachborough School is an independent, co-educational prep school set in 35 acres of countryside on the edge of Westbury village in Northamptonshire. The school was founded in 1910 and relocated to its present site in 1943. It is a charitable trust administered by a governing body.

78. The boarding house is part of the main school and pupils can board as weekly or flexi-boarders from the age of seven.

79. The early years provision currently comprises a Nursery and Kindergarten for 41 children and two Reception classes, totalling 31 children.

80. The school has identified 83 pupils as having special educational needs and/or disabilities. Three pupils in the school have an education, health and care plan.

81. The school states its aims are for pupils to have a happy, bright and successful future and to lead lives as ethical, compassionate and morally grounded individuals. The school's six core values of communication, reflection, empathy, adaptability, tenacity and engagement (CREATE) serve to ensure that pupils are well prepared for the next stage in their education as well as for the challenges and opportunities of modern life.

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Inspection details

Inspection dates	2 to 4 December 2025

82. A team of five inspectors visited the school for two and a half days.

83. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

84. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit www.isi.net.

Independent Schools Inspectorate

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