

School inspection report

9 to 11 December 2025

Churcher's College

Ramshill

Petersfield

Hampshire

GU31 4AS

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEPS	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	7
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	8
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	9
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING.....	10
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	11
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	12
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	13
SAFEGUARDING	14
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	15
SCHOOL DETAILS	16
INFORMATION ABOUT THE SCHOOL.....	17
INSPECTION DETAILS	18

Summary of inspection findings

1. Leaders and governors work together effectively to set a clear direction for the school. This is underpinned by high expectations and a shared commitment to support pupils to realise their potential. Leaders establish a learning community that reflects the school's values and promotes positive relationships and respectful behaviour. As a result, pupils develop academic, creative and sporting talents alongside a sense of social awareness.
2. Leaders have the knowledge and skills to carry out their roles effectively. Governors provide systematic oversight of leaders' work to assure themselves that school policies and procedures are implemented effectively to promote the wellbeing of pupils.
3. Leaders provide an extensive and ambitious curriculum for pupils which supports their academic progress and personal development. Pupils actively participate in lessons and benefit from teaching that enables them to develop confidence, independence and the ability to work collaboratively. High levels of participation and engagement across sport, outdoor pursuits, the performing arts and academic enrichment support pupils' academic success and personal development.
4. Leaders in the early years provide children with a nurturing learning environment. Children participate in a range of well-planned classroom and outdoor activities. As a result, children develop confidence and independence, which in turn provides a secure foundation for their future learning. Leaders promote children's wellbeing effectively and consistently support their early development.
5. Pupils who have special educational needs and/or disabilities (SEND) receive effective help overall. The school identifies pupils' needs promptly and shares support plans and strategies clearly with teachers. Most teaching is adapted to meet the individual needs of pupils who have SEND, which supports their progress effectively. However, individual learning strategies are not consistently implemented in all lessons, which may limit the progress of some pupils.
6. Leaders provide a coherent programme of careers and economic education that builds progressively from the early years through to the senior school. Pupils develop an understanding of money, enterprise and decision-making that is enhanced through structured careers guidance and financial education. As a result, pupils are well prepared to make informed choices about future pathways and opportunities.
7. Leaders have established a detailed assessment framework that is used effectively across the school to track pupils' academic and pastoral progress. Assessment information provides a secure starting point from which progress is monitored. Teachers use assessment outcomes routinely to refine teaching, identify pupils' emerging needs and provide consistent support. Teachers share written and verbal feedback that enables pupils to recognise what they have done well and identify the next steps in their learning.
8. Leaders ensure that the premises are well maintained and suitable for pupils. They implement a thorough approach to assessing and managing risk. Staff are well trained in first aid, and medical provision is managed competently throughout the school.
9. Leaders and staff prioritise the safeguarding of pupils. Staff report concerns to the safeguarding team and support pupils' wellbeing consistently well. Governors maintain close and effective oversight of the school's safeguarding arrangements, including through regular discussions with

safeguarding leaders. Leaders liaise effectively with external agencies and families when concerns arise. The school's safer recruitment procedures are thorough.

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 staff consistently implement teaching strategies so that pupils who have SEND are supported effectively.

Section 1: Leadership and management, and governance

10. Leaders work closely with governors to promote a shared ambition for pupils and a culture of high expectations. Leaders and staff embed the values of educational excellence, community and opportunity across the school. Children in the early years experience a secure, nurturing environment in which foundational skills and positive learning habits are established.
11. Governors actively monitor the quality of educational provision. They receive regular and comprehensive reports from leaders about different aspects of school life, including pupils' academic performance and wellbeing, and the effectiveness of the school's well-planned extra-curricular programme. Governors support leaders in making well-informed decisions to enhance the quality of pupils' education. They scrutinise and evaluate policies, procedures and the work of the school through on-site visits and termly focused reports. Governors and leaders work closely and fulfil their responsibilities effectively so that the Standards are met consistently.
12. Leaders promote kindness and respect which is reflected in the positive relationships that exist throughout the school. They consistently support pupils to manage their behaviour and feelings. Pupils interact positively with each other and contribute to an inclusive and supportive community.
13. Leaders provide staff with ongoing guidance and training so that they have the knowledge and skills to carry out their roles effectively. Leaders liaise effectively and in a timely manner with local safeguarding partners and other external agencies so that pupils receive thorough support. The school reports to the local authority when pupils join or leave the school at non-standard transition points.
14. Leaders in the early years provide staff with guidance to enable them to consistently support the learning and development of children. Staff plan lessons carefully and consider children's individual interests so that the curriculum continues to be engaging. The early years curriculum is stimulating and provides a range of classroom and outdoor learning opportunities for children, which promotes their independence, self-esteem and confidence.
15. The school fulfils its responsibilities under the Equality Act 2010. An appropriate accessibility plan considers the curriculum and the physical environment and aims to provide all pupils with an accessible education. For example, the school has installed an acoustic loop to support those who have hearing loss and has adapted the school site to provide wheelchair access.
16. Leaders manage risk conscientiously and effectively. They implement risk assessments that identify suitable measures to keep pupils secure. Staff receive specific training and guidance so that risk assessments are written and reviewed in a consistently detailed manner. For instance, leaders ensure that risk assessments include careful oversight of the science facilities, educational visits and expeditions. Leaders identify and discuss any lessons learned with staff so that risk assessments are suitable and continue to mitigate any potential risks effectively.
17. Leaders provide parents, pupils and staff with appropriate information, mainly through the school's website. Parents are provided with detailed and personalised reports about their child's progress, achievement and learning attitudes. Leaders provide the local authority with the required financial information relating to pupils who have an education, health and care plan (EHC plan).

18. The school provides parents with a suitable complaints policy. Leaders ensure any concerns submitted by parents are followed up promptly. Leaders respond to formal complaints appropriately and within the published timescales. Leaders and governors regularly review the complaints log and take action in response to any identified patterns and trends.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders implement a broad and balanced curriculum so that pupils develop a wide range of skills. Sixth-form pupils select from a wide range of subject options including economics, psychology and computer science. The curriculum provides extension and enrichment for pupils with higher prior attainment. Teachers routinely provide additional sessions for pupils seeking specific subject support. The school offers well-planned opportunities for pupils to study languages, utilising a language laboratory which enhances opportunities for pupils to develop confidence when speaking in another language. Pupils from the Nursery are taught by specialist teachers and explore topics in depth and broaden their knowledge and understanding. Staff from the senior school teach lessons in humanities, chemistry and physical education to pupils at the junior school so that they are well prepared for their transition to the senior school.
21. Teachers have good subject knowledge and routinely check for understanding before moving on to new concepts. Staff skilfully respond to questions and support pupils to become more intellectually curious. For example, teachers support pupils in chemistry to hypothesise, collaborate and complete practical experiments. Pupils in religion and philosophy lessons discuss moral issues and develop their critical thinking and ability to articulate reasoned arguments. As a result, pupils respect diverse viewpoints and reflect thoughtfully on ethical decision-making. In computing lessons, younger pupils show high levels of independence, develop a confident approach to problem-solving and use appropriate programming language. As a result of effective teaching, pupils broaden their knowledge and understanding. Pupils achieve well in their GCSE and A-level examinations and, throughout the school, make consistently good progress.
22. Teachers in the early years ensure that children experience a range of activities to develop their communication and language skills. Planning is based around a story of the week, which engages children in their learning and enables them to make good progress. Children use their imagination to act out the story for themselves, learning new vocabulary, developing general knowledge and taking part in creative art activities. Teachers support children to learn phonic sounds and to apply these to the reading and writing of simple sentences. In mathematics, children learn numeracy concepts through play such as counting, naming shapes, comparing quantities and developing positional language.
23. Leaders in the junior school promote a whole-school spelling and literacy programme to address identified gaps in pupils' prior learning. Teachers link reading and spelling into daily phonics and literacy lessons. As a result, pupils demonstrate greater accuracy and confidence in reading unfamiliar words and spelling independently. In mathematics, practical activities, such as weighing ingredients during a cooking activity in Year 2, help pupils apply mathematical concepts in relevant contexts. Teachers in the junior school encourage pupils to think critically, articulate their ideas confidently and develop the skills they need for the next stage of their education.
24. Teachers plan lessons carefully so that pupils build on their prior learning effectively. Pupils in Year 11, for example, develop a detailed understanding of how to write persuasively and creatively. In French and Spanish language lessons, pupils regularly practise reading, speaking and listening, to develop their skills and widen their knowledge of vocabulary. In further mathematics, teachers help pupils to securely build on prior knowledge before exploring more complex concepts such as series expansion. Senior pupils, in computing lessons, develop effective problem-solving and coding skills

and apply mathematical reasoning within their programming tasks. Teachers share their enthusiasm and teach effectively, which promotes pupils' confidence and independence.

25. Provision for pupils who have SEND is effective overall. Leaders identify and assess pupils' individual needs, consult closely with parents and maintain thorough records. Teachers work well with learning support staff, who provide them with guidance about how to adapt their teaching and strategies they can use to support pupils effectively. In most lessons, teachers identify and use these strategies to provide pupils with appropriate and individual support. However, in a few lessons, staff do not consistently adapt their teaching to ensure that pupils who have SEND are supported as well as they could be.
26. Leaders implement a comprehensive and coherent assessment framework which leaders use to monitor pupils' academic and pastoral development effectively. Assessment outcomes are tracked and analysed systematically. Teachers use this information routinely to refine teaching, identify emerging needs and provide additional support, when required. In the early years, progress is regularly reviewed and discussed so that the curriculum continues to support children's needs appropriately.
27. Pupils who speak English as an additional language (EAL) receive effective support that promotes their language development and helps them to access the curriculum. Staff use assessment information to identify individual needs and adapt teaching. For example, teachers provide pupils with glossaries and vocabulary lists to support their understanding and independence. Regular communication and review with parents helps to ensure that pupils who speak EAL make secure and confident progress.
28. The school provides a wide-ranging and inclusive programme of extra-curricular and recreational activities which take place before and after school and during lunchtimes. For example, pupils in the junior school take part in a structured award programme that promotes personal development through community involvement, skill acquisition, physical activity and independent enquiry. Through this programme, pupils learn to work collaboratively, take responsibility for others and reflect on their learning. Pupils in the senior school participate in a science extension programme and build on research and problem-solving skills through independent project work. In the outdoor pursuits programme, pupils develop resilience, teamwork and self-confidence as they take part in physical challenges, exploration and problem-solving activities. The extra-curricular programme provides pupils with opportunities to develop leadership skills and establish new friendships.

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

- 29. All the relevant Standards are met.**

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

30. The school actively promotes pupils' wellbeing. Leaders implement a curriculum that supports pupils' understanding of mutual respect and teaches them about values such as inclusivity and tolerance. Pupils demonstrate kindness and respect towards others and celebrate difference. This culture is reinforced through the personal, social, health and economic education (PSHE) curriculum, assemblies and daily school life. Pupils develop a secure understanding of equality, respect and moral responsibility. They thrive in a caring environment where they feel valued as individuals and contribute positively to the wider school community.
31. The well-planned curriculum supports pupils' spiritual and moral understanding. In the junior school, pupils explore concepts such as tradition and belief. For example, pupils in Year 1 link religious understanding with history, mathematics and creative learning through work connected to Advent. Pupils in the senior school engage with moral issues and consider different viewpoints and perspectives. For example, pupils in the sixth form explore the wider context of Churchill's views on Europe, analysing how these ideas connect to contemporary political relationships and developing critical thinking and informed debating skills as they do so. In religion and philosophy, pupils in Year 9 examine the belief that human life is sacred, learning to consider ethical dilemmas and respect differing beliefs.
32. Teachers set high behavioural expectations and reinforce the school's approach of being consistent and fair with appropriate sanctions and rewards. Pupils are polite, welcoming and respectful in lessons and around the school. In the junior school, the behaviour policy helps pupils to understand the link between behaviour, responsible decisions and effective learning. For example, pupils discuss appropriate standards of behaviour in school council meetings and work together to agree rules for the junior school playground. In the senior school, pupils demonstrate inclusive and supportive attitudes and act as positive role models for younger pupils.
33. Pupils learn what bullying is and understand that unkind behaviour causes upset. Leaders implement a clear anti-bullying strategy that supports pupils' understanding of how to respond to each other appropriately. Bullying is rare, but if it occurs, staff respond swiftly and appropriately to support all involved. Leaders maintain thorough behaviour and bullying records, which identify patterns and trends and include the decisions and actions that are taken in response.
34. The PSHE curriculum is planned and delivered effectively. Pupils are taught age-appropriate topics that prepare them well to take sensible and responsible decisions to support their physical and emotional wellbeing. Younger pupils are taught about establishing positive exercise and sleeping routines to support a healthy and balanced lifestyle. Older pupils learn about the dangers of vaping, alcohol and drugs misuse.
35. Leaders include a thorough relationships and sex education (RSE) programme within the PSHE curriculum. Pupils in Year 6 study sex and relationships education in the context of managing change and preparing pupils for adolescence. Pupils learn about celebrating difference. The school implements a relationships programme for older pupils which explores the importance of consent, respectful relationships, personal boundaries and effective communication. Pupils develop an understanding of mutual respect and learn how to recognise and respond appropriately to

unhealthy behaviours. As a result, pupils are inclusive, respectful and equipped to make informed choices in their relationships.

36. The school provides a well-planned and inclusive physical education, adventure and games programme across the school. The sports programme includes a range of team sports and activities such as rugby, football, netball and swimming. Leaders appoint experienced staff and sports coaches who use their expertise to develop pupils' technical skills, teamwork and confidence. Younger pupils build strength and co-ordination through swimming, gymnastics and games. Pupils participate enthusiastically in sports and physical activities and are proud of representing the school in competitive fixtures.
37. Leaders in the early years promote children's physical, emotional and developmental needs carefully and effectively. The curriculum is well planned so that children use outdoor spaces that encourage them to explore. Children participate in gardening, sensory play and woodland visits, which enhances their understanding of the natural world. As a result, children develop self-esteem and independence and approach new experiences confidently.
38. Leaders implement a systematic and thorough approach to health and safety. They undertake regular checks and ensure that the school environment is secure and well maintained. Leaders respond to any reported health and safety concerns promptly and keep detailed records of the actions they take. The school commissions an external fire risk assessment, and fire safety equipment is regularly checked. Pupils practise fire drills every term and know how to evacuate buildings in the event of an emergency.
39. Leaders ensure that staff receive appropriate first aid training, including paediatric first aid training for those who work in the early years. Leaders review records of accidents to inform their ongoing assessment of potential risks. Leaders provide a wellbeing room which pupils visit, when required, to share any concerns they may have with supportive staff. The school's medical and first aid procedures are managed effectively.
40. Throughout the school, leaders supervise pupils in a careful and vigilant manner. Staff are visible and approachable when pupils arrive at and depart from school. Staff in the early years supervise children carefully when they are eating and are alert to the dangers of choking. Leaders maintain suitable child-to-adult ratios in the early years.
41. Attendance and admission registers are suitably maintained. The school's attendance policy provides clear information about the senior attendance champion and a detailed strategy to support pupils' attendance. As a result, pupils' attendance is high, so that they fully participate in the school's provision.

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

42. All the relevant Standards are met.

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

43. Leaders embed the values of care, co-operation and enjoyment throughout the school. Pupils actively engage in charity initiatives and develop empathy and social responsibility towards others. For example, pupils donate items to foodbank collections and build and maintain paths to help the local community. Senior pupils support international causes, for example through the school's partnership with a school in Nepal. These experiences help pupils to understand their role in supporting others and develop their awareness of local and global communities.
44. Leaders promote positive, friendly and respectful relationships across the school so that pupils feel valued and supported. Leaders provide well-planned opportunities for pupils to work together and collaborate constructively. For example, in the school's adventure programme, junior pupils work together to build campfires and rafts. Senior pupils support each other when they undertake outdoor survival challenges and participate in overseas expeditions. Opportunities such as these help pupils to develop leadership skills, self-esteem and confidence.
45. The curriculum promotes effectively pupils' understanding of democracy, the rule of law, liberty and respect. Pupils experience democratic processes through their involvement in the school council and take part in mock elections. In the junior school, pupils participate in a citizenship week, which includes a visit to the Houses of Parliament, which helps them to understand how laws are made and the role of government. In the senior school, pupils explore democracy and political systems through history and politics lessons. For example, pupils in Year 8 learn about the impact of the industrial revolution on reform and political change. Staff present political issues in a balanced and impartial manner, encouraging pupils to form their own perspectives and to respect the views of others.
46. The school supports pupils to develop a secure understanding of diversity and equality through carefully planned lessons and provision. The English curriculum and the wide choice of books in the library provide pupils with a range of appropriate texts that inform them about cultural diversity. In history, religion and philosophy lessons, pupils learn about different beliefs, debate ethical questions and explore attitudes towards social justice. In art, pupils learn about British and international artists, and in music lessons they examine different styles and traditions. These experiences help pupils to gain an effective understanding of cultural diversity and to consistently demonstrate inclusive and respectful attitudes towards others.
47. Pupils are keen to seek responsible leadership opportunities throughout the school. Junior pupils hold mentoring positions and support staff during breaktimes and around the school. Pupils serve on the school council and represent the views of other pupils. In the senior school, pupils act as prefects and serve on the sixth-form committee. The head prefects support the work of senior leaders on the health and safety committee when they highlight areas for improvement. As a result, pupils directly contribute to promoting a culture of safety and continuous improvement. Pupils value these opportunities and demonstrate a clear understanding of the responsibility they hold in shaping school life and supporting the wider community.
48. Leaders plan a broad range of opportunities for pupils to volunteer service and help in the local community and further afield. Younger pupils participate in an award scheme that encourages their involvement in community activities such as visiting local care homes and donating food and toiletry

items to help those in need. Pupils raise money for charities that support local hospices and international causes. Older pupils participate in The Duke of Edinburgh's Award scheme (DofE) and the Combined Cadet Force (CCF). As a result, pupils gain a thorough and effective understanding of social conscience, service and responsibility.

49. Leaders provide pupils with a thoughtfully planned careers programme which provides pupils with guidance about future employment pathways. Sixth-form pupils learn about a range of career opportunities through breakfast networking events and a two-day futures conference. They receive appropriate guidance about university applications, apprenticeship courses, gap year options and moving into immediate employment. Pupils in Year 9 participate in practical activities such as enterprise days, which develop their entrepreneurial and problem-solving skills. In the junior school, pupils begin to develop an awareness of enterprise, work and economic decision-making when they participate in a citizenship week which includes presentations by parents about their career experiences.
50. Pupils develop an age-appropriate understanding of economic and financial education. Children in the early years participate in role-play activities which involve transactions and learning about the values of different coins. In the junior school, pupils apply their mathematical skills, undertake enterprise activities and design and budget healthy meals. Pupils in Year 9 take part in an enterprise day where they plan, market and run a small business, which develops their teamwork, communication and financial decision-making skills. In the sixth form, the enrichment programme addresses topics such as salary income, credit ratings, student finance and long-term financial planning. These experiences help to prepare pupils to take responsible financial decisions.

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

- 51. All the relevant Standards are met.**

Safeguarding

52. The safeguarding culture throughout the school is robust and thorough. Governors provide effective oversight through analysis of leaders' safeguarding reports and regular review of procedures. Regular welfare, safeguarding, and pastoral meetings ensure that concerns are identified promptly and acted upon consistently. The safeguarding policy is detailed, regularly reviewed by leaders and implemented effectively. Staff are alert to early indicators that pupils may be at risk and respond appropriately to safeguard pupils from harm. Leaders ensure that statutory safeguarding guidance is implemented consistently across the school.
53. Staff receive comprehensive and effective safeguarding training, including at induction. This training includes the latest updates to the 'Prevent' duty so that staff are alert to the dangers of radicalisation and extremism. They know how to contact members of the safeguarding team and understand the school's safeguarding policy and procedures. Staff consistently demonstrate appropriate professional teaching standards. They adhere to the school's code of conduct and know how to report any low-level concerns about colleagues. Staff meet regularly to identify, discuss and respond to any safeguarding concerns. They have a confident and thorough understanding of their safeguarding responsibilities.
54. Leaders with responsibility for safeguarding receive appropriate training for their roles. They diligently co-ordinate early help for vulnerable pupils and follow up concerns in a timely manner. The safeguarding team consults with local safeguarding partners and refers concerns to them, when necessary. Safeguarding records are detailed and well maintained and clearly explain the actions that are taken.
55. Leaders in the early years adhere to the specific safeguarding requirements that relate to working with young children. Pupils are closely supervised during outdoor play, classrooms have secure entry systems and snack times are well supervised, ensuring that children are secure, supported and cared for throughout the day.
56. Leaders implement a robust internet filtering and monitoring system. Any alerts are appropriately investigated and recorded by senior staff. Leaders analyse these records to identify any patterns or trends and take suitable actions in response. Online safety education is embedded within the PSHE curriculum. For example, pupils are taught about how to stay safe online, who to go to for help and how to participate in safer online communities.
57. Leaders provide pupils with suitable opportunities to seek support, when required. Pupils know who the members of the safeguarding team are and are confident that they can talk to any trusted adult. Pupils use a range of methods to share concerns, including the school's confidential online reporting system and speaking to the school nurses. Leaders maintain detailed records of pupils' concerns which are reviewed regularly so that pupils' individual needs are supported consistently well. Staff are approachable and pupils are confident that their concerns will be taken seriously and addressed. As a result, pupils' wellbeing is supported effectively.
58. The school ensures that all required checks are carried out on staff, governors and volunteers before they begin working at the school. These checks are recorded in a suitable single central record of appointments (SCR). Governors and leaders provide systematic oversight of the SCR. Staff receive specific training so that the school's safer recruitment procedures are managed competently.

The extent to which the school meets Standards relating to safeguarding

59. All the relevant Standards are met.

School details

School	Churcher's College
Department for Education number	850/6040
Registered charity number	1173833
Address	Churcher's College Ramshill Petersfield Hampshire GU31 4AS
Phone number	01730 263033
Email address	enquiries@churcherscollege.com
Website	www.churcherscollege.com
Proprietor	The Governors Churcher's College
Chair	Mr Charles Strick
Headteacher	Mr Simon Williams
Age range	2 to 18
Number of pupils	1332
Date of previous inspection	8 to 10 November 2022

Information about the school

60. Churcher's College was founded in 1722 and is a non-denominational co-educational independent day school in Hampshire. The school became fully co-educational in 1988. The school is a charitable company overseen by a board of governors. There is a single governing body which oversees the junior and senior schools. The junior school is situated on a separate site in Liphook, approximately eight miles away from the senior school. The school comprises three sections: the early years, for children aged 3 to 5 years; the junior school, for pupils aged 5 to 11 years; and the senior school, for pupils aged 11 to 18 years.
61. There are 38 children in the early years who are taught in one Nursery and one Reception class.
62. The school has identified 225 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
63. The school has identified that a very small number of pupils speak English as an additional language.
64. The school states that it aims to instil in pupils a common ethos to promote the key qualities of care, co-operation, community, excellence, leadership and enjoyment. It seeks to celebrate endeavour across a very broad range of opportunities and experiences. The school aims to prepare pupils for life in British and global society.

Inspection details

Inspection dates

9 to 11 December 2025

65. A team of nine inspectors visited the school for two and a half days.

66. 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 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
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

67. 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**.

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For more information, please visit isi.net