



ISI Independent
Schools
Inspectorate

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

Edgeborough School

October 2018



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School's Details

School	Edgeborough School			
DfE number	936/6037			
Registered charity number	312051			
Address	Edgeborough Frensham Farnham Surrey GU10 3AH			
Telephone number	01252 792495			
Email address	office@edgeborough.co.uk			
Headteacher	Mr Daniel Thornburn			
Chair of governors	Mr Jeremy McIlroy			
Age range	2 to 13			
Number of pupils on roll	299			
	Boys	163	Girls	136
	Day pupils	264	Weekly/flexi boarders	35
	EYFS	63	Juniors	192
	Seniors	44		
Inspection dates	16 to 18 October 2018			

1. Background Information

About the school

- 1.1 Edgeborough is a co-educational day and boarding preparatory school for pupils between the ages of 2 and 13. The school provides flexible and weekly boarding arrangements.
- 1.2 Originally founded as a preparatory school for boys in Edgeborough Road, Guildford in 1906, the school moved to its current site in Frensham, Farnham in 1939. It became an educational charitable trust in 1965 and became fully co-educational in 1992 when the Nursery and pre-preparatory school opened.
- 1.3 It is a registered charitable trust for the purposes of education. A board of governors oversees the management of the school. A new headmaster was appointed in September 2017.

What the school seeks to do

- 1.4 The school's aim is to be a place where children learn how to treat others the way they themselves would like to be treated, where they learn to do their best and become well-mannered and balanced young people. They are encouraged to take opportunities and try everything, knowing that mistakes are opportunities to learn.

About the pupils

- 1.5 Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. Most pupils are from British families who live near the school. No pupil has an education, health and care plan or a statement of special educational needs. Thirty-five pupils have been identified as having special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia, speech and language difficulties. English is an additional language (EAL) for three pupils. They receive support within the curriculum. More able pupils receive additional challenge through enrichment and extension activities.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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. Any prefect system operating in the school is suitably managed.
- 2.6 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

2.15 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.19 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, national curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils demonstrate good knowledge and skills, achieving high standards both in curricular and extra-curricular activities.
- Pupils are excellent communicators as reflected in their interactions with different audiences when they often use sophisticated vocabulary to convey meaning.
- Pupils willingly engage with their learning, and demonstrate positive attitudes when faced with challenging material.
- Pupils' progress is good overall and excellent where feedback provides clear direction for improvement.

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

- Pupils demonstrate excellent levels of self-esteem, self-confidence and self-awareness, allowing them to flourish as independent learners.
- Pupils' personal development is much enhanced by their experience in the boarding house where the relationships between staff and pupils are extremely positive.
- Pupils show a strong sense of social awareness and responsibility demonstrated by their participation in many voluntary activities which benefit others.
- Pupils of all ages exhibit strong moral values, self-discipline and good manners, resulting in a calm and industrious atmosphere throughout the school.

Recommendation

3.3 The school is advised to make the following improvement:

- Further strengthen pupils' progress across the curriculum, by ensuring greater consistency in teaching and marking, so pupils are clear where they need to improve.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The acquisition of knowledge and the development of skills in a wide range of subjects and activities is good, and in some cases excellent, for example in extra-curricular areas such as sport, music and dance. The development of the pupils' strong skills base is enhanced by excellent facilities at the school. These include extensive fields and pitches, sports hall, science laboratories, art room and space for music and dance. Strong leadership and management ensure that opportunities abound for pupils of all ages. Pupils relish the many opportunities to become involved. The extended school day gives more time for pupils to participate in a multitude of activities. Within the classroom, pupils gain skills in a large number of different subjects, and often show excellent insight and knowledge. For example, in an English lesson for older pupils, the pupils were able to speak with great perception about a poem by Shelley, explaining how the tone of the words changed when the mood became darker. Confident children in the Nursery were able to talk about what they were learning in an age-appropriate fashion because there was a wide range of well-planned tasks that stimulated discussion and which assisted progress. Mathematics books showed a good development of mathematical skills, and showed attention to corrections and to addressing misconceptions in maths. Across the school, most marking is constructive and relevant, but on occasion pieces are not marked, or comments from the teacher are not informative and do not give sufficient information about how a pupil could improve their learning.
- 3.6 Communication skills are excellent, and many pupils speak eloquently and confidently because they are given many opportunities both within and outside formal lessons to develop these skills. For example, pupils are encouraged to share their opinions in class. Pupils are very confident communicators in all subjects. For example, pupils listen and speak confidently in French where they are able to listen to a complex sentence and then respond in French to show they have understood the sentence, and then give an accurate answer. Older pupils are confident to show prospective parents around on open days, and there are debating societies and opportunities for older pupils to work with younger ones which develop their interpersonal skills. Conversation around the school is encouraged, for example at the table at mealtimes pupils confidently share their school life with adults, their peers, and visitors. The youngest children in the nursery were confident to speak to an inspector about their toys, showing their confidence in communicating with a visitor with whom they were not familiar. Boarders' communication skills are excellent. These are promoted through the wide range of excellent activities that involve elements such as decision-making and discussion. For example, the boarding council allows boarding captains to select their own activities following discussion with other boarders.
- 3.7 Children from the Early Years Foundation Stage (EYFS) to the oldest prep school pupils, make good progress so that they reach the expected levels for their age. The school does not take part in national curriculum tests but the school's own assessment data shows that pupil attainment is above the national average. Inspection activities such as a scrutiny of books, lesson observations and a review of the school's own assessment data supports this. Pupils with SEND and EAL also make good progress. This is due to teachers' effective interpretation of assessment data, ensuring that teaching is tailored to individual pupils' needs, which successfully addresses the recommendation from the previous inspection. Provision is adapted to cater for pupils with mixed ability, and there is grouping according to ability in some subjects which helps to give all pupils the opportunity to work at their own level. All pupils, regardless of their starting points, are successful in winning places at their chosen senior schools. Boarding pupils receive structured support with their studies through a boarding tutor who supports them academically. Study sessions are available in boarding time, monitored by boarding staff. This enhances the boarders' ability to successfully complete their work. Almost all pupils and parents who responded to the pre-inspection questionnaire agreed that the school enables pupils to learn and make good progress.

- 3.8 Pupils' numeracy is strong throughout the school and many are confident to apply it to other areas of their learning, such as in: science; design and technology (DT); and on the cricket field. For example, in an extra-curricular activity, pupils showed a high level of engagement in a free choice of mathematics activities on laptops. They were able to use their maths skills effectively to complete a range of games, including times tables and fractions, because suitable software was available for them, and they were familiar and confident with accessing it. In discussions with pupils about their mathematics skills they state that teachers are helpful and supportive, and give much encouragement, especially when there are areas of challenge. Staff are always willing to give extra time to reinforce concepts. Scrutiny of some mathematics exercise books showed that marking is not always up to date and does not give feedback to address misconceptions or progress the learning. This means that sometimes pupils miss opportunities to develop their learning.
- 3.9 Pupils of all ages are confident in their use of information and communication technology (ICT) across the curriculum. Pupils use ICT effectively to further enhance their learning. For example, younger pupils were very attentive and interested in the topic of the Celts showing an excellent knowledge and they engaged skilfully when interacting with the whiteboard using the highlighter function to answer questions. The whiteboard presentation was colourful and stimulating, fully engaging the pupils, and the teaching gave very clear instructions to enable the pupils to develop a good understanding of the subject matter. Pupils feel extremely confident in their use of ICT, because the school has excellent facilities and they have many opportunities to use a wide range of resources. For example, pupils are appointed as digital leaders, and they run all the sound and lighting requirements for assemblies. These skills are further developed during regular drama productions, when the lighting and sound provision is run by pupils. Through discussions with staff, they also felt that the facilities available, including tablets for all of Year 8 strongly contribute to the pupils' expertise in using technology.
- 3.10 Pupils develop good study skills for their age. They are encouraged by teaching staff to try to work independently. For example, in a humanities lesson, the pupils clearly demonstrated that they could gather evidence, analyse it and answer questions accurately. In this activity SEND pupils were supported by additional spellings, larger worksheets and support from the teacher whilst more able pupils were able to work independently with worksheets for extension activities. Boarders become competent in developing their study skills in the boarding environment and they become more independent learners and develop their organisational skills as a result. Boarding staff encourage independent learning and provide times for the boarders to study. The expectations of the boarding staff and their considerable care and attention to each individual boarder contributes positively to the development of the pupils' study skills.
- 3.11 Pupils excel beyond the classroom, achieving high standards in music, sports, and the arts, encouraged by the provision of a broad curriculum and a wide range of extra-curricular activities. For example, many pupils take music practical and theory exams, with all pupils achieving a pass, many gaining merits and distinctions. Pupils' art has been exhibited twice in a prestigious gallery in London during the last 5 years. Amongst many other notable local and national sporting achievements, the girls' hockey team has recently qualified for a national competition and the school regularly wins tournaments against many other local schools. The pupils are very successful in obtaining both academic and other scholarships and awards to their chosen senior schools.

- 3.12 Pupils display positive attitudes to their learning throughout the school and are readily encouraged by staff. For example, in a DT lesson many pupils showed enthusiasm for their projects, working with determination even when the execution of the task did not go to plan. Skilful teaching posed appropriate questions without providing the solution to the problem, thus strengthening the pupils' resolve and developing their problem-solving skills. It is an aim of the school to encourage pupils to try many new activities and pupils show that they have embraced this aim as they progress through the school and are not afraid to make mistakes. They see this as a valuable part of the learning process. Boarders work together very effectively and support each other, helping them to work well together independently from adults. Pupils have an excellent attitude to learning in the boarding house and work collaboratively. Senior boarders, in particular, display strong leadership skills and take responsibility for their actions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have a well-developed sense of right and wrong, as demonstrated by the excellent standard of behaviour seen around the school, and the levels of respect shown towards staff, visitors and each other. Pupils' excellent moral development supports one of the key aims of the school, which is that children learn how to treat others the way they themselves would like to be treated. Teachers are very strong role models throughout the school. From the EYFS upwards good manners are expected and the youngest children in the nursery say please and thank you which comes easily and without prompting. They are friendly in the playground and eager to help and include their friends when playing outside or in the classroom. Pupils have regular discussions in personal, social and health education (PSHE) about distinguishing right from wrong and this is a key focus in many assemblies led by the school management, developing the pupils' understanding that inappropriate behaviour has consequences.
- 3.15 Pupils develop excellent levels of self-confidence and show an understanding of how to improve their learning. They are resilient and will seek to work independently but have the confidence to seek support if needed. This is particularly evident in the boarding setting. For example, boarding staff consider that boarding fosters an increased level of self-awareness and resilience because boarding encourages pupils to look for answers before asking for assistance. Pupils are not afraid to make mistakes and are not deterred in facing challenges. This is facilitated by staff who encourage them to work independently but are present to give strong support when required. Pupils are encouraged to self-assess. For example, drama folders show a good level of pupil self-assessment and personal reflection of their performance, leading to good levels of awareness of the next steps for learning. Regular self-assessment sheets enable pupils to understand how to improve their own learning. In a PSHE class pupils were able to reflect on questions such as, 'What do you like about yourself?' and 'What would you like to change about yourself?' A stimulating discussion was led by the teacher, using clear, simple worksheets as resources, with thought provoking questions. An overwhelming majority of parents, and all staff who responded to the questionnaire, agreed that the school helps the children to be confident and independent.
- 3.16 Pupils understand that their own personal decisions are important and are confident in understanding that these decisions will have a bearing on their future success and well-being. Staff encourage pupils to try to make their own decisions. Children in the EYFS are confident to choose their own activities, which they do expertly. During lesson observations inspectors saw many examples of pupils encouraged to make their own decisions. For example, in a mathematics lesson, when learning about the importance of determining the correct sequence of a series of pictures, younger children showed incisive decision making skills. The development of such skills was supported by a sensitive approach from the teacher, encouraging peer support for the activity. In discussions with pupils, they feel that decision making is important in terms of their own friendships. Pupils have positive relationships with each other and report that inspiring assemblies help them to understand that making the right decisions about friendships is important. Boarders regularly make informed and mature decisions for example, choosing what activities they are going to undertake in the evenings. Discussions with boarders confirmed that boarding enables them to become good decision makers. They feel that boarding council meetings, discussion groups and the taking on of responsibilities helps develop appropriate personal qualities in this area. Boarders feel that their opinions are valued because they are able to contribute to decisions in the boarding house.

- 3.17 Pupils have an excellent appreciation of the world beyond their immediate experience and appreciate non-material aspects of life. Assemblies, PSHE and religious education (RE) lessons, as well as boarding contribute to this area of development, as they provide opportunities for pupils to reflect and think about life outside their immediate needs. In addition, some pupils commented that they could use the library as a place for quiet reflection and silent reading. Discussions with pupils elicited that they feel that they do understand aspects of life that are not an immediate part of their everyday existence because they regularly work alongside their form teachers to prepare relevant non-material or moral themes such as considering others less fortunate than themselves. Pupils are confident to discuss matters with a philosophical theme and have the opportunity to do this because there is a regular activity, 'dinner and discussion' where the pupils eat and discuss a different theme each week.
- 3.18 Around the school pupils work closely with each other to maintain an environment where everybody feels safe and secure. Teachers encourage pupils to work collaboratively. This happens from a very young age, for example in a language lesson, pupils worked in pairs to complete their work. This was effective because the teacher had chosen specific small groups who would work well together. Pupils work well with others, debating such issues as healthy and sustainable transport systems where the teaching gave engaging prompts for discussion, and used careful questioning to draw out information as well as providing new knowledge. Pupils are confident to mark each other's essays using a given set of criteria, with pupils able to discuss and debate why certain marks had been given. Boarders show an excellent ability to work together and older children support the younger ones. This is helped by the fact that within the boarding setting there is an effective buddy system for new boarders. Older pupils have been involved in the 'Young Enterprise' initiative and as part of this challenge they need to build skills in problem solving and creative thinking. All these activities contribute to pupils becoming independent and to be able to work together productively.
- 3.19 Pupils' ability to contribute to others, the school and the community is heightened by them showing initiative and helping to select charities that will be supported by the school. The overall ethos of the school strongly encourages pupils to be aware of, and to contribute fully to the lives of others. They do this successfully in many ways. For example, the choir performs to members of the public, and visits care homes over the Christmas period, and pupils create and run stalls at the summer fair in order to raise funds which will help others less fortunate than themselves. Within the school, pupils hold positions of responsibility and pupils from each class are represented on the school council. There are also school prefects and boarding captains who relish the opportunity to take responsibility and contribute positively to the lives of others. Younger boarders appreciate the activities that older boarders arrange and organise for them. All of these activities impact on pupils' personal development by giving them these opportunities to contribute to the life of the school.
- 3.20 Pupils show excellent awareness of cultural diversity and, as part of their religious studies (RS) programme, visit places of worship ensuring that they form their own opinions in a balanced and considered way. Pupils broaden their cultural understanding by celebrating events such as Australia day and the Chinese New Year. Year 6 pupils showed work that they were studying in RS which involved preparing and presenting a talk about the Islam custom of Haj, heightening their understanding of religions and celebrations that may be different to their own. Pupils' cultural development is strengthened through presenting assemblies on themes such as welcoming others, and themes of the week focus on issues such as tolerance, respect and friendship. These themes are displayed around the school and reinforced in assemblies, form time and PSHE lessons. An overwhelming majority of pupils and parents who responded to the questionnaire agree that the school actively promotes values of democracy, respect and tolerance of other people. Boarders are encouraged to watch news programmes each morning before school supporting them in their understanding of British and world events. Pupils are involved in charity work and they discuss maturely how to spend the money raised. For example, pupils debated when raising money for an African village, whether the money be spent on buying goats for food or a water pump.

3.21 Pupils of all ages have an excellent appreciation of the importance of staying safe and keeping fit and healthy and could give examples of how the school supports this aspect of their personal development. For example, they speak positively about the wide range of healthy food options at mealtimes. This view was also reflected and reinforced by boarding pupils. The school contributes to pupils' understanding by having a food committee and boarding council with pupil members who discuss what food options should be available. The 'eat well' plate is displayed outside the dining room along with advice about a healthy diet and this helps pupils to understand why they need to make healthy food choices. In discussions, all pupils were confident that they know how to eat healthily and also said that they enjoy a healthy and active lifestyle with a significant amount of time being devoted to games and physical education. In the boarding setting, as well as boarders being provided with plenty of fruit and healthy snacks in the evening, there are also many physical activities arranged during boarding time. This helps the boarders to understand the importance of a healthy lifestyle. Pupils interviewed were knowledgeable about staying safe on-line. Pupils feel safe and secure at the school because they know that the school's leadership and management at all levels will always listen to their concerns and will act appropriately, supporting their personal development.

4. INSPECTION EVIDENCE

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

Inspectors

Mrs Elizabeth Harris	Reporting inspector
Mrs Joanna Hubbard	Compliance team inspector/ team inspector (Headteacher, IAPS school)
Mrs Catherine Gainer	Team inspector for boarding (Former head of boarding, IAPS school)
Mrs Stephanie Piper	Team inspector (Headteacher, IAPS school)