



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

MONKTON PREPARATORY SCHOOL

MAY 2018



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SCHOOL'S DETAILS

School	Monkton Preparatory School			
DfE number	800/6012			
Registered charity number	1057185			
Address	Monkton Preparatory School Combe Down Bath Somerset BA2 7ET			
Telephone number	01225 837912			
Email address	mpsadmin@monkton.org.uk			
Head	Mr Martin Davis			
Chair of governors	Prof. Helena Langton			
Age range	2 to 13			
Number of pupils on roll	332			
	Boys	187	Girls	145
	Day pupils	281	Boarders	48
	EYFS	77	Juniors	151
	Seniors	104	Sixth Form	N/A
Inspection dates	15 to 17 May 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Monkton Preparatory School is an independent day and boarding school for boys and girls between 2 and 13. The school was originally founded in 1868 and is administered by a board of governors who also oversee Monkton Combe School, which is the senior school of the Monkton Combe School group.
- 1.2 The school comprises two sections: pre-prep for pupils aged 2 to 7 years, and prep for pupils aged 7 to 13. Boarders are accommodated in a dedicated boarding house situated on the school site.
- 1.3 Since the previous inspection, the school has appointed a new head and a new head of pre-prep. The pre-prep has been relocated to a new building adjacent to the prep school and the boarding house has been refurbished.

What the school seeks to do

- 1.4 The school values confidence, humility, integrity and service, within a living Christian ethos. It aims to inspire young people to become confident, kind and ambitious adults who live fulfilling lives.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, mostly from White British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability profile of the school is above average. No pupils have an education, health and care plan or a statement of special educational needs. The school has identified 64 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia, dysgraphia, and other difficulties, 43 of whom receive additional specialist help. English is an additional language (EAL) for 11 pupils, all of whom receive additional support for their English. Data used by the school have identified 18 pupils as the more able in the school's population, and the curriculum is modified for them.

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 standard 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, 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, changing and showering facilities for pupils 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 those 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, and its results in public examinations, 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 standard 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 standard 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 standard 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 excellent.

- Pupils' knowledge, skills, understanding and achievement are very well developed for their ages in most areas of the curriculum.
- Pupils' academic and other successes, such as in academic, artistic and sporting events, are excellent.
- Pupils display considerable creativity and collaborative skills.
- Pupils make excellent progress overall, especially when marking provides them clear guidance about how they could improve their work.

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

- Pupils display strong levels of spiritual awareness and understanding.
- Pupils demonstrate increasing self-confidence and maturity as they progress through the school.
- Pupils show high levels of kindness and consideration for others, and are confident and positive learners.
- Pupils display outstanding moral understanding which enables them to function very effectively as members of the community. They are caring and highly empathic.
- Pupils exhibit excellent understanding of how to keep themselves safe.

Recommendation

3.3 In the context of the excellent outcomes the school might wish to consider:

- Making certain that all marking contains clear guidance about how pupils could improve their work, to ensure that pupils make the most rapid progress possible.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school successfully meets its aim to inspire young people to become confident, kind and ambitious adults who live fulfilling lives. The school does not take part in National Curriculum tests, but available evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data indicates attainment to be at least in line with and, in some cases, well above national age-related expectations. Children in the Early Years Foundation Stage (EYFS) achieve well above national norms and leavers have achieved very successful results in selective senior school entry examinations, with a high number gaining awards and scholarships over time. Most parents and almost all pupils who responded to the pre-inspection questionnaire agreed that the school enables pupils to make good progress and develop skills for the future. Scrutiny of the school's assessment data, pupils' work, lesson observations and discussions with pupils and staff confirms this. School leaders make increasingly effective use of assessment data to analyse pupils' progress and to ensure that planning matches pupils' needs and abilities to enable them to achieve highly. This process is ably supported by the school's learning support department which works effectively with teaching staff to assure the success of pupils with SEND or EAL, and the most able. In interview, some pupils expressed the view that marking and feedback in some of their subjects do not help them to improve their work, so they find it difficult to know how well they are doing. This was confirmed through scrutiny of pupils' books which revealed inconsistencies in following the school's newly instituted marking policy. Where the marking policy was followed, feedback was seen to be very effective.
- 3.6 Pupils typically display excellent levels of knowledge, skills and understanding across the curriculum. They are able to use their mathematical and scientific skills highly effectively in the technological areas of the curriculum and are encouraged to do so by enthusiastic teaching and high expectations in these subject areas. For example, budding prep scientists were able to explain clearly, and without reference to notes, how they were using their own methodology to calculate the speed of sound, including use of the appropriate formula, as well as why it was important to make use of mean readings in their calculations. Children in the EYFS working in the woods could identify and name certain plants that could be harmful to them if touched. Pupils were able to make effective links between learning in different areas of the curriculum, applying this to new contexts. This was amply illustrated in a design and technology (DT) lesson where pupils referenced previous learning in humanities about settlers and their arrow-shooters to their designs. Where pupils' high levels of curiosity and spirit of enquiry across the curriculum are supported by engaging and well-planned lessons, pupils' imagination and desire to succeed were observed to be of a high order, as exemplified during a lesson with younger children on the properties of shape and a song-writing lesson with older pupils. Pupils' achievements in art and DT are particularly strong, as seen in some printmaking and aboriginal-style artwork, as well as high-quality design and making skills.
- 3.7 Beginning in the early years, pupils develop increasingly good competence in speaking, listening, reading and writing, and are able to apply these skills to other areas of learning. Pupils of all abilities display high levels of confidence in both verbal and written communication. They are able to express themselves with clarity and composure, and can argue their points skilfully and articulately, as observed during a discussion with older pupils about the importance of self-discipline in their studies. Pupils of all ages and abilities are able to communicate very well with one another and with adults. Boarders, including those from overseas with EAL, were also seen to display excellent communication skills, for example in a persuasive writing lesson where older boarders responded confidently to the teacher's questioning and worked together effectively. A strong correlation is present between the pride taken in the standard of writing and presentation in pupils' books, and the extent to which marking draws pupils' attention to these. Pupils' numerical skills are at least in line with and in many cases above national age-related expectations. Their competence in numeracy increases as they progress through the school, so that, by the time they leave, they are very accomplished mathematically. Younger pupils are able to investigate and explore mathematical concepts effectively

through provision of opportunities for practical learning activities, especially where teachers' modelling and instructions to pupils are clear, for example in a lesson on perpendiculars and angles. Older pupils were able to describe a very clear understanding of the concept of enlargement as a result of imaginatively kinaesthetic learning in the school gym. They are able to make use of their numerical competence very effectively in other areas of the curriculum, notably in science and technology, where older pupils were observed applying their learning outdoors seamlessly in a practical science investigation into the speed of sound. Children in the EYFS demonstrated outstanding numeracy skills and confidence when describing three-dimensional shapes. Young pupils also displayed huge enjoyment, enthusiasm and made swift progress during a number lesson on the four rules of calculation, supported by a plethora of high-quality tools and resources.

- 3.8 Pupils' information and communication technology (ICT) skills are generally well developed. They are able to make increasingly strong use of ICT as a tool to enhance their learning as they rise through the school. Pupils relish using this technology when it is available to them. For instance, a coding lesson for older pupils was highly effective in guiding pupils' emerging skills in programming, due to the careful structure and clear planning of the teaching, as well as the use of high-quality resources. The regular and effective use of ICT across the curriculum is not yet fully embedded, although the school has begun to address this need through new key staffing provision.
- 3.9 Pupils display excellent thinking and research skills, both in lessons and independent work. They are able to make use of a variety of sources in their work, with notable resilience and independence. Pupils took delight in describing their success in independent work using the 'Four Bs' strategy, in which they use a 'brain, book, buddy, boss' approach to problem-solving. Pupils also described how they enjoy researching projects independently, especially when they are allowed to choose their own topic. The result was illustrated, for example, by some high-order work on Darwin's theory of evolution and on the nature of belief. Pupils' imaginative approach to problem-solving also benefits greatly from the extensive and high-quality provision for outdoor learning. This was illustrated during a lesson with younger pupils, who achieved great success in completing a series of self-selected mini-challenges during an outdoor learning day.
- 3.10 Pupils exhibit substantial skills in music and drama, as demonstrated by a class of older pupils who worked extremely effectively to complete a song-writing task using their knowledge of modal theory and chord progression. A majority of pupils study instrumental music in addition to their academic lessons, and a large number have achieved success in co-curricular activities including the UK Maths Challenge, county sporting teams, music, art and drama at both regional and national levels. Almost all pupils who responded to the questionnaire agreed that they can be involved in a good range of activities, and this was seen to be the case during the inspection visit, with a wide and varied choice of clubs and activities available.
- 3.11 Pupils display considerable positivity in their attitudes to learning, as observed in a coding class where older pupils were creating their own games. They exude a palpable enthusiasm and enjoyment for learning, both inside and outside the classroom, supported by leaders setting high expectations for all. Children of all ability groups, from the EYFS onward, were seen to be well engaged in their learning due to high-quality support and relationships between staff and pupils. Pupils with EAL were observed to be exceptionally positive in their learning as a result of the frequent reassurance and support from their subject teachers.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 A very large majority of parents who responded to the questionnaire agreed that the school promotes an environment which successfully supports their children's personal development. This is supported by inspection evidence. Beginning in the early years, children display increasing levels of resilience, self-confidence and high levels of self-esteem, allowing them to take risks in their learning such as opening their work to peer assessment without fear of failure, as most teaching encourages an open atmosphere and permits mistakes to be made within a safe environment. Pupils understand how to improve their own learning, as demonstrated when older pupils showed how they edited their creative writing and how they acted upon peer advice. They are very well prepared for the next stage of their lives, supported by regular encouragement and affirmation from staff. Boarders report that they particularly enjoy the boarding experience and display pride in their growing sense of independence. This is ably reinforced by empathetic care and support from boarding staff. An excellent level of self-understanding is also a hallmark of pupils at the school, who were able to discuss their academic strengths and areas for development very candidly. Pupils' self-belief benefits from the sustaining and nurturing environment which encompasses embedded Christian values at its core.
- 3.14 Pupils evidence a remarkable understanding that the choices they make are determinants of their own success. Older pupils described how important it is to take responsibility for their own progress, displaying their realisation that teachers can only help them to achieve success if they invest sufficient effort and determination of their own. Pupils know when to ask for help, but are also able to justify their choices and beliefs with balanced arguments and logical explanations. This was especially obvious during a class tutorial, when pupils were maturely debating whether gaming had a negative impact on academic success. These habits are inculcated from a young age; children in the EYFS ably demonstrated that they could be in charge of their own learning, making excellent choices from a cross-curricular bank of problems, at their own levels, during an outdoor learning day.
- 3.15 Pupils demonstrate excellent developing spiritual awareness and understanding, as exemplified both by high-quality written responses and through observation of chapel and assemblies during the inspection. They understand that faith is an ever-changing concept, as demonstrated through their discussions about the space and time they have to grow in their own faith. Deep and considerate thinking in pupils was evident in their interviews, for example, as they explained the nature of belief and what it meant to them. Children in the EYFS maintained a sudden hush around the fire pit in the woodland classroom, for example, as they tried to identify a new birdsong that was unfamiliar. Pupils were observed displaying genuine unselfish kindness to each other at playtime when only two biscuits remained on the snack tray and these were distributed by them to others, leaving none for themselves. In examples such as this, pupils were seen to take their lead from the Christian message and values being reinforced through all that is done at school.
- 3.16 Throughout all age groups, pupils have an excellent moral understanding of right and wrong, which enables them to function very effectively as members of the school and in wider society. For instance, they are able to explain the positive benefits of a functioning and agreed system of rules for the community to follow. Pupils accept and understand the system of law and display great responsibility for their own behaviour in the school, as confirmed through discussions with pupils and direct observations during the inspection. All this is reinforced by high-order modelling and exemplification of good behaviour from staff, as well as a collegiate feeling between pupils. In interview, pupils took ownership of the rules for behaviour and were proud that they are actively involved in deciding and agreeing them. Throughout the school from the early years onwards, pupils were observed to be highly respectful and considerate of each other and of their environment. The school's leadership and management have been successful at inculcating high expectations of good behaviour throughout the school, and pupils spoke with enthusiasm about the reward sticker system and how it provides them with positive reinforcement. Opportunities for responsibility from an early age confer upon pupils an

excellent sense of morality as well as a wider sense of duty to others, as exemplified in a recent fundraising event to buy eggs for a community in a more economically deprived country.

- 3.17 Pupils demonstrate excellent social skills and relationships with their peers and with adults. They actively seek opportunities to collaborate and to share both their own possessions, such as personal stationery, and their ideas. Pupils work extremely well with each other in pairs and groups, as seen during practical science investigations into the properties of light. They play well together and enjoy each other's company both within and outside the classroom. Children in the EYFS were able to explain clearly their understanding of how we depend on each other, as they described the support of adults in the environment who help them, such as the grounds staff who keep their grass mown and their play space well maintained. The youngest children worked extremely co-operatively to use a wheelbarrow to move logs in the outdoor classroom, under the watchful eye of teaching staff who enabled them to work together without interference. This sense of togetherness was also observed in a band of pupils and staff who were playing together to accompany the hymn in chapel. All these qualities are reinforced by the Christian values of humility and service which pervade the school.
- 3.18 Pupils go out of their way to seek opportunities to be of service to others. They value each other's advice and act on it to improve their own achievement. An excellent example of this was observed during an athletics session, in which older pupils used tablets to video and critique each other's throwing techniques constructively. Pupils delight in helping others, giving willingly of their own time and skills in a pupil-led lunchtime languages club, where native speakers undertake to teach others, both younger and older, their own language. Children in the EYFS display remarkable understanding of the need to care for their environment and the plants and creatures that inhabit it, facilitated and supported effectively by a tacit approach from staff who plan opportunities for children to discover this for themselves. Older pupils understand the importance of caring for others, making regular visits to a local nursing home where they spend time playing games, singing songs and sharing stories with the residents. Pupils described these experiences as being of great personal value to them. Members of the school council described, with great pride, the positive benefits to student life, such as menu changes, that they have helped to bring about.
- 3.19 Pupils respect and value diversity within society, show respect and appreciation for their own and other cultures, and demonstrate tolerance to those from different backgrounds. Pupils of different cultural origins work and live together very cohesively, for instance, in the boarding house, where relationships were entirely unconcerned with cultural differences. Throughout the school, these differences were effectively seen to be invisible, with pupils simply enjoying being with each other for its own sake. Pupils explained that if they were friends with someone it was because they liked them, not as a result of where their family might have come from. They understand that tolerance and respect are cornerstones of the school ethos and exhibit these qualities in their daily lives and relationships. Observation of a pupil-led language club, attended by members from a variety of cultural backgrounds demonstrated this amply. Most pupils and almost all parents who responded to the questionnaire agreed that the school encourages pupils to be tolerant of those with different faiths and beliefs.

3.20 Throughout the school from the earliest ages, pupils exhibit an excellent understanding of how to keep themselves and others safe. Most pupils who completed the questionnaire reported feeling safe at school, and almost all said that they know how to stay safe when online. This was confirmed during discussions, with those present being able to explain clearly how to be pro-active about safe use of connected technology. Children in the EYFS exhibited a very well-developed sense of self-preservation as seen when working in their outdoor classrooms. They were able, for example, to identify and name different harmful species of plant and knew what to do if they encountered them in the woods. They were also observed independently making their own snacks by cutting up hard-boiled eggs from the school hens, using knives and cutters carefully. Pupils understand the need for healthy eating; they were observed to make excellent selections at mealtimes and, in this, they are supported by an extensive and balanced range of nutritious choices as well as advice from knowledgeable catering staff. Pupils also display excellent awareness of the need for mental well-being, and were observed practising mindfulness, focusing on patience, in silence during a school assembly.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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

Mr Kerry Lord	Reporting inspector
Mrs Hilary Wyatt	Compliance team inspector (Head, ISA school)
Fr Christopher Cann	Team inspector for boarding (Head, IAPS school)
Mrs Charlotte Johnston	Team inspector (Head, IAPS school)