



**ISI** Independent  
Schools  
Inspectorate

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

**Cheltenham College Preparatory School**

**April 2023**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
<b>3. Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
<b>4. Inspection Evidence</b>	<b>13</b>

### School's Details

<b>School</b>	Cheltenham College Preparatory School			
<b>DfE number</b>	916/6033			
<b>Registered charity number</b>	311720			
<b>Address</b>	Cheltenham College Preparatory School Thirlestaine Road Cheltenham Gloucestershire GL53 7AB			
<b>Telephone number</b>	01242 522697			
<b>Email address</b>	prep.reception@cheltenhamcollege.org			
<b>Head</b>	Mr Tom O'Sullivan			
<b>Chair of governors</b>	Mr William Straker-Nesbit			
<b>Proprietor</b>	The Council of Cheltenham College			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	456			
	<b>Day pupils</b>	405	<b>Boarders</b>	51
	<b>EYFS</b>	82	<b>Pre-prep</b>	68
	<b>Prep</b>	306		
<b>Inspection dates</b>	25 to 27 April 2023			

## **1. Background Information**

### **About the school**

- 1.1 Cheltenham College Preparatory School is a co-educational independent day and boarding school. Founded in 1841 as part of Cheltenham College, it became a separate school in 1909. The pre-preparatory department opened in 1993, and the school became fully co-educational in 1998. A single governing body oversees the school and Cheltenham College, which was inspected separately at the same time. The head of the college has overall responsibility for both schools. Boarders are accommodated in a single boarding house.
- 1.2 The school comprises two sections: the pre-prep, which includes the Early Years Foundation Stage (EYFS), for pupils in Nursery to Year 2; and the prep, for pupils in Years 3 to 8.
- 1.3 Since the previous inspection the school has built a woodland nursery school and new changing rooms.

### **What the school seeks to do**

- 1.4 The school aims to equip pupils to lead fulfilled and purposeful lives, with a commitment to the service of others. It intends to provide an excellent all-round education founded on Christian principles and foster intellectual curiosity, academic rigour, independent learning and interests beyond the academic.

### **About the pupils**

- 1.5 Most pupils live within a 20-mile radius of the school or are boarders. The school's own assessment data indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 117 pupils as having special educational needs and/or disabilities (SEND), which include elements of potential neurodiversity, of whom 82 receive additional specialist support. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 16 pupils, of whom 12 receive support for their English. The curriculum is modified for pupils identified as being the most able in the school's population as well as for pupils identified as having special talents in drama, art, music, design technology, computing and sport.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [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 2022, 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

## **PART 6 – Provision of information**

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.17 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.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Pupils from the very youngest demonstrate an excitement to learn, curiosity and excellent attitudes towards their learning.
- Pupils have outstanding communication skills; they listen attentively, write with flair and accuracy and are extremely confident and articulate speakers.
- Pupils demonstrate strong knowledge, skills and understanding across the range of subjects and apply them extremely effectively.
- Pupils successfully apply their excellent numeracy skills to other areas of the curriculum.
- Boarders' excellent achievement is significantly enhanced by the support they receive.

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

- Pupils are reflective and self-assured, able to review and improve, and they are well-prepared for the next stage of their education.
- All pupils demonstrate outstanding levels of self-awareness, self-confidence, and resilience because of their warm relationships with teachers and leaders.
- Pupils have excellent social skills, respect each other and have a strong sense of belonging.
- Pupils have a strong understanding of and a commitment to celebrating diversity.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Further strengthen pupils' ability to think deeply by consistently providing opportunities to hypothesise, analyse and synthesise independently.

#### The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils demonstrate outstanding attitudes to learning, strongly fulfilling the school's aims. In lessons and in the high-quality presentation of their work, pupils show high levels of commitment and enthusiasm. They cooperate well with one another and have a positive 'can do' approach in lessons and extra-curricular activities. They concentrate and persevere with tasks because teaching constantly encourages and celebrates success. Across the school pupils are keen to do their very best. This was



clearly demonstrated in a Latin lesson, when pupils in Year 7, worked purposefully and collaboratively, showing excellent levels of focus and concentration throughout, to confidently translate sentences from Latin to English. They correctly identified errors in the sentences and explained the reasons for the errors, accurately making links between Latin and English and other languages. Boarders develop increasing confidence and independence as a result of the emphasis in the boarding house of self-organisation, their organisation and support of younger pupils and encouragement to take initiative in their work and activities. Pupils thrive on challenge, viewing mistakes as learning opportunities in a learning environment in which governors, leadership and teachers have successfully fulfilled the school's aim to foster intellectual curiosity, academic rigour, independent learning and interests beyond the academic, which bring enjoyment and enrichment.

- 3.6 Pupils' outstanding communication skills are applied and extended in all subjects. They speak with poise and confidence and listen with care and attention. Children in nursery coherently verbalised their play with a tractor, farm animals and figures, using phrases such as 'we need', 'maybe, and 'I think'. In a physics lesson in Year 8, pupils adeptly employed rhetorical questioning, appropriate pauses, humour, subject specific vocabulary and eye contact to successfully maintain the interest of their peers, delivering presentations of their choice, ranging from neurodiversity to black holes. Boarders readily and capably discussed all aspects of their school experience, the quality of their care and boarding life. In lessons pupils eagerly explain their reasoning in response to teachers' highly effective questioning. From the EYFS onwards, pupils develop a love of reading and are quickly able to read with understanding and expression. Pupils develop strong writing skills from an early age and writing is fluent, well written for purpose, and applied successfully across the curriculum. Pupils of all abilities make rapid progress in their communication skills, because teaching develops confidence, provides challenge and is well-matched to individual needs.
- 3.7 Pupils, including those with SEND, EAL and the more able, make at least good, and often excellent progress over time. High-quality teaching effectively supports pupils' learning, along with highly effective assessment and tracking, careful planning and early targeted support when required. In the EYFS, children entering with a broad range of ability make rapid progress, so that almost all reach the expected levels of development for their age by the end of Reception. Nationally standardised test data, lesson observations and scrutiny of pupils' work, show that attainment exceeds national age-related expectations. Most pupils proceed to the senior school or other schools of their choice, with a significant number awarded academic and a variety of other scholarships. Boarders reported that their structured boarding routine and the support that they receive help to improve their academic performance. Responding to the pre-inspection questionnaire, the vast majority of parents agreed that the school enables their child to make progress and that their educational needs are effectively met, and all parents of boarders agreed that the boarding experience helps their child's progress. Inspection evidence supports this view.
- 3.8 Pupils are excellent mathematicians. Core numerical skills are strong in relation to age and are employed successfully across the curriculum. In a history lesson on the Spanish Armada, pupils adeptly applied their mathematical skills when plotting an emotion graph, and pupils in Year 7 described using their knowledge of  $\pi$  when calculating radius and circumference in design technology (DT), to create bangle designs for a 3D printer. Secure mathematical skills are embedded by teaching which successfully meets the needs of those with particular difficulties as well as providing challenge for the most able. This was particularly evident in a lesson in Reception when all children worked confidently with numbers to 20 and many responded to the challenge to partition larger numbers. Pupils' excellent problem-solving skills, creative mathematical thinking, making links and reasoning are strategically developed across the curriculum.
- 3.9 Pupils of all ages are highly competent users of information and communication technology (ICT), skilfully manipulating a range of digital devices and applications. This results from the commitment and investment of school leaders and governors, who have ensured that this area of the curriculum is extremely well resourced. Pupils programme and design their own websites and apply their ICT skills

very effectively to other areas of the curriculum. For example, in an English lesson, pupils in Year 5 were highly proficient using a collaboration platform on their tablets to share ideas while creating a new portmanteau of words in the style of *Jabberwocky*. Pupils successfully use ICT to support their learning, as seen in the many examples of this in pupils' books. Pupils in Year 7 and 8 commented that the school's learning platform helped them considerably to consolidate their learning.

- 3.10 Pupils attain high levels of knowledge, skills and understanding across all areas of the curriculum, resulting from the high expectations and expertise of the teaching, which challenges them at every step from the EYFS onwards. Children in the EYFS develop secure foundations to their early literacy and numeracy skills and further their knowledge successfully through a range of well-planned, engaging and purposeful activities. In a French lesson in nursery, creative and imaginative teaching engaged the children enabling them to understand and use new words and make rapid progress in their learning. Pupils in Year 2, inspired by the work of the sixteenth century artist Giuseppe Arcimboldo, created excellent collage portraits using fruit and vegetables showing mature skill and understanding of the techniques applied. In a games lesson, pupils in Year 4 made excellent progress perfecting their underarm throws, pointing with the non-throwing arm and slowing the speed of the throw. In a science lesson in pre-prep, pupils working in different ability groups, accurately named and described parts of plants and trees, interested and inspired by the challenging questions of the teaching which encouraged them to work hard and make rapid progress. In an English lesson in Year 8, pupils showed outstanding ability in applying technical vocabulary such as 'hyperbole' and 'personification' when analysing song lyrics. Pupils with SEND and EAL gain confidence and make consequently excellent academic improvement as a result of well-planned interventions and support. In the questionnaire, the vast majority of pupils agreed that their skills and knowledge improve in most lessons and that their teachers help them to learn.
- 3.11 Pupils achieve notable success in a wide range of extra-curricular activities in and out of school as they are actively encouraged to follow individual strengths and passions. Pupils spoke proudly about their own and team achievements and how the school has helped them to be successful. The many opportunities at school, such as playing in fixtures, appearing in plays and performing in concerts, are key factors in pupils' excellent achievements. As well as celebrating sporting excellence, the ethos is about sport for everyone; all pupils participate and develop skills in their sports of choice. Pupils spoke proudly about their success in matches, in a variety of sports, in school and in local and national competitions. Pupils are highly successful in ABRSM music and LAMDA drama examinations each year, with a high proportion achieving distinctions. The chamber choir, Cantabile, regularly performs Evensong at Cathedrals in nearby cities, and pupils perform in music and drama events in the local Cheltenham Performing Arts Festival. Pupils keenly participate in the Outreach programme, performing with and to pupils from other local schools in music and drama.
- 3.12 When opportunities arise, pupils display an excellent range of study skills. Pupils respond positively in activities where they can take a lead in their own learning and when tasks allow independence of thought. Pupils can successfully identify their own strengths and weaknesses when evaluating different statements about themselves and through setting their own targets. By Year 8, they are clearly able to analyse, synthesise and hypothesise, as well as work independently to reach conclusions. The school's 'Key Skills and Attributes' programme, aims to encourage higher-order thinking skills, and in most lessons observed, pupils were encouraged to think for themselves, to question, to challenge, to have a go and not be afraid of making mistakes.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are extremely confident and self-aware. They embrace the school ethos which provides a clear framework for personal development and results in pupils who are confident, well-rounded and curious, enabling them to develop into respectful, resilient young people. Pupils' self-understanding

builds as they progress through each section of the school, nurtured by excellent teaching and pastoral support. The governance and leadership are highly successful in creating the space and the time for pupils to develop excellent personal skills and self-awareness. Pupils confidently set personal targets and show a genuine awareness of how to improve. They are keen to try out new challenges, embracing opportunities to self-evaluate and self-correct when required.

- 3.15 Pupils increasingly develop the ability to make important decisions maturely and reflectively, understanding that the decisions they make have an impact on their lives and success. Younger pupils readily make sensible choices in their activities and play because of the gentle encouragement of their teachers. Pupils relish the choices they are given in lessons to take on challenging tasks that are suited to their ability. Pupils in Year 3 confidently chose which skills to focus on during a computing lesson, according to how confident they felt in various areas. In a Year 3 mathematics lesson pupils made decisions as to which method, column or number line, they would use to find the solution. Boarders talked about the need for them to make appropriate decisions on a daily basis, choosing different activities, managing their time effectively, or choosing to do the right thing in terms of their social relationships within the close-knit community of their boarding house.
- 3.16 Pupils demonstrate a strong awareness of spirituality and a keen appreciation of the non-material. For instance, pupils in Year 6 were engrossed in their meditation session and pupils in Year 3 told special messages to a little tree in outdoor learning. Pupils employ mindfulness techniques and appreciate the opportunities in outdoor learning to connect with nature, deepening their appreciation of it. Choristers insightfully explained that being around people who love the same thing gives them a strong sense of belonging and wellbeing, and that they experience feelings when they sing together that they don't get elsewhere. Teachers, leaders and governors, have developed strategies through the personal, social, health and economic (PSHE) education programme which encourage pupils to form their own opinions to consider and discuss a variety of spiritual, musical, artistic and religious topics. From the EYFS onwards, children learn how to take time to reflect on their own wellbeing and practise strategies such as mindfulness and yoga to introduce calm in their daily lives. Weekly chapel services also offer pupils the opportunity for quiet reflection. In conversations at lunch, older pupils explained how much they valued these occasions to be quiet and to appreciate music and ideas. Pupils' excellent artwork and writing on display, in classrooms and in other areas clearly illustrate that the pupils think deeply about the non-material aspects of life.
- 3.17 Pupils demonstrate high levels of moral awareness. The development of pupils' strong sense of right and wrong begins in the EYFS where they learn to understand the impact of their actions on others, and acts of kindness are recognised. Pupils' behaviour is excellent, as a result effective strategies and strong pastoral leadership. Pupils are kind and supportive of each other, sensitively recognising when children with SEND may need a specially considered approach. They are respectful of rules, of adults and peers and they accept responsibility for their own behaviour. Empathy skills are taught effectively, and this encourages pupils to think about the effect on others of their behaviour and come to their own conclusions about causes and consequences. In a scholarship lesson, pupils used these skills extremely effectively to think about and prepare presentations on horse psychology, music and mental health, and whether all children should be eligible for free school meals. In interviews pupils said that they regard members of staff and older pupils as role models and respect them. Pupils say they want to be the best they can be and consistently exhibit the traits of kindness and respecting others, reflecting the highly positive school ethos.
- 3.18 Pupils' social awareness is excellent, resulting in a happy atmosphere throughout the school. Pupils work extremely well together, in lessons, house meetings, school council or eco-committee towards common goals. In the pre-prep, collaboration amongst the pupils comes very naturally and is evident in all they do. For example, pupils take turns fairly when playing mathematics games, or sharing resources in child-initiated activities, working productively together to create a river and bridge in outdoor learning. Throughout the school, within sports teams, on stage and musically, there is a vibrant sense of collaboration and working with, and for, one another. Boarders say that they value

the very strong team spirit and sense of community within the boarding house and being part of a boarding house 'family'. This consists of vertical groups of five pupils who do activities together, have meals together and compete for the highly prized 'Family of the Week' trophy. In their questionnaire responses, almost all parents agreed that the school helps their child to develop strong teamwork and social skills.

- 3.19 Pupils readily take responsibility for others. They are highly committed to their houses as evidenced in their house meetings and contribute positively to the wider life of the school. The house system allows pupils to work together and support each other in various challenges as was seen in their enthusiastic, highly organised preparation for the house singing competition. Pupils from Year 3 to Year 8 represent their peers as members of the school council. This is effective in giving the pupils a chance to give opinions and sometimes initiate change in the school, such as the recent change to the upper school reward system to include the awarding of vouchers for the coffee shop. Year 8 pupils support children in the pre-school in their reading sessions. Pupils share in each other's success and there is a palpable sense of community and caring. Pupils are extremely pro-active in supporting many charities which they are involved in selecting. Through the 'Chadwick Leadership Programme', pupils in Year 8 contribute to both the school and the wider community, undertaking a range of activities which include working with partner primary schools, raising funds for charities such as the local animal sanctuary and clearing overgrown local footpaths. They keenly take responsibility to lead various projects with confidence, such as sports festivals and musical performances.
- 3.20 Pupils have a strong understanding of and a commitment to celebrating diversity. They are sensitive to and tolerant of those from backgrounds and traditions different to their own, particularly in boarding where some pupils come from a range of countries around the world. Boarders commented positively about how much they value and appreciate the diversity in the boarding community and the social opportunities it provides. Pupils talked positively about how they celebrate each other's cultures in assemblies and through the activities in the boarding house. Pupils enjoy listening to individuals explain about their religions. For example, pupils in Year 7 brought in family artefacts to help explain about Jewish festivals. Pupils commented that they were looking forward to welcoming a group of Japanese students to the school for a few days. The PSHE and theology, philosophy and ethics (TPE) programmes develop a broad awareness of different religions, cultures and traditions, and pupils learn to be considerate and to celebrate differences. Displays of pupils' work around the school depict pupils' high sense of awareness and knowledge of diversity. There is a strong awareness of people who are neurodiverse and those from the LGBTQ+ communities, and pupils understand how to interact sensitively with those with SEND and EAL. The open and friendly ethos promoted by governors and senior leaders supports this, and underpins the highly positive relationships between everyone, which is a strong aspect of the school. Pupils reported in interviews that everyone feels valued in the school community. Almost all parents responding to the questionnaire agreed that the school actively promotes values of respect and tolerance of other people.
- 3.21 Pupils have a mature appreciation about how to stay safe and physically and mentally healthy, particularly in terms of diet, exercise and a balanced life-style. Pupils say that they feel cared for, well-prepared for life, and understand how to keep themselves safe in many difference contexts, including when online. They know how and where to seek help if they are worried or anxious. This was strongly emphasised by pupils in discussion, who spoke with enthusiasm about how well they are supported and advised by the school and their teachers. In an ICT lesson, pupils were able to identify the features of potential scams, such as emails from your bank asking for details, or if the senders address does not correspond to previous ones, it is probably 'phishing'. The vast majority of parents responding to the questionnaire agreed that the school encourages their child to adopt a healthy lifestyle. Pupils said that they feel extremely well-supported through the school's PSHE and relationships and sex education (RSE) programmes, and their strong relationships with their teachers.

## 4. Inspection Evidence

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

### Inspectors

Mrs Loraine Cavanagh	Reporting inspector
Miss Kaye Lovejoy	Compliance team inspector (Former head, ISA school)
Mrs Emma Patel	Team inspector (Deputy head, IAPS school)
Miss Penelope Woodcock	Team inspector (Head, IAPS school)
Mr Jonathan Dunn	Team inspector for boarding (Former deputy head, ISA school)