



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Danes Hill Preparatory School

January 2020



Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
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	6
PART 5 – Premises of and accommodation at schools	6
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
3. Educational Quality Inspection	8
Preface	8
Key findings	9
Recommendation	9
The quality of the pupils' academic and other achievements	10
The quality of the pupils' personal development	13
4. Inspection Evidence	16

School's Details

School	Danes Hill Preparatory School			
DfE number	936/6272			
Registered charity number	269433			
Address	Danes Hill Preparatory School Leatherhead Road Oxshott Surrey KT22 0JG			
Telephone number	01372 842509			
Email address	reception@daneshill.surrey.sch.uk			
Headmaster	Mr William Murdock			
Chair of governors	Mr Hugh Monro			
Age range	3 to 13			
Number of pupils on roll	850			
	EYFS	138	Pre-Prep, Year 1	61
	Prep, Years 2–8	651		
Inspection dates	28 to 30 January 2020			

1. Background Information

About the school

- 1.1 Situated in the village of Oxshott, Danes Hill Preparatory School is a co-educational day school for pupils aged three to thirteen. Pupils aged three to six are accommodated on a separate, self-contained site in the heart of the village. The main school for pupils aged seven to thirteen is divided into three sections: lower school for pupils aged seven to eight, middle school for pupils aged nine and ten, and upper school for pupils aged eleven to thirteen. The headmaster took up his post in 2007. Since the previous inspection, there has been a senior management restructure, a new building in pre-prep to provide new classrooms. The Vernon Educational Trust, a registered company, owns the school, with the board of governors as trustees.

What the school seeks to do

- 1.2 The school aims to guide children so that they become independent and confident individuals who enjoy succeeding and making a contribution to both the school and the wider community. It also seeks to provide a broad-based education, with sufficient support and resources available for those at both the stronger and weaker ends of the spectrum to achieve their full potential. Pupils are encouraged to take every opportunity to develop sporting, musical, dramatic and other non-academic talents and interests.

About the pupils

- 1.3 Pupils come from a ten-mile radius and a range of multi-national backgrounds. Nationally standardised data provided by the school indicate that the ability of the pupils is average. The school has identified 120 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia; 63 pupils receive specialist help. Three pupils have an educational, health and care plan. English is an additional language (EAL) for 124 pupils, 17 of whom are supported with specialist help. Data used by the school have identified 204 pupils as being the most able in the school's population, and the curriculum is modified for them and for 24 other pupils because of their special talents in sport, art, drama and music.

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. 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.

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 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. 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. 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](#), [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 and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the junior school, 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.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 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.
- 2.12 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously 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.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 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.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 The standard relating to leadership and management of the school [paragraph 34] is 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 are excellent communicators who show outstanding skills; they are articulate, use vocabulary appropriately and confidently and listen well from a very young age.
- Pupils display excellent attitudes to learning from an early age; their ability to work independently and collaboratively is outstanding.
- Knowledge, skills and understanding are excellent and are applied by pupils effectively in a range of subjects.
- From their various starting points, pupils make excellent progress over time and achieve at very high levels across the curriculum.

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

- All pupils make confident decisions and considered independent choices in all activities; their decision-making skills are highly developed.
- Pupils display exceptionally high levels of self-understanding, self-discipline and self-awareness which are reflected in their learning.
- Pupils have excellent social skills and show incredibly high levels of self-awareness and a strong sense of belonging.
- Pupils make an excellent contribution to the school community and the wider local, national and international communities.

Recommendation

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

- enabling all pupils to make the best possible progress in all subjects and year groups by ensuring that all marking and feedback consistently reflects the best practice evident in many areas.

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 are excellent communicators who speak fluently, articulately, confidently, informatively and passionately about their learning; it is clearly an expected part of daily life. Their discussion and communication skills with each other and adults are excellent. They listen well and read with confidence and a sense of understanding. Written work is excellent, and pupils are very skilful in writing for a variety of audiences and in a variety of genres. Pupils take pride in their work and present it neatly. They develop an extensive vocabulary which they use well in different contexts. They use advanced vocabulary and understand advanced concepts such as 'pathetic fallacy' and 'tectonic plates'. Pupils of all abilities improve, over time, their understanding of how to write creatively. Pupils have the confidence to speak in public in assemblies and when giving explanations in lessons, as seen when a middle-school class spoke confidently about cities and landmarks in China, and during interview where they explained their thoughts carefully and informatively. They communicate extremely well in a variety of situations and respond to complex instructions intelligently and diligently from an early age. Collaborative learning is a major factor in developing pupils' communication skills. In a middle-school English lesson, for example, highly effective group conversations helped all pupils to develop accurate subject-specific vocabulary when identifying metaphors and similes. Working in small groups in an upper-school science lesson was similarly effective in helping pupils to develop their understanding of correct scientific vocabulary and a thorough understanding of how to use the terminology in context. These well-developed skills are a result of pupils taking advantage of the numerous opportunities to communicate and teachers' effective questioning.
- 3.6 Pupils of all abilities achieve exceptionally high levels of knowledge, skills and understanding. They develop skills over time in a wide range of subjects and consistently build on acquired knowledge. Pupils in the early years have well-developed control and manipulation skills and apply them with great dexterity in a number of situations. All pupils use subject-appropriate skills to a very high level across the curriculum, and this consistently improves their understanding. This was seen, for example, in the pre-prep where children learning the sounds that letters make went on to develop and use more advanced vocabulary. Pupils apply their skills extremely well to tasks. In a well-planned upper-school English lesson, for example, where work was carefully matched to pupils' needs, they used their analytical skills to great effect when discussing poetry and successfully identified alliteration, assonance and repetition. Pupils have an excellent knowledge of different methods to achieve their objectives. For example, in a middle-school mathematics lesson, pupils applied a range of problem-solving techniques to solve number puzzles with great accuracy.

- 3.7 Pupils have excellent attitudes to learning and develop high levels of independence from a young age. They select resources independently and show sustained focus for a long period of time. They are highly confident and speak freely showing a willingness to engage and achieve and to be fully involved with learning. Children show extremely high levels of perseverance and commitment in lessons as seen in the pre-prep where children were determined to finish a challenge the teacher had given them to sort a tray of bears into different sizes; they worked together extremely effectively and carefully and showed a great sense of pride when they finished the task. They collaborate extremely well and are co-operative and highly competent learners. They are eager to learn and use initiative to direct their own learning independently from an early age. Pupils encourage and challenge one another as seen in an upper school science lesson where they allocated each other tasks and roles and asked insightful questions when producing their own indicator solution. From the minute they arrive in the mornings, they are instantly engaged in classroom activities that develop their thinking skills. Pupils apply themselves and listen carefully displaying high levels of commitment and understanding as seen in a middle-school play rehearsal where they followed directions, remained attentive and responded well to the director who inspired excellence. Pupils display curious and interested attitudes towards learning in pre-prep where they ask questions and manipulate equipment with accuracy and competence. Pupils are enthusiastic learners who reason well and who draw on acquired knowledge to promote their understanding. In an upper-school history lesson, for example, pupils demonstrated profound enthusiasm when volunteering their ideas about reasons for the crusades and explored the impact and consequences of the actions taken. Pupils' positive attitudes are developed by their response to the excellent pace of lesson, teachers' high expectations and the variety of activities offered.
- 3.8 Pupils of all abilities make excellent progress over time, particularly in mathematics and English and achieve standards which are well above average for their age by the time they leave the school. Assessment is used well to promote progress, and pupils' needs are catered for through well-planned lessons. Pupils with EAL make consistent and continual progress in English against the assessment criteria in the front of their books. Pupils make very good progress in games and respond well to the teachers' input. In an upper-school games lesson, all pupils in a mixed-ability group, listened well, applied the teacher's advice and made sustained progress in their understanding and improved their handling skills in rugby. Pupils respond positively to the teachers' marking and, when success criteria are clearly identified and informative feedback given, pupils show a clear understanding of what they need to include in order to improve their work. In a few subjects, where the feedback does not give a clear indication of how to improve, progress is limited.

- 3.9 In mathematics, pupils display an excellent command of subject vocabulary and use key terminology correctly. Pupils of all ages have high levels of knowledge and apply their skills conscientiously to a wide range of mathematical situations and problems, to reach sensible, logical and accurate conclusions. Pupils develop a high level of understanding of shape, space and measure. Independent and child-initiated learning seen in the pre-prep showed that children from an early age are highly skilled at manipulating shape and have a developing knowledge of positional vocabulary. Pupils build well on this understanding, as seen in a lower-school lesson, where pupils showed great skill in identifying three-dimensional shapes in the world around them. Pupils make excellent progress in developing their numeracy skills. By the end of their time at the school, pupils are highly competent mathematicians and are achieving high-quality results for their age and abilities. They apply their excellent mathematical knowledge independently and confidently in a range of subjects. When the mathematical tasks are challenging, pupils focus extremely well and can explain the difficulties and challenges they encounter in order to solve complex problems. In an upper-school mathematics lesson, for example, pupils confidently discussed the methodology of using quadratic graphs to solve problems and explained with understanding what they needed to do to rectify errors. Pupils' information and communication technology (ICT) skills are developed at a rapid rate, and even the youngest pupils benefit greatly from the provision offered by the school. Their understanding and application are excellent, and they speak informatively about the range of technology they use and support their peers in promoting ICT skills and understanding. Pupils in lower school are highly competent in using programs that allow them to input information and create a flow chart.
- 3.10 Extremely high levels of study skills are displayed by all pupils from an early age. Pupils can successfully analyse how they learn and identify their own strengths and weaknesses when evaluating different statements about themselves and through setting their own targets. Pupils show initiative with their own research as seen in the upper school where they effectively carried out research online to find information about planets. They have high levels of analytical skill which they employ in their studies. For example, upper-school pupils showed great insight in analysing the impact and appearance of various religious images and then drawing conclusions as to how the beliefs of people in the past differed from those of people today. Pupils make excellent connections between the languages that they study to enable them to see connections in translation. In the pre-prep, they relate one subject to another and show high levels of analysis when they observe how their spelling words are linked to mathematics. Pupils use higher-order thinking skills extremely well in a range of subjects. In an upper-school science lesson, pupils were hypothesising, analysing and synthesising with high levels of competence to improve and understand their work on refraction and dispersion of light.
- 3.11 Pupils have high levels of understanding in their ability and enjoy their numerous successes. They have a healthy level of competitiveness and are aspirational in their achievements. They enjoy wide-ranging success in sports, external writing contests, the creative arts, local competitions and national events, as they are encouraged to follow their passions. Pupils of all abilities perform with confidence on a large range of instruments and are highly successful in performing in public, particularly when they are doing so for the first time. Pupils identified as gifted and talented achieve highly and are supported by staff in all areas by the provision of extra support in clubs and in the gifted and talented programme. Scholarship success is enjoyed by a large number of pupils in a wide range of subjects. Pupils' excellent academic and extra-curricular achievements owe much to the governance of the school, which has been instrumental in providing excellent opportunities for the pupils by developing much-appreciated facilities which offer plentiful opportunities for pupils to develop their learning. Governors show great awareness, passion and empathy for the pupils' academic and personal needs.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are excellent decision makers and, from an early age, respond well to the opportunities given in lessons to extend themselves and positively affect their learning through the choices they make. They make sensible and thoughtful decisions, always with consideration for the effects on themselves and other people, showing them to be reflective and highly self-aware. Pupils enjoy the opportunities to solve practical problems and fully utilise their vocabulary and social skills to make decisions. They appreciate how their decisions can affect the end results they are trying to achieve. In the woodland learning environment, for example, pre-prep children decided how they needed to co-operate and communicate in order to manoeuvre a large branch across a bridge. Pupils are thoroughly involved with the performing arts and can choose what they want to do and articulate their choices with reason and clarity. Pupils competently organise themselves in a variety of tasks and effectively select the most appropriate resources. Pupils react positively in tutor groups and make sensible and realistic choices about their learning styles. In a middle-school mathematics lesson, pupils showed a well-developed willingness to choose from a progressive set of questions which suited their learning style and challenged them to make progress. They know how to make wise choices that affect their health and well-being. They involve themselves fully in the democratic process with enthusiasm and a sense of importance, for example, when voting for representatives for the Eco-committee and the charities for which funds are raised. They are confident that they are listened to, and members of the school council believe they can and do bring about change. Pupils are encouraged to voice their thoughts and opinions and do so tactfully but emphatically.
- 3.14 Pupils' self-knowledge, self-esteem, self-confidence and self-discipline are all excellent, and behaviour is of a very high level from a young age. Pupils have excellent levels of perseverance and resilience, and they respond to challenges at all levels with commitment and enthusiasm. For example, pupils in middle school demonstrated excellent resilience when working through some challenging fraction problems relative to their ability. Pupils throughout the school show high levels of self-understanding. Where it is provided, the pupils methodically use the advice given by the staff and are able to explain what they are good at and what they need to work at to make progress. They are quick to understand how to set personal targets and show a genuine awareness of how to improve. They apply their confidence in a disciplined manner, as seen in an upper-school science lesson where they manipulated mirrors and prisms with self-assurance to use refraction and dispersion to create and move rainbows around the room aided by open-ended questioning by the teacher. Pupils are confident in their self-belief; in design and technology (DT), for example, they followed their original plans rather than being influenced by other pupils. The leadership of the school is most effective in creating the space and the time for pupils to develop excellent personal skills and self-awareness.
- 3.15 Pupils are exceptionally socially aware and work effectively together. Teachers' planning allows for them to work individually, in pairs or small groups, and pupils work co-operatively and build close social bonds which in turn foster greater learning through their ability to listen to and work with other pupils. Pupils show respect for each other and they listen attentively and with interest to what other pupils have to say. They value the contributions of their peers to help foster progress and greater understanding, as seen in an upper-school DT lesson where pupils showed high levels of listening and appreciated the views of others to draw an isometric plan for their desk tidy designs. Pupils respond well to the embedded culture of collaboration, and they work well with each other towards common goals, believing their opinions are valued. For example, in an upper-school English lesson, pupils worked together in pairs encouraging and supporting each other, which resulted in a rapid and successful analysis of a poem and identification of figurative language devices. At break times, pupils work collaboratively to create their own games and rules.

- 3.16 Pupils make an excellent positive contribution within the school, and in line with the school's aims, they become independent and confident individuals who enjoy succeeding and contributing to the school and the wider community. They develop respect and an appreciation for the many opportunities for leadership. Pupils embrace responsibilities from an early age with enthusiasm and a high level of understanding. Pupils in Year 7, for example, speak enthusiastically and knowledgeably about the opportunities to undertake a voluntary award designed to give service to others. There is an excellent range of events designed to give back to other people, and the pupils enjoy contributing to others through events such as Grandparents' Day, Charities Day, drama productions during the year and through entertaining local residents at Christmas. They enjoy classroom responsibilities and looking after and caring for younger year groups. They care for those in the wider community and have a well-developed awareness of those less fortunate than themselves through supporting a number of charities. The school is a strong, harmonious and happy community, with each member valued and making a positive difference.
- 3.17 Pupils show high levels of respect and ensure inclusivity for pupils of all backgrounds and traditions. They have a well-developed knowledge of their own culture and the cultures of others. They fully accept diversity in this multi-national environment. Pupils show empathy and understanding of different cultures and religions, such as when middle-school pupils wrote sensitively about how impressed they were by the dedication of the worshippers during a visit to a mosque. They are thoughtful, empathetic and reflective, for example, when discussing situations such as the holocaust. In response to the pre-inspection questionnaire, a small minority of pupils felt that the school shows favouritism and treats some pupils unfairly because of their faith, race or needs. During the inspection, no evidence was found to substantiate these comments and, in interview, the vast majority of pupils spoke extremely positively about how everyone is treated fairly. They commented enthusiastically and positively about their interest in other pupils' faiths and cultures.
- 3.18 Pupils behave extremely well from an early age. They respond well to the ethos of the school and speak informatively about the school rules. In their questionnaire responses, almost all parents and all pupils agreed that the school actively promotes good behaviour. Inspection evidence wholly supports this view. Pupils conduct themselves sensibly and courteously around the school, and their classroom behaviour is exemplary, giving them great opportunities for productive study. Pupils display excellent manners and share equipment willingly. They take responsibility for their own behaviour from an early age and take ownership of their learning. In the parents' questionnaire, a very small minority disagreed that the school deals with bullying effectively. In interviews, pupils talked emphatically about the lack of bullying and appreciate fully that if it occurred it would be dealt with. Pupils are thoughtful and kind, and the older pupils relate well to the younger pupils and are keen to help them which creates a real sense of community. Pupils are encouraged to consider their own actions within the school code of behaviour. They understand good behaviour and how to try hard and make the most of their opportunities and talents, but are also fully aware of others and accepting of them.

- 3.19 Pupils of all ages have an excellent knowledge and high levels of spirituality. Pupils' books show that they are given opportunities to think about the non-material aspects by appreciating pictures and explaining how they make them feel. In middle school, pupils write well when reflecting on visits to places of worship and use high levels of vocabulary to describe their experiences and emotions. In the upper school, pupils reflect thoughtfully on their images of religious figures. Pupils respond positively and reflectively on how music is used in some lessons to encourage thinking time. Pupils appreciate the success of other pupils and freely offer praise and congratulations. They develop a natural awe and wonder for the world through the woodland learning environment. In middle school, the pupils showed high levels of ability to reflect on their daily thoughts, and in the upper school they showed the ability to distinguish the difference between material wealth and spiritual wealth. Pupils utilise their wide-ranging vocabulary to create atmosphere that takes them out of their ordinary world.
- 3.20 Pupils' understanding of how to stay safe and be healthy in all its forms is highly developed. Their personal development ensures they choose wisely at lunch times and understand clearly what a healthy lifestyle is and the importance of diet. They know how to stay safe online and the importance of good mental health. In the pre-prep, pupils react positively to exciting and adventurous play and respond thoughtfully to others developing a clear awareness of the importance of safety. In the middle school, pupils correctly identify science hazard symbols and appreciate how they guard against accidents. The pupils thrive in a school culture that offers considerable opportunities to participate in activities that support healthy growth both physically and emotionally.

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 and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, tutor periods and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Mr Paul Easterbrook	Reporting inspector
Mrs Loraine Cavanagh	Deputy reporting inspector
Mrs Karen Stroud	Compliance team inspector (Compliance officer, ISA school)
Mrs Jeanette Adams	Team inspector (Former deputy head, IAPS school)
Mr William Austen	Team inspector (Deputy head, IAPS school)
Mr Jonathan Burnett Harris	Team inspector (Deputy head, IAPS school)
Ms Jayne Gilbert	Team inspector (Head of pre-prep, IAPS school)
Mr Patrick Mason	Team inspector (Deputy head, IAPS school)
Mr Grant Whitaker	Team inspector for (Director of studies, IAPS school)