



**ISI** Independent  
Schools  
Inspectorate

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

**Aldwickbury School**

**May 2022**

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### School's Details

<b>School</b>	Aldwickbury School			
<b>DfE number</b>	919/6016			
<b>Registered charity number</b>	311059			
<b>Address</b>	Aldwickbury School Wheathampstead Road Harpenden Hertfordshire AL5 1AD			
<b>Telephone number</b>	01582 713022			
<b>Email address</b>	office@aldwickbury.org.uk			
<b>Headteacher</b>	Mr Paul Symes			
<b>Chair of governors</b>	Mr Jeremy Bromfield			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	364			
	<b>Day pupils</b>	314	<b>Flexi-Boarders</b>	50
	<b>EYFS</b>	30	<b>Juniors</b>	265
	<b>Seniors</b>	69		
<b>Inspection dates</b>	17 to 20 May 2022			

## 1. Background Information

### About the school

- 1.1 Aldwickbury School is an independent day and boarding school for male pupils. The school was founded in 1937, taking the name Aldwickbury when it moved to the current site in 1948. It became a charitable trust in 1969 and is administered by a board of governors who are also the trustees.
- 1.2 The school consists of the pre-prep for pupils aged 4 to 7 years; the junior department for pupils aged 8 and 9 years, and senior department for those aged 10 to 13 years. Flexible boarding for up to three nights per week is available from Year 5.
- 1.3 Since the previous inspection in December 2017, the school has added additional outdoor learning areas to the pre-prep. The current headmaster was appointed in September 2021.
- 1.4 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.5 The school aims to provide an encouraging and positive environment based on Christian values where pupils feel secure, cared for and respected, so that academic and social progress is maximised. It intends that pupils will grow in self-esteem and become independent learners who are able to think for themselves and be confident participants in the rapidly changing world.

### About the pupils

- 1.6 Pupils come from a range of professional backgrounds, mostly living within a 10-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average when compared with other pupils elsewhere taking the same tests. The school has identified 53 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia and processing issues, 41 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. Five pupils have English as an additional language (EAL), and 3 of these receive additional support. The curriculum is adapted for those pupils identified as the most able.

## 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. 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 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'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.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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. 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 17 and 19 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 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 5 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 18 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 well-being 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 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.

**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 demonstrate excellent attitudes to learning and apply themselves extremely well in lessons.
- Pupils have excellent knowledge, understanding and skills, across all areas of learning, and a deep thirst for knowledge.
- Pupils develop excellent spoken and written communication skills.
- Pupils show high levels of aptitude with ICT.

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

- Pupils have an excellent understanding of, and respect for diversity and a corresponding commitment to equality.
- Pupils understanding of the importance of a healthy diet, physical exercise and maintaining positive mental health is excellent.
- Pupils have strong moral awareness and a clear sense of right and wrong.
- Pupils exhibit an excellent spiritual awareness and a deep concern for the needs of others.

#### Recommendation

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

- Ensuring all pupils are suitably challenged so that they progress at the highest possible rate across all subjects and all year groups, particularly in the upper school.

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

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

3.5 All pupils, including those in the EYFS make excellent progress, year on year, from their individual starting points. Pupils' excellent progress is evident from the high quality of work seen by inspectors, and from the lessons observed. Almost all leavers gain places at the senior school of their choice, with many achieving scholarships and other awards at selective independent and grammar schools. The expectations and delivery of almost all teaching clearly supports this and drives the pupils to achieve their very best. Pupils with SEND and EAL make excellent progress because teaching responds very effectively to their needs with appropriately adapted activities.



- 3.6 Pupils' have excellent knowledge, understanding and skills. This is demonstrated across all areas of learning in the school, supported by a broad curriculum, which allows pupils to satisfy a clear thirst for knowledge. For example, in Year 2, pupils worked extremely well in pairs to apply their knowledge of French when discussing their likes and dislikes. They formed, asked and answered questions using correct vocabulary and grammar, in response to picture clues provided by the teacher. The most able pupils frequently demonstrate higher-level thinking skills when they are provided with opportunities to challenge their own understanding. For example, in Year 4 mathematics, pupils explained and developed the reasoning behind their answers demonstrating a detailed grasp of methodology. Older pupils display a deep level of learning and understanding as they discuss complex topics and express their ideas in increasingly sophisticated ways. This was seen in an English project for Year 8 and the high quality of the pieces produced in art and design technology (DT) in Year 7.
- 3.7 Pupils stated that the support of teachers promotes their progress, whilst the headmaster's awards, assemblies related to the weekly values, and inspirational quotes, all contribute to their success. Pupils stated that they are given positive and constructive feedback verbally, during lessons, and in marked work, often through digital voice notes, and this was confirmed by inspectors' observations. Older pupils say they enjoy, and achieve more, as a result of challenging extension work when it is provided, but is not made available in all lessons, across all subjects or for all year groups.
- 3.8 Pupils' development of their competence in communication is excellent. Most pupils communicate confidently both in oral and written form. In the EYFS, pupils are effective communicators, for instance conversing naturally as they took visitors on a tour of their classroom and outdoor areas. They make rapid progress in reading and writing due to the well-delivered, structured phonics programme. By Year 1, pupils are beginning to write fluently and accurately, as seen in the letters written to and from fairy tale characters. Pupils appreciate the many innovative and fun opportunities they have to develop their communication skills. For example, Year 4 pupils expressively wrote and performed a rap in English and older pupils successfully created a pod cast based on Desert Island Discs for William Shakespeare. They argue and reason logically and are creative in finding solutions. In Year 5 drama, pupils innovatively used their facial expressions to convey their thoughts in an improvised mime.
- 3.9 Pupils develop a maturity and confidence when communicating and use these skills in all areas of school life, both in and out of the classroom, with their peers and with staff. They ask probing questions in lessons, exhibiting high levels of curiosity and interest. Outside of the classroom, a large number of pupils undertake speech and drama awards, and often perform their pieces with considerable pride in assembly.
- 3.10 Pupils' competence in numeracy is excellent. They are confident about their numeracy skills and teaching often pushes them to justify and explain their solutions. For example, Year 2 pupils used prior knowledge of challenging division problems to write clear multiplication sentences using the correct mathematical vocabulary, before sharing these with the class. Those pupils who find mathematics harder nevertheless make strong progress due to being given the time and support to consolidate their numeracy skills.
- 3.11 Pupils are streamed in the higher years for mathematics so that the more able are suitably challenged and participate in a wide range of within-school, inter-school and external competitions such as the UK Maths challenge.
- 3.12 Pupils transfer their mathematical knowledge across the curriculum. In the EYFS, children counted how many of them were in the sandpit to ensure no more than five. Year 5 pupils calculated the cost, in shillings, of building a medieval castle. Measuring skills are used accurately and confidently in a variety of lessons, such as the length of a discus throw in physical education, or very precise measurements for cutting materials in DT. Tally charts are used successfully by pupils, for example, to identify different features of a playscript.
- 3.13 Pupils' competence in information and communication technology (ICT) is excellent, and has significantly improved over the last few years, due to the experiences of virtual learning and the wider

provision of ICT across the school. Pupils have a confident grasp of ICT skills and their application. From the EYFS onwards, pupils' skills in ICT are well developed. In Reception, children confidently and competently logged onto digital devices, scanned a QR code and used a stylus to create pictures of a camouflaged animal, before saving their work. In many classes pupils use technology purposefully to research and develop their learning. For example, Year 3 pupils used digital devices to research vertebrates to add to their classifications in science. Pupils create their own music using composition and recording software. They extend their skills in extra-curricular activities such as coding and robotics clubs. In ICT lessons, pupils worked completely independently, and with high levels of competence, whilst coding their own games. The excellent use of ICT is further demonstrated through pupils' effective use of digital platforms for completing and submitting homework. Staff embrace this use of digital learning by supplying feedback using voice-note technology.

- 3.14 Pupils' study skills are excellent. They respond well to the challenge to develop higher-order skills, including the ability to analyse, hypothesise and synthesise. They use prior learning and new information highly effectively to demonstrate a secure knowledge of more challenging aspects of the curriculum, which they are confident and happy to explain in front of their peers. This was clearly evident in lesson observations, and during pupils' interviews, where the pupils carefully considered the questions before providing detailed and thoughtful answers.
- 3.15 Pupils concentrate for considerable periods of time and are confident in asking questions of their teachers and peers, to clarify and deepen their understanding. Pupils apply themselves with a high degree of self-discipline from an early age and enjoy the challenge of thinking creatively and independently. In Year 2, pupils consolidated their knowledge of Queen Elizabeth II, successfully hypothesising about her role and where she lived, through group discussion before collaborating in small groups to plan further research into her life. In geography, Year 4 pupils were highly successful in working together to conduct their own research and plan informative presentations about the River Rea. Most pupils organise and plan their work effectively and engage enthusiastically in their lessons.
- 3.16 Pupil achievements in the wider school are excellent. They are extremely motivated to participate, and succeed, in extra-curricular activities, of which there are a very wide range, covering choir, rock band, football, cricket, athletics, drama, art, computer coding and many other areas of interest.
- 3.17 Pupils are proud of their achievements, speaking positively about academic prizes, reading challenge awards, and 'Man of the Match' certificates that are a common part of the school's approach to celebrating success of all kinds. Pupils achieve highly in a range of sporting competitions, and nationally recognised music and drama exams. The school has counted several national youth sports team members, and performers in professional theatre and film productions amongst its pupils, all of whom have been greatly supported and encouraged by the school.
- 3.18 Attitudes to learning are excellent throughout the school. The pupils feel challenged in a safe and secure environment with the knowledge that getting things wrong or asking questions to get support is perfectly acceptable. They understand that making mistakes helps you to improve and develop future performance. In the large majority of lessons, pupils' concentration levels are excellent resulting in them completing a high volume of work and making rapid progress. They listen attentively and respectfully to the views and ideas of others.

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

- 3.19 The quality of the pupils' personal development is excellent.
- 3.20 Pupils' development of their self-knowledge, self-esteem, self-confidence, self-discipline and resilience is excellent. Gentle and generous to each other, the pupils show high levels of self-understanding and a confidence in the support they will receive from staff. Pupils respond positively in this caring environment, gaining personal assurance as they perform in a drama class, fulfil their ambition on the rugby field or entertain their fellow pupils as part of the Year 8 rock band.

- 3.21 Pupils demonstrate high levels of self-knowledge about their abilities and the steps they need to take to improve. Pupils relish opportunities to take part in visits and trips, with residential activities, available each year, contributing greatly to their confidence and independence. Pupils feel that they have been encouraged and supported by staff to further their successes both within the school environment and beyond.
- 3.22 The pupils' ability to understand that the decisions they make are important determinants of their own success and well-being is excellent. They recognise and can verbalise the consequences of their own decisions and the importance of correct choices on their future success and well-being. Pupils understand that the decisions they make may also have consequences for their peers, as was seen when pupils discussed the impact on others if one person breaks the rules. Through the boys' council, pupils demonstrate their understanding that decisions are important whether it is who should stand for election, who to vote for, or which issues to bring to the committee for discussion. They appreciate well that these decisions all have a potential impact on the future of the whole school community. Pupils make it clear that they want to drive towards being their very best self and understand that whilst their teachers help them on their journey to success, it is they themselves who will ultimately determine how they succeed as they continue to mature. During the inspection visit, Year 7 and 8 pupils were focusing intently on their exam revision, explaining to inspectors that they were determined to perform well and gain a place at their senior school of choice.
- 3.23 The pupils' ability to develop spiritual understanding and an appreciation of non-material aspects of life is excellent. In conversations with inspectors, pupils were able to convey their desire to be kind, friendly, generous, and charitable to each other and the wider world, in line with the school's core values. Pupils' understanding of the school's values were evident in the respect shown to one another in lessons, such as in Y2 French when they shared their likes and dislikes about aspects of school life, listening respectfully to each other's views without passing judgement. They enjoy their chapel services and clearly embrace opportunities to think about the non-material aspects of their own, and others' lives. For example, in assembly pupils reflected with great sensitivity on how they could be kind to an adult and to a peer during the day. In year 2, pupils listened with interest to a fellow pupil sharing his experience of Sikhism and worshipping in the Gurdwara. In discussion with inspectors, younger pupils engaged well in a philosophical discussion on the theme of kindness to others and demonstrated the ability to reflect, describing sitting under a tree at break time to connect with nature. They appreciate how lucky they are to have access to nature within the school grounds, and the opportunities this provides for relaxation as well as activity. They say they benefit from moments of quiet and mediation at the end of assemblies or, as observed by inspectors, a yoga lesson. Pupils were unanimous in their view that the library is a perfect source of peace, quiet and comfort.
- 3.24 The pupils' ability to fulfil their responsibilities and contribute positively to the lives of others is excellent. Pupils of all ages relish and actively participate in a wide range of roles of responsibility which they eagerly and proudly accept. Through participation in the boys' council, the Eco committee and student voice surveys, pupils are confident that their voice is heard by senior leaders and their views listened to. For example, the food committee suggested changes to the lunch menu which were accepted and implemented resulting in more choice for vegetarians and vegans.
- 3.25 The pupils understand the concept of charity and enjoy raising money through a variety of events, many organised and run by the pupils, for causes they themselves have chosen. For example, Year 8 pupils plan, publicise and run an annual Bazaar with stalls, games, and activities to raise money for the chosen charity. Links with local maintained sector schools are strong with several shared sporting events, mathematics challenges and team-building activities throughout the year. During lockdown, Year 8 pupils recorded stories for the younger pupils resulting in a strong connection across the age groups. The annual French Café morning, in which pupils speak French whilst welcoming and serving pupils from other schools, provides an excellent opportunity to develop modern foreign language skills and benefit the wider community.

- 3.26 Older pupils show excellent qualities of leadership in promoting the ethos of the school, through activities in the local community such as visits to a local home for the elderly to share stories and other activities. Pupils say they gain a deep sense of purpose and self-esteem from helping others, whether it be helping a younger pupil with homework or hearing what a charity has done with the money they have raised at school.
- 3.27 The pupils' respect for diversity and cultural understanding is excellent. Pupils have a strong understanding of a variety of cultures, within the school and beyond. They genuinely respect difference and have an interest in developing a deep understanding of this. Tolerance and understanding are at the root of the relationships between pupils. Throughout the school, pupils are inclusive of those from backgrounds different to their own, mixing readily with pupils of other nationalities, backgrounds, and beliefs. They know that everyone is different, but never see differences as a barrier. They are accepting of everyone and respect that people choose to behave in diverse ways and believe in different things. There is a clear expectation that being kind is an important part of their role within the school and they actively choose to engage in this. Excellent displays, trips and curriculum work reflect the importance of other faiths and their respect for each other.
- 3.28 Tolerance and acceptance are actively promoted by staff. Staff ensure that the roles of men and women in society are celebrated equally, alongside the achievements of those of different races, faiths, sexuality and ableness. As a result, the pupils have a high level of maturity and understanding of issues pertaining to gender, race and sexuality as demonstrated by their work and drama activities on segregation and racial issues in America. Work completed during Black History month demonstrated sensitivity to the difficulties experienced by the Black and Minority Ethnic (BAME) community. In a year 8 Theology, Philosophy & Ethics (TPE) lesson, pupils engaged in a discussion on the topic of 'who are the marginalised and how should they be treated?', demonstrating outstanding empathy and sympathy as they considered topics such as disability rights, the LGBTQ+ community and the role of women in society.
- 3.29 The pupils' knowledge and ability to stay safe and healthy is excellent. They have a well-developed understanding of how to keep healthy both mentally and physically and can explain what it takes to stay safe. Healthy lifestyles are embraced by the pupils as they involve themselves in active, self-initiated and self-regulated play throughout the school day and, for boarders, into the evening. Pupils enthusiastically participate in daily physical education and games activities, with weekly matches, across a range of sports, recognising the benefits of regular exercise.
- 3.30 Pupils stated that they benefit greatly from the boarding experience where they are well cared for in terms of activities provided, food, sleep and hygiene. Healthy eating is promoted, with pupils encouraged to eat a range of nutritious foods. Pupils are extremely resilient but will readily seek advice or support if needed. They know where to seek help when necessary, such as for first aid or for support with mental health. Pupils stated that they are supported with their mental health through the availability of school staff for 'Chatterbox' (this needs explaining succinctly – what is it?) and from an external professional counsellor twice a week. Pupils have a strong awareness of societal dangers, and how to avoid them. A Year 5 visit to an interactive safety learning centre helped pupils to develop an understanding of a wide range of potential hazards including knife crime. All pupils acquire a deep appreciation of healthy and positive relationships, online safety, social media, and well-being through the school's comprehensive personal, social and health education (PSHE) curriculum.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the boarding house 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

Mr Chris Manville	Reporting inspector
Mrs Emma Patel	Compliance team inspector (Deputy head, IAPS school)
Mr Andrew Towse	Team inspector for boarding (Director of boarding, ISA school)
Mrs Helen Andrews	Team inspector (Head of pre-prep, IAPS school)
Mrs Niamh Green	Team inspector (Deputy head, GSA school)