



ISI Independent
Schools
Inspectorate

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

Prestfelde School

February 2023

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School's Details

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| School | Prestfelde School | | | |
| DfE number | 893/6008 | | | |
| Registered charity number | 1102931 | | | |
| Address | Prestfelde School London Road Shrewsbury Shropshire SY2 6NZ | | | |
| Telephone number | 01743 245400 | | | |
| Email address | office@prestfelde.co.uk | | | |
| Headteacher | Mr Nick Robinson | | | |
| Chair of governors | Mr Rex Sartain | | | |
| Proprietor | Prestfelde School Limited | | | |
| Age range | 3 to 13 | | | |
| Number of pupils on roll | 339 | | | |
| | Day pupils | 339 | Boarders | flexi |
| | EYFS | 54 | Years 1 and 2 | 55 |
| | Middle school | 97 | Senior school | 133 |
| Date of visit | 14 to 16 February 2023 | | | |

1. Background Information

About the school

- 1.1 Prestfelde School is an independent co-educational day and boarding school. Founded in 1929, it is administered as a charitable trust with its own governing body and is a member of the Woodard group of schools.
- 1.2 The school comprises three departments: Little Prestfelde, for pupils aged from three to seven years which includes the Early Years Foundation Stage (EYFS); the middle school, for pupils aged from seven to ten years; and the senior school, for pupils aged from ten to thirteen years. There is one boarding house where pupils can stay overnight on an occasional, flexible basis from the age of seven years.
- 1.3 Since the previous inspection, a new chair of governors was elected in March 2022 and the headteacher took up his post in September 2022.

What the school seeks to do

- 1.4 The school aims to provide an all-round education, maximising pupils' academic potential and promoting a love of learning. Within a Christian context, it seeks to motivate challenge and support pupils by providing opportunities to demonstrate selflessness, a sense of service, a zest for life and to develop their individual talents.

About the pupils

- 1.5 Pupils come from a range of professional families, living within a 15-mile radius of the school. Assessment data provided by the school indicate that the ability of pupils is broadly average on entry, compared with those taking the same tests, nationally. The school has identified 20 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, all of whom receive support. A small number of pupils in the school have an education, health and care (EHCP) plan. Eight pupils have English as an additional language (EAL), most of whom do not require support in this regard. Data used by the school have identified 41 pupils as being the more able in the school population and the curriculum is modified for them.

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.

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 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. 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 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 have an excellent attitude to their learning; they are enthusiastic and eager to participate.
- Pupils have highly effective communication skills. They listen to others attentively and express themselves fluently in the spoken word.
- Pupils make outstanding progress in the development of their knowledge, skills and understanding.
- Pupils' numeracy skills are extremely well developed and are applied consistently well across all areas of learning.

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

- Pupils take full responsibility for their own behaviour, understanding that this builds trust and strong relationships.
- Pupils are strongly socially aware, respectful to each other and to adults, and work extremely well collaboratively.
- Pupils demonstrate excellent self-knowledge and understanding of their personal strengths and next steps in their personal development.
- Pupils of all ages show an excellent understanding of how to stay safe, including online.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to increase their independence in learning by making more decisions of their own regarding areas of study or when selecting topics of interest for research.

The quality of the pupils' academic and other achievements

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

3.5 Assessment data provided by the school indicate that children in the EYFS are highly successful across all areas of learning. Pupils' attainment in English is good overall and, in some cases, very good. English attainment is strongest, overall, in speaking, listening and reading. Attainment in mathematics is high across the school. Pupils make excellent progress from their starting points in English and mathematics. Analysis of data shows that pupils with SEND make particularly rapid progress in English, mathematics, and science, from their starting points. This is confirmed through scrutiny of work, observation of lessons and discussions with pupils. These indicators confirm a similar picture across

the subject range. The most able pupils attain highly. Almost all parents who responded to the inspection questionnaire agreed that the range of subjects, including online learning, is suitable for their child. Assiduous monitoring and tracking of pupils' attainment and progress by leaders, along with implementation of effective interventions where needed, ensure pupils' excellent outcomes.

- 3.6 The school is successful in its aim of fostering a love of learning. Pupils of all ages displayed great enthusiasm in their lessons. Teaching makes learning interesting. It successfully challenges and supports pupils, encouraging their independence, initiative, and responsibility for improving their own learning. This results in a culture of positivity and resilience. Year 1 pupils settled quickly and happily to written work during their topic lesson, writing about the differences and similarities between London and Madrid. They readily took responsibility for their own learning and progress, accessing resources such as learning prompt sheets and words lists. In a Year 2 outdoor learning lesson, pupils were excited, enthusiastic and eager to find various forest objects and as many insects as they could. They then bombarded the teacher with searching questions about what they had discovered. In a Year 7 drama lesson, pupils superbly rose to the challenge of acting out a scene in a restaurant using only the words 'Ting-a-ling'. They accomplished this skilfully, with deliberate nonsense conversations mixed with exaggerated face and body actions. They acted confidently without being embarrassed in front of their peers.
- 3.7 Throughout the school, pupils display excellent communication skills. They read fluently and clearly, answer questions articulately, and listen carefully and respectfully to each other. In discussions, they praised the enticing choice of texts available to them in the school's library, articulating this view with animated expression, conveying their thoughts precisely and accurately. The standard of pupils' presentation and handwriting is excellent from an early age, as shown by the clear, neat, and cursive script of Year 1 and Year 2 pupils' work. Older pupils' writing and presentation is also of a very high standard in all subjects. During a cross-curricular activity, Year 2 pupils read engagingly and expressively to Nursery children. Pupils in Year 4 presented their readings clearly and effectively in Chapel. In a Year 6 History lesson, pupils listened attentively, spoke with clarity, and confidently responded to questions when explaining reasons for the causes of the Black Death. The school supports the effectiveness of pupils' communication through teachers' consistently high expectations and genuine interest in promoting a love of language for all.
- 3.8 Pupils' development of knowledge, skills and understanding is excellent and, in many cases, exceeds age-related expectations. For example, pupils in Year 8 analysed the poetry of John Keats, expressing a well-informed appreciation of different literary techniques which they might include in their own compositions. Pupils in Year 1 confidently identified and correctly named vowel digraphs in an English lesson. Pupils in a Year 7 science lesson explained how universal indicators identified the relative pH of acids and bases and then successfully applied this knowledge in practical experiments. Older pupils described a recent topic on human geography, which, they explained, opened their minds to issues such as population dynamics, wealth, and the relative economic power of different countries. Pupils also discussed moral questions such as right and wrong, capital punishment and the afterlife, demonstrating a mature understanding of these issues. In a Year 7 Music lesson, pupils expressed their understanding and appreciation of the nature of African tribal music before successfully developing and performing a piece based on pentatonic melody and dance rhythm by singing and playing the xylophone and drums. Almost all parents agreed that teaching enables their child to make progress. The well-planned curriculum which does not shy away from contentious issues, promotes excellent outcomes in pupils' knowledge and understanding.
- 3.9 The pupils' competence in numeracy is at least at age-expected level and, in many cases, above this. They both enjoy and are successful in developing their numerical skills and applying these across the range of curricular areas. Year 4 pupils reported how they had used different methods when working with factors of larger numbers. Older pupils described how they use skills such as measure, graphing and problem-solving in design technology, science and when representing the school in competitions such as the Malvern Mastermind challenge. The school team was one of only a small minority which

solved the “Einstein Riddle” successfully. Year 4 pupils explained how, in a physical education lesson, they had paced themselves better in athletics by calculating the times they needed to achieve to improve their personal bests over longer distances. Pupils described mathematics as a crucial life skill which would open new horizons. They cited the ‘brilliant mathematics teaching’ as being key to their success. They work conscientiously in class and are consistently stretched. Innovative teaching successfully makes mathematics engaging and enables pupils to demonstrate that they understand fully what they are learning, through the quality of the work produced and by explaining their reasoning.

- 3.10 Leavers are successful in gaining places at a range of highly competitive senior schools, with many being awarded academic and other scholarships. Pupils achieve notable successes in a wide range of national and regional sporting, cultural and aesthetic endeavours. These achievements are supported and promoted by effective teaching and by an extensive extra-curricular programme in which pupils participate eagerly. Many pupils receive musical instrument tuition and achieve excellent success in grade examinations. Similarly, results in speaking, listening and speech and drama examinations recently saw every candidate achieve a distinction grade. The leadership and governance of the school has ensured that opportunities abound for pupils to aspire to and secure excellence in extracurricular as well as academic achievement.
- 3.11 Pupils have excellent study skills. Over time, they develop an increasing range of study skills in preparation for their move onto senior schools. Almost all parents agreed that the school equips their child with the team-working and collaborative skills they need in later life. Older pupils described strategies which they have learned, such as the acronym PEAZL (point, evidence, analyse, zoom, link) to ensure that they can produce high-quality responses to questions. Their understanding of different learning styles is also highly mature; they explained that everyone may learn best in different ways and that this was to be celebrated. Pupils also demonstrated technically excellent analysis skills. For example, in a discussion of Philip Pullman’s *Frankenstein*, the use of phrases such as “pathetic fallacy reflects the play’s overall pathos” were explained clearly and accurately. Pupils hypothesise effectively, readily and excitedly. For example, during a language problem-solving task, Year 1 pupils proposed that letters of the same colour, from a jumbled mix, might go together to make a word. As a result of the engaging learning approach of the school, pupils are empowered to question, develop high-order skills, investigate, analyse data, and draw reasonable conclusions.
- 3.12 Pupils make excellent use of information and communication technology (ICT) to support their learning across the curriculum. Older pupils proudly displayed computer-aided designs (CAD) of cam-operated marble-run mechanisms which they had successfully transferred to 3D-built form and videoed working successfully. This was work of the highest quality. They also described how they use their laptop computers to research for projects such as their river study in geography, spreadsheets for analysis and graphing of data, and presentation software for explaining their results. High expectations and consistent and excellent use of technology by teaching ensure that the many benefits and potential pitfalls of ICT are both understood and appreciated by pupils. As a result, pupils become increasingly confident in applying their ICT skills in all areas of their learning. This provides them with an embedded technical foundation to build upon in their future learning, both at school and beyond. Governance has ensured sufficient resourcing to ensure that pupils have access to appropriate technology in their learning.

The quality of the pupils’ personal development

- 3.13 The quality of the pupils’ personal development is excellent.
- 3.14 Throughout the school, pupils’ behaviour is of the highest order. A natural respect and politeness is evident in all ages, modelled effectively by staff who treat each other and pupils with the same level of courtesy. All pupils and boarders who responded to the inspection questionnaire agreed that the school expects them to behave well. During break and transition times, pupils related in an extremely

genial and affable way with each other. They described the importance of politeness and respect for all. They explained that schemes such as the red, green and amber card helped those who occasionally needed extra support to behave well. Year 4 pupils described their delight in being recognised, during a celebration assembly, for trying their hardest, and being kind and considerate. Pupils in Year 8 spoke with great consideration for each other when discussing relationships. The school's SUMO strategy (stop, understand, move on), as well as teaching's highly effective implementation of recording, monitoring and intervention, have been successful in ensuring excellent behavioural outcomes for pupils.

- 3.15 Pupils are highly socially aware, and an atmosphere of mutual respect pervades throughout the school. Pupils were effusive in their approval of house competitions for sport, music, and the house quiz, where they could work together towards a goal. They work collaboratively naturally and effectively, enhancing each other's progress, enjoyment, and sense of fulfilment. For example, Year 3 pupils praised each other's work in art, Year 2 pupils and Nursery children alike thrived in mix age activities. The youngest children were seen happily sharing toys and resources as they acted out the gingerbread man story or bought items at their play shop. Year 1 pupils worked together effectively to decorate hearts for a display, explaining that "together, we are stronger" because we can all help each other. Staff proactively support and encourage these attitudes and skills amongst pupils.
- 3.16 Pupils demonstrate excellent self-knowledge and understanding of their personal strengths and next steps in personal development. Almost all parents agreed that the school helps their child to be confident and independent and all boarders' parents agreed that the boarding experience has supported their child's personal development. Pupils show fortitude when facing challenges, strive to improve and to develop as individuals. For example, Year 8 pupils extended their creative writing extremely effectively in response to constructive comments. Others explained how their use of 'purple penning' when editing their work helped them to see the process of improvement that had been undertaken. They explained how useful they find the model answers included for each topic on the school's learning platform, which help them to improve the quality of their responses. This approach successfully promotes their self-esteem, confidence, discipline, and resilience, fulfilling the school's stated aims. Pupils increasingly learn to understand themselves and are as a result very well prepared for the next stage of their learning and lives. All pupils agreed that their teachers know their subjects well. They explained volubly that staff are supportive, encouraging and really do know how to help them to succeed.
- 3.17 Pupils are extremely aware of why and how to stay safe and healthy. From a very early age pupils, including those who board occasionally, understand the importance of staying safe, eating sensibly, and keeping physically and mentally fit. This is because of an extensive and well-planned physical education programme, progressive school wide personal, social and health education (PSHE) and relationships and sex educations (RSE) pastoral curriculum, and a broad range of age-appropriate assemblies and talks. Pupils described these aspects as vital factors in their personal wellbeing and individual development. They spoke with much enthusiasm about how well they are supported and advised by staff. This was evidenced during a Year 4 PSHE lesson on coping with pressure. The pupils talked knowledgeably about what they understood by this and were highly complimentary of the school's pastoral centre which, they explained, is there when they need advice and support. During a Year 6 RSE lesson on human reproduction and the timeline from conception to birth, pupils demonstrated a very mature attitude to this potentially sensitive topic. In another RSE lesson, Year 8 pupils spoke openly and honestly with each other about how to prevent the transmission of sexually transmitted diseases. In discussions, pupils described how the school's recent mental health week had helped to raise their awareness of the importance of personal wellbeing.
- 3.18 Pupils become excellent decision makers. They increasingly develop a deeper knowledge of themselves and become more informed about their current and future needs. Pupils gain a clear understanding that the decisions they make academically, in their day-to-day relationships, and the choices they make about their personal lifestyle and way of living, have an impact on them both now

and in their future. Pupils explained making sensible decisions about issues such as when best to complete their homework tasks in order to enjoy more free time or which extra-curricular activity to try. They said that they felt extremely well supported by the school's detailed PSHE programme and the strong relationships they have with their teachers, whom they value greatly. This appreciation and understanding was highlighted within a Year 4 PSHE lesson, where they were able to differentiate accurately between teasing, unkindness and bullying. The youngest children chose their free-flow tasks independently with no fuss and Year 1 pupils enthusiastically worked together to choose how best to travel over, around and through the apparatus in a PE lesson. There is, however, less opportunity for pupils to choose topics of interest for research and this sometimes inhibits their independence in learning.

- 3.19 Pupils have a deep appreciation of the non-material aspects of life. They readily cite aspects of life which are of the greatest value and which have no material cost. A group of senior pupils earnestly discussed what was most important in life, such as happiness, friends, and family, not worrying too much or rating self against others. Pupils' understanding and appreciation of the creative, dramatic and artistic dimensions of life is further enhanced by the extensive breadth of the curriculum. They explained their appreciation of the Christian values of the school but emphasised that they were free to choose what to believe for themselves, exhibiting excellent developing inner strength.
- 3.20 From the earliest age, pupils actively seek opportunities to help each other. The youngest children busied themselves tidying their free-flow area, eagerly looking for anything that was out of place, because this was made into a fun and enjoyable activity by staff. Older pupils described their satisfaction in being able to take on important roles such as house and sports captains, as well as helping with visiting teams of younger pupils and contributing to the school forum, which is open to all who wish to attend. The oldest pupils spoke about how they organised a visit day for local older people, during which they enjoyed a meal and sang carols together. They fully understand the importance of supporting others and do so through their day-to-day actions by taking on positions of responsibility and leadership. Pupils also have a strong focus on helping the wider community through organising activities to fund-raise on charity days for democratically chosen organisations. The leadership of the school ensures that opportunities for leadership and service to others are well embedded in the life of the school.
- 3.21 Pupils show great understanding, empathy, and tolerance to others, displaying respect for the diversity of different cultures. Pupils are fully understanding and accepting of difference and were proud, in discussions, that it was "OK to be different" in their school. They explained not only that the school community has zero tolerance for rudeness or disrespect to others, but also the importance of accepting others for who they are regardless of any protected characteristics. This appreciation was very well reflected, for example, in discussions with older pupils who explained the harmful effects of using discriminatory language. Pupils with SEND also described, with great pride, the understanding of their individual needs that both teaching and their peers provided; they exuded positivity and confidence in their own abilities due to highly effective planning and interventions on their behalf.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel. 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

| | |
|-------------------|--|
| Mr Kerry Lord | Reporting inspector |
| Mr David Williams | Compliance team inspector (former head, IAPS school) |
| Mr Richard Evans | Team inspector (former head, IAPS school) |
| Mr Chris Wright | Team inspector for boarding (former head, IAPS school) |