



ISI Independent
Schools
Inspectorate

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

Walhampton School

December 2018



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School's Details

School	Walhampton School			
DfE number	850/6028			
Registered charity number	307330			
Address	Walhampton School Lymington Hampshire SO41 5ZG			
Telephone number	01590 613300			
Email address	office@walhampton.com			
Headmaster	Mr Titus Mills			
Chair of Governors	Mr David Iain Rawlinson			
Age range	2 to 13			
Number of pupils on roll	366			
	Boys	219	Girls	147
	Day pupils	336	Boarders	30
	EYFS	56	Juniors	191
	Seniors	119		
Inspection dates	4 to 6 December 2018			

1. Background Information

About the school

- 1.1 Walhampton is an independent day and boarding school for boys and girls aged two to thirteen years. The school was founded in 1948 and merged with Hordle House School in 1997. It is located in a main house, which includes boarding accommodation. The Pre-Preparatory department, which includes the Early Years Foundation Stage (EYFS), is accommodated in separate premises. The school is an educational trust overseen by a governing body.
- 1.2 Since the previous inspection, the school has invested in digital learning and a range of new facilities and refurbishments.

What the school seeks to do

- 1.3 Walhampton aims to be a joyful and dynamic environment where pupils acquire a love of learning and an outstanding all-round education, and for academic excellence to sit alongside extra-curricular breadth. The school seeks to ensure that there is a strong emphasis on character, promoting qualities of resilience, curiosity, creativity and compassion, whilst championing outdoor learning, a love of nature and meaningful community links, both locally and further afield.

About the pupils

- 1.4 The pupils come predominantly from business and professional families, mostly local but also from London and overseas. The school's own data indicate that the ability of pupils is above average. The school has identified 83 pupils as having special educational needs and/or disabilities (SEND), 50 of whom receive additional support. One pupil has a statement of special educational needs and three have an education, health and care plan. English is an additional language (EAL) for 18 pupils, of whom 16 receive extra support. Data used by the school have identified the top five percent from each year group as being the most able in its population, and the curriculum is modified for them because of their special talents in sport, drama, music, science, technology, and computing.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.9 **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, and NMS 2–4, 6–12, 15, 16 and 20 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.11 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.13 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

- 2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.17 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.19 **The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils throughout the school make excellent academic progress over time, and levels of achievement are high.
 - Pupils express themselves confidently and articulately.
 - Pupils' attitudes to all that they undertake is mature and positive.
 - From the early years onwards, pupils are happy, energetic and enthusiastic learners, although at times, younger pupils had not always been challenged. Effective systems have recently been introduced to address this.
- 3.2 The quality of the pupils' personal development is excellent.
- Both day and boarding pupils across the age range work very well together and are mindful of the value of kindness and gentleness, due to the strong family atmosphere.
 - Older pupils enthusiastically take on a wide range of responsibilities within the school community, both in the boarding house and in the school generally.
 - Pupils successfully live up to the school's stated aims: 'Of a joyful and dynamic environment where pupils acquire a love of learning and an outstanding all-round education.'

Recommendation

- 3.3 In the light of the excellent outcomes the school might wish to consider:
- Embedding the recent changes made to ensure that younger pupils are always given sufficient challenge in their work, so they consistently make progress in line with their ability.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 All pupils, including the more able and those with SEND and/or EAL, make excellent academic progress. Lesson observations and work seen during the inspection supports this judgement, with many examples of pupils making considerable strides in their learning. For those pupils with SEND or EAL, excellent progress is facilitated by effective individual and small group support in addition to regular classroom teaching, which is sensitive to their learning requirements. Pupils say there is always someone around to help them if they are stuck. Pupils of all abilities, including those who board, described how the school has helped them to feel more confident in their learning compared with their experience in previous school placements, and how teachers' support and feedback on their progress enables them to know how well they are doing and to improve further. Both the parent and staff questionnaire responses indicated very strong confidence in the school's approach to helping the pupils make progress. New tracking and assessment strategies and procedures have been introduced in the Pre-prep school, and the pupils are now making rapid and sustained progress, where previously the work had not always been sufficiently challenging.

- 3.6 In the EYFS, children are achieving in line with age-related expectations. Children quickly develop skills that allow them to make decisions about which activities to choose and how to work closely with their peers. A group explored volume in the water play area and worked collaboratively to ascertain how many smaller containers were needed to fill a larger vessel. Children are happy and actively enjoy their learning when showing off their skills in dance or mark making in shaving foam to make letters of the alphabet. Regular and detailed communication between staff and parents and an improved training programme ensures that the children's needs are well understood and that best practice in planning and evaluation is consistently applied across the three classes. This meets the recommendation from the previous report.
- 3.7 A scrutiny of the school's data, including the results of standardised tests in English and mathematics, shows pupils' attainment to be above age-related expectations. Pupils achieve excellent results in selective senior school entrance examinations, with a high proportion of them gaining awards and scholarships for academic, musical, artistic, dramatic and sporting successes.
- 3.8 Pupils of all ages demonstrate strong development in their knowledge, skills and understanding. For example, Year 2 pupils successfully investigated the best conditions for making a fire in the forest, so that they can toast their marshmallows. As pupils advanced in age, they demonstrated their increasing ability to consider abstract ideas, such their responses to the question: 'What is music?', writing that music represents the happiness of the world because it gives joy to everyone. Pupils are able to apply their understanding of concepts such as climate change to specific geographical concepts, such as how weather conditions might have implications for tourism. Older pupils, including boarders, preparing for examinations, showed that they could systematically focus on applying their knowledge, skills and understanding in rehearsing responses to potential examination questions.
- 3.9 Pupils' academic achievements are underpinned by the continual emphasis provided by the governing body on improving standards and expectations, and by senior leadership's commitment to secure further improvements in academic standards as detailed in its suitably focused school action plan. A large majority of both parents and staff alike were strongly appreciative in their questionnaire responses regarding the school's leadership and management. Pupils, parents and staff were equally positive about the quality of academic education provided by the school and the choice of subjects available. When interviewed, pupils of all ages and abilities were enthusiastic about the teaching they receive, and described lessons as being interesting most of the time, and this was evident during the lessons which were observed, such as learning how to design and create light houses with shining beacons. Pupils with SEND and EAL are particularly appreciative of the individualised teaching they receive and were seen responding conscientiously during focused activities to support them with their literacy and numeracy. This approval by pupils, staff and parents demonstrates that the school has acted with considerable success on the recommendations of the previous full inspection, which involved developing and implementing a new assessment and tracking system, and extending lesson times and engaging with a rigorous appraisal system for both academic and support staff.
- 3.10 Pupils develop a strong confidence that anything is possible and within your reach if you set your mind on it, responding to teachers' constant encouragement 'to have a go and do the best you can.' This positive attitude prevails as they mature and they support one another in class and in activities, such as 'Think of the Week'. They consider issues such as: 'Would you rather be able to fly or swim at the bottom of the ocean?' They enjoy working together to achieve common goals, as demonstrated when the older pupils worked together to build a full-size display on World War 1. Pupils accrue good levels of independence from an early age, for instance when they take responsibility for deciding which clothes to wear on their adventures outside in the forest.

- 3.11 Pupils' communication skills are particularly well developed throughout their time in school and are integral to their success in their academic learning. The younger pupils are absorbed in a richly colourful and stimulating environment, rapidly learning new vocabulary, using it in conversations and applying it as they confront new situations and in solving problems. Older pupils are very articulate, responding well to the skilled, challenging questioning they receive in many lessons, and extending their expressive expertise through public speaking competitions or lively current debates, for example on current political issues. International boarding pupils quickly acquire competent English language skills through living in an English-speaking environment, as well as receiving extra support from the boarding staff.
- 3.12 Pupils display strong number skills and apply them effectively throughout the curriculum. In science and design technology lessons, mathematical skills are extended and applied to data analysis and a consideration of the relevance of numeracy in everyday life. Year 4 have excellent understanding of the importance of estimation. Pupils enjoy their learning in numeracy, as the younger pupils demonstrated by designing their own number plates for their bikes and trikes. Older pupils tackle complex problems and are proud of their successes in the Junior Maths Challenge.
- 3.13 Information and communications technology (ICT) skills are well embedded. Younger children demonstrate good keyboard skills as they word process their accounts of visits to the farm and add interest through the addition of photographs. Older pupils regularly undertake research projects in many subjects and present their findings in a variety of ways, including presentations, which are engaging for younger year groups. Pupils with SEND are able to achieve even better using appropriate ICT resources which are well used to overcome any barriers to learning. The use of ICT as a publishing tool for history books and war poetry is at a particularly high level.
- 3.14 Pupils' books show very good application of study skills, which is the result of the well-constructed questions and tasks set by teachers. Pupils' excellent application of their skills of analysis, selection, inference and deduction are demonstrated through their highly competent work in science when they design and evaluate their own experiments such as Year 8's work on investigations into music. Pupils know how well they are doing because teachers' verbal feedback is constructive, and the small class sizes allow good levels of individual attention. A large majority of pupils responding to the questionnaire, and during interviews, stated that marking is helpful. Marking was seen sometimes to be lacking in detail and advice, but when combined with effective verbal feedback it supports pupils to make progress. Those pupils who are recent arrivals from overseas are earnest in their application to their studies, tackling any issues with the English language with commitment, and engaging fully with the additional support that is available when necessary.
- 3.15 Pupils' academic and other achievements are excellent, as demonstrated through pupils' successes in sport, the expressive and performing arts, scholarships and leaver's destinations. Pupils demonstrate their readiness to achieve in a wide range of personal endeavours, including gaining awards in music, dance, drama, riding, sailing, hockey, rugby, public speaking and mathematics. The pupils achieve so well because the school is proactive in creating opportunities for them to do so, and because of the pupils' entirely positive attitudes to learning. They display a very strong willingness to work together and also on their own initiative. Pupils are committed to achieving the best they can and know that they will be involved in choosing their next school. Effective examples of this were seen with pupils of all ages, such as working as a team to design living accommodation on a desert island. Pupils have a buoyant and good-humoured approach to their learning but are always diligent and determined.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils are self-aware, confident and independent. They display compassion for those with different needs. They are aware of their own responsibilities for improving their performance both in the classroom and in the wide range of activities available to them, such as riding and sailing. They are resilient and demonstrate a range of strategies which ensure that they are able to manage their own emotions and take their learning forward. The strong Christian, family ethos evident in the school and the warm and welcoming day and boarding environment provides a home from home in which both day pupils and boarders can thrive. This is due to the consistent and positive relationships between pupils and staff, excellent staff role-modelling, high expectations for pupils' personal and academic outcomes, and adherence to the school's core values and ethos which aims to nurture and inspire. Pupils are very well prepared for the transition to the next stage of their lives and spoke excitedly about the 'Discovery Days, 7UP Talk and Art of Learning Days', which the school provides to smooth their way forward.
- 3.18 In the EYFS, children learn to be happy in themselves and in their learning because staff let them follow their own lines of investigation but are always there to answer questions, pose new ones, reassure and value their individual explorations. As pupils move up the school, they continue to find out things for themselves. Pupils' well-being and personal development continues to flourish because the highly effective pastoral system keeps each pupil clearly in view and accurately addresses their needs, importantly linking this support to monitoring their academic progress. A very large majority of parents, pupils and staff responding to the questionnaires agreed that the school successfully supports pupils' personal development and welfare needs effectively, and this view was completely supported by evidence gained during the inspection.
- 3.19 From the earliest stage, pupils organise themselves well and learn to make decisions about their daily needs and routines, as was seen when Year 2 pupils were playing in the forest, setting their own boundary lines to determine how far they would safely explore. Pupils have a strong sense of responsibility for their own behaviour and support each other in a mature way for their age, helping those less able to carry their lunch trays, for example. They are effective in managing their relationships with each other and are reflective about how their decisions can have a positive or negative impact including the importance of making the right choices. Pupils develop the skills to exercise corporate decision making within the house system and school council. They value the advice given and that their preferences are taken into account when they are selecting their next senior school. Just as importantly, pupils make small but significant everyday decisions about minor courses of actions, as demonstrated when prefects, and house and music and sports' captains, described the detailed care they take in looking after the other pupils they are responsible for.
- 3.20 From an early age, pupils develop a keen sense of the non-material and spiritual aspects of life. They appreciate opportunities for reflection within their busy day, particularly those who are not of the Christian faith for whom the school has provided a dedicated space for observance. Pupils enjoy their chapel assemblies and younger pupils enthral their audiences when performing their nativity play. From the EYFS onwards, pupils demonstrate a keen awareness of the need to look after our planet, as they explain the importance of recycling, reducing our footprint on the world and their trips to the beach to collect the plastic waste.

- 3.21 Pupils develop a very good understanding of the difference between right and wrong. They have an acceptance of the school rules and the need to work within them, and as a result their behaviour is generally very good. On the few occasions where they make the wrong decision, they feel that they are well supported in understanding the way forward and that they have learnt from their mistakes. The boarders benefit greatly from the warm family atmosphere, where they learn to live with others from different parts of the world and share their experiences in a safe and supportive community. New boarders interviewed were keen to share how both their peers and the house staff make it easy to settle in. The large majority of pupils, parents and staff in their questionnaire responses agreed that the school helps the pupils behave well. A few pupils and parents felt that staff are not always fair in the way that sanctions and rewards were applied, and the school has already reacted positively by revising the behaviour policy.
- 3.22 Pupils show a sensitive consideration of others in all aspects of school life. They enjoy interacting with others, as when they welcomed inspectors to chat with them over lunch. Children in the EYFS eagerly share and play with each other very happily. Camaraderie is present everywhere, and older and younger pupils socialise very well together, with a caring attitude clearly displayed by the senior pupils towards their pre-prep peers. Pupils develop team work and cooperation, as well as empathy and compassion for animals, as when they muck out and groom the horses. Pupils demonstrate substantial awareness and appreciation of diversity. They have respect for all individuals regardless of their differences.
- 3.23 Pupils engage enthusiastically in activities that contribute positively to the lives of others in the school community and beyond. They initiate projects to help others, for instance through fund-raising, and these projects are fully encouraged and supported and celebrated by the school. Pupils enthusiastically respond to the very well-developed community action programme which enables them to become involved in a range of activities that serve others beyond the school, such as involvement with elderly people or visits which enable them to relate to others in different circumstances.
- 3.24 A very large majority of pupils responding to the questionnaire indicated that they know how to keep safe, including online. They look after each other's safety as a matter of course. This is because of the very effective life skills programme, guidance about online safety, advice from external speakers and the school's positive engagement with families. Pupils also demonstrate good awareness of healthy eating, and the balanced menu provided by the catering staff was given resounding approval by all who partook. Boarders display their cooking skills when they serve pizzas and Chinese food, so that all can experience food from different cultures. All the pupils understand the importance of regular physical exercise and enthusiastically engage daily, even in the pouring rain, in the wide range of sports which is provided for both the boys and the girls, for personal well-being reasons as well as for competitive activities or personal satisfaction. The vast majority of both parents and staff who responded to the questionnaire were supportive of the way the school's leaders and governors promote an environment which successfully supports their young people's personal development, meets their pastoral and welfare needs and helps new boarders to settle easily. As they leave the school, they are healthy, self-confident and have a balanced view of life which prepares them well for their senior school experience.

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. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sandra Teacher	Reporting inspector
Mr Nicholas Pears	Compliance team inspector (Headteacher, IAPS school)
Dr Robin Harskin	Team inspector for boarding (Former academic deputy, IAPS school)
Mr Bill Pratt	Team inspector (Headteacher, IAPS school)
Mr Mark Brain	Team inspector (Headteacher, IAPS school)