



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

FOREST PREPARATORY SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Forest Preparatory School			
DfE number	320/6000			
Registered charity number	312677			
Address	Forest Preparatory School College Place Snaresbrook London E17 3PY			
Telephone number	020 8520 1744			
Email address	prep@forest.org.uk			
Headteacher	Mr James Sanderson			
Chair of governors	Mr David Wilson			
Age range	4 to 11			
Number of pupils on roll	273			
	Boys	137	Girls	136
	EYFS	32	Juniors	241
Inspection dates	14 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Forest Preparatory School is an independent day school for pupils aged between 4 and 11 years. The preparatory school comprises a pre-preparatory department for pupils aged 4 to 7 years who are taught in co-educational classes, and a preparatory department for pupils aged 7 to 11 who are taught in single-sex classes. Pupils are integrated for other activities.
- 1.2 The school was founded in 1834 as an Anglican foundation and is governed by the Governing Council. It is located on the edges of Epping Forest in north-east London. Forest School comprises two schools on a single site: a senior school and a preparatory school.
- 1.3 The headteacher of the preparatory school has been in post since September 2017. The head of the preparatory school is responsible to the Warden of Forest School, but has considerable autonomy.

What the school seeks to do

- 1.4 The school aims for every pupil to achieve the very best of which they are capable, and to develop into the fullest and best version of themselves. It wishes that every pupil will contribute to the success and happiness of the school community and acknowledge with pride the school's place in the community and in history.

About the pupils

- 1.5 Pupils come primarily from professional and business families, and from a range of ethnic backgrounds. Nationally standardised tests indicate the ability profile of the school is above average. The school has identified 24 pupils as requiring support for special educational needs and/or disabilities (SEND) such as dyslexia. A total of 41 pupils have English as an additional language (EAL), 5 of whom receive support for their English. Data used by the school have identified 16 pupils as the most able in the school's population, and the curriculum is modified for them and for 47 other pupils who have particular talents in sport, information and communication technology (ICT) or the creative arts.

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. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

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

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and 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

- 2.4 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.5 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.6 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.
- 2.7 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

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

PART 5 – Premises of and accommodation at schools

- 2.10 Suitable toilet, changing and showering facilities for pupils 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.
- 2.10 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.11 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 those 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, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

PART 7 – Manner in which complaints are handled

2.12 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

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

PART 8 – Quality of leadership in and management of schools

2.13 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

2.13 The standard relating to leadership and management of the school [paragraph 34] is met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' attitudes to learning are exceptional.
 - Pupils display outstanding communication skills.
 - Pupils of all ages and abilities achieve highly and make excellent progress.
 - Pupils demonstrate high levels of subject knowledge and develop excellent skills that they apply most effectively to their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' social awareness is exceptional and a strength of the school.
 - Pupils celebrate and embrace their differences, and respect and value the cultural diversity within the school.
 - Pupils display an excellent understanding of the ethos of the school and fully support the high behavioural expectations and standards set by their teachers.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensuring that marking consistently provides pupils with feedback so that they may make further improvements to their work.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils' attitudes to learning are outstanding. They are enthusiastic in lessons, display focused application and enjoy the many opportunities provided to work collaboratively in groups and pairs. This is evident from an early age in the Early Years Foundation Stage (EYFS) where pupils work well together, taking turns to speak and listen to each other's thoughts, and this contributes to their high level of attainment and progress. Pupils are mature and independent learners who demonstrate initiative in their approach to learning. Their willingness to take responsibility for their own learning is fostered by their teachers who create a positive and supporting atmosphere which instils confidence in pupils. Pupils' love of learning is apparent throughout the school, whether in relishing the challenge of problem solving in a mathematics lesson or in their eagerness to share their ideas in all subject areas. In interview, pupils expressed immense pride in their work, while lesson observations demonstrated that pupils engage actively and enthusiastically in all aspects of a lesson. In their pre-inspection questionnaire responses, an overwhelming majority of pupils agreed that their lessons are interesting.
- 3.6 Pupils display exceptional communication skills. They are extremely articulate and display considerable maturity in their discussions with both adults and their peers, confidently expressing their thoughts, opinions and ideas from the youngest age. Many examples are evident throughout the school, including older pupils discussing the use of persuasive writing techniques in an English lesson, and debating the differences between balanced and unbalanced forces in science. Pupils speak passionately in class, keen to demonstrate their prior knowledge whilst asking probing questions to expand their knowledge of the subject. All pupils listen intently to both the teacher and their peers, and display genuine interest in what others have to say. The many opportunities in lessons for group and whole-class discussion and debate enable pupils to develop their speaking and listening skills. Pupils take great pride in the presentation of their work; the consistency and quality of handwriting is excellent. They write skilfully for a range of different purposes, producing interesting and thought-provoking writing including poetry, which is displayed throughout the school and enjoyed by readers of all ages. Strong leadership encourages teachers to set consistently high expectations with the result that pupils give of their best and achieve high standards in their work. Excellent planning ensures that every opportunity is taken to further develop pupils' communication skills.
- 3.7 Pupils of all ages and abilities achieve highly and make excellent progress. The school does not undertake National Curriculum tests, but the available evidence demonstrates attainment to be above average in relation to national age-related expectations. In their questionnaire responses, almost all parents agreed that teaching enables their children to make good progress and develop skills for the future, and that their children's educational needs are met effectively by the school. Every pupil who responded to the questionnaire felt that the school provides them the opportunity to learn and make good progress, and a very large majority of pupils indicated that teachers are supportive and helpful if they have any problems with their work. A small minority of pupils expressed that they do not have a clear idea of how they are doing in their subjects. Inspection evidence partially supports this view as the quality of feedback pupils receive on their written work is not always sufficiently helpful to guide them on how to improve their work. In all year groups, pupils' progress is closely monitored. In the EYFS, leaders ensure that next steps in children's learning are clearly identified, ensuring that the recommendation from the previous inspection is fully met. By the time they leave the EYFS, most children have reached a higher level of development than would be expected typically. Pupils with SEND or EAL make rapid progress due to the high level of support they receive and the most effective systems in place for intervention. More able pupils achieve highly and make excellent progress.

- 3.8 Pupils demonstrate high levels of subject knowledge and develop excellent skills that they apply most effectively to their learning. They display a depth of understanding in lessons, including an excellent grasp of technical language specific to the subject area. Younger pupils gave a confident demonstration of this as they discussed extended noun phrases and fronted adverbs in an English lesson, and older pupils' advanced literacy and dramatic skills were particularly evident during a study of *Macbeth*. Children in the EYFS spoke knowledgeably about two-dimensional shapes as they described their drawings in a mathematics lesson, and displayed accomplishment in their first attempts at cursive writing. Pupils confidently demonstrate their subject knowledge and understanding when discussing topics in class, and clear evidence of their skills across the diverse curriculum is seen in the stimulating and interactive displays throughout the school. Pupils are inspired to strive for excellence by skilful and enthusiastic teaching, reflecting the school's ethos to instil in every pupil the desire to achieve the very best of which they are capable.
- 3.9 Pupils' advanced study skills are evident in many areas of their work, reflecting the impact of effective leadership at all levels. They demonstrate independence of thought, initiative and a strong desire to extend their learning through research, discussion, questioning and debate. It is apparent that pupils relish the challenge of investigative and independent work. Older pupils demonstrated persistence and resilience in the face of such challenge in a lesson focused on perimeter and area, displaying a commendable ability to hypothesise and think with clarity and logic. A maturity in their thinking, and in the way they express their own opinions and listen to those of others, is most evident. Younger pupils demonstrated their maturity and insight as they debated the reasons why someone may wish to bully another person, concluding that the reason may be that the bully is unhappy. They are skilful debaters, applying their knowledge with confidence and are quick to process, analyse and respond to argument. Pupils are provided considerable freedom and flexibility in the tasks set by their teachers, and this enables them to respond creatively and take responsibility for their learning. Research projects are undertaken by all age groups, with effective guidance provided to assist younger pupils as they develop their study skills.
- 3.10 Pupils display excellent understanding of mathematical concepts and a strong grasp of numerical skills. The youngest children in the EYFS are provided strong foundations in numeracy facts, and key vocabulary, and quickly develop confidence in their use and application of numerical skills. As they progress through the school, pupils are increasingly presented with more challenging work, enabling them to develop and apply higher-level thinking skills. Pupils have good ICT skills which they frequently apply in other subjects to carry out and record independent research, predominantly as homework. Youngest pupils confidently create digital drawings and demonstrate skill in handling tablet computers, taking photographs of themselves to demonstrate their feelings. Programming skills are taught from a young age and older pupils talked with great enthusiasm about the origins and usage of cryptography in history, demonstrating a depth of understanding and a surprising grasp of technical terminology. The development of pupils' ICT skills is supported by access to specialist teaching and facilities. In the pre-preparatory department, pupils' skills progress rapidly with regular use of easily accessible resources. Older pupils have fewer opportunities to advance their skills as ICT is not fully embedded in the curriculum, due to the more limited provision of digital resources in this phase of the school.

3.11 Pupils enjoy considerable success in a broad range of academic and other achievements. Most pupils transfer successfully into the senior school, with a significant number of the available scholarships awarded to preparatory school pupils, reflecting their high levels of attainment in academic subjects, sport and music. The co-curriculum together with a broad programme of extra-curricular activities provide numerous opportunities for pupils to participate in a diverse range of local, regional and national competitions. Pupils enjoy success in sport, music, chess, quiz and debating competitions and when participating in the UK Maths Challenge. Particular success was enjoyed by the under-eleven girls' football team and the chess team who were finalists in national competitions. All pupils learn a musical instrument and have the opportunity to gain a working knowledge of a range of instruments. Pupils who maintain an interest in music go on to enjoy success in external musical instrument examinations, as do those pupils who enter external speech and drama examinations. The high standard of pupils' musical accomplishment was most evident in the house music competition, and in performances given by the boys' choir and the brass ensemble. In their questionnaire responses, almost all parents felt that the school offers a suitable range of subjects for their children and that the school offers a good choice of extra-curricular activities. All pupils who responded to the questionnaire felt that they can be involved in a good range of activities.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils' social awareness is exceptional, and their social development is a strength of the school. They are most caring towards each other and recognise the importance of being a supportive friend. Pupils work well together regardless of ability, as observed in a physical education (PE) lesson where pupils created their own agility based games before delivering them to their peers. Pupils understand the benefits of collaboration and teamwork as they work towards common goals and this has a most positive impact on their self-confidence, application and attainment. They are able to develop their problem-solving skills as they work together in a range of exciting activities provided by the co-curricular programme. Younger pupils designed a competition based around existing quizzes and board games, with each pupil taking a turn to be the quizmaster, whilst children in the EYFS chose and completed a building project together. Older pupils create scripts, songs and dance routines in a variety of performing arts projects.
- 3.14 Pupils celebrate and embrace their differences. They respect and value the cultural diversity within the school. The faith and background of their peers is immaterial to them as they regard each other as equals with common goals and shared interests. Pupils new to the school commented on the warm welcome they received and how easy it was to settle in quickly and make friends. Pupils develop a broad and extensive knowledge of their own and other cultures through the personal, social, health and economic education (PSHEE) programme, discussions in assemblies and form time, and frequent visits and visitors to the school. Leaders ensure that the ethos of the school permeates school life, and pupils take pride in the integrated nature of the school's culturally diverse community. In their questionnaire responses, all pupils felt the school encourages them to respect other people, and almost all parents and pupils felt that the school actively promotes values of democracy and tolerance of those with different faiths and beliefs.
- 3.15 Pupils from the youngest years onwards demonstrate a strong awareness of right and wrong, both within school and in the outside world. They understand that rules and laws are necessary to provide a safe and comfortable environment for all. Pupils respond well to their teachers' high expectations, and excellent behaviour comes naturally to them. Children in the EYFS immediately provided their full attention when recalled from an exciting activity evoking much laughter and chatter, and older pupils with positions of responsibility showed themselves to be exemplary role models in the dining hall. Pupils are proud of their school and have a strong desire to be responsible and caring members of its community. They understand the school's system of rewards and sanctions, and value the contribution this makes to the high standards of behaviour in school. Whenever they fail to meet the school's high expectations, pupils appreciate the opportunity to spend quiet time reflecting on their behaviour rather than face immediate sanctions. In their questionnaire responses, almost all parents and pupils felt that the school actively promotes good behaviour
- 3.16 Pupils display high levels of self-confidence and self-esteem. Their enthusiasm for school life is tangible as is the pride they feel to be part of the school. In interview, pupils expressed their appreciation of the range of opportunities provided by the school. They understand how fortunate they are, and this inspires in them a determination to do their very best and improve their own learning. Pupils recognise their growing confidence and resilience and attribute this to the range of competitions and activities they participate in, to opportunities to take on roles of responsibility, and to the encouragement they receive from their teachers. In their questionnaire responses, an overwhelming majority of parents felt that the school promotes an environment which successfully supports their children's personal development. Pupils are helped to recognise their own strengths and weaknesses, and regularly set their own targets for improvement. A programme of activities designed to help pupils develop skills for life ensures that by the time pupils are ready to transfer to the senior school, they are well-equipped to do so and make that move with confidence.

- 3.17 Pupils are happy and confident to discuss and evaluate their own performance in lessons, and willingly acknowledge their mistakes. Opportunities are provided for reflection so that pupils are able to reflect on their performance and make decisions about the next steps they should take to improve their learning. Choice is a common feature of many lessons, and pupils enjoy the freedom this provides them to make decisions about their learning. For example, younger pupils in an art lesson were asked to evaluate their strengths and appropriately chose a task that suited their level of ability. Pupils express respect for the school's systems of sanctions and rewards, recognising that these help them to make good choices regarding their behaviour and attitude. They demonstrated maturity and reflection in their response to an assembly on bullying which was highly effective in helping pupils to understand the importance of making the right decision, and the adverse consequences for themselves and others when poor choices are made.
- 3.18 Pupils display strong appreciation of non-material aspects of life. Pupils learn about and celebrate the many religious festivals associated with the faiths of their fellow peers, and this broadens their appreciation of the wider world. In interview, younger pupils commented that assemblies are thought-provoking and informative, helping them to understand values such as the importance of viewing each other as both different yet equal. Older pupils referred to assemblies as 'mini-lessons' which help them to develop their understanding of events in the wider world, and they are able to further develop their understanding in class discussions. Pupils are encouraged to be reflective, whether that be on the quality of their own work or behaviour, or on world events and issues of a sensitive nature such as radicalisation. A weekly chapel service, and the sense of community this creates, is appreciated by pupils as was evident in their enthusiastic singing and their willingness to participate in the service. Some of the school's youngest pupils displayed considerable empathy as they created and enacted a moving class mime successfully evoking the emotions of evacuees in the Second World War. Younger pupils also relish the time they spend in the forest, enjoying the physical nature of the activities they undertake in such a rich, natural environment.
- 3.19 The importance of contributing to the happiness of the school community is recognised by pupils, who take seriously their responsibility to be a caring and supportive friend to their peers. Older pupils are excellent role models and enjoy opportunities to work with younger pupils, whether this be reading with children in the EYFS or mentoring younger pupils in the playground. House captains carry out their leadership roles effectively and make significant contributions to the organisation of house events, such as a disco and music competition. Pupils are aware of their good fortune and willingly support a range of charities that offer help to those in need in the local community and beyond. Pupils also support their local community through activities such as litter picking and singing at a local care home, and through their participation in local sports leagues and music competitions.
- 3.20 Pupils feel safe in the school environment and describe with surety the steps they need to take to remain safe both in and outside school. E-safety reminders are displayed throughout the school, all pupils stated in their questionnaire responses that they know how to keep safe online. They understand the need to maintain a healthy balance between work and play, and to make sensible choices at lunchtime. Leaders and governors take their responsibility to promote pupils' health and well-being most seriously, and ensure that the school does so through PSHEE, PE and a diverse range of activities, initiatives and opportunities. Classroom displays created by pupils, such as an interactive display on keeping physically and mentally healthy and another on managing stress, ensure that these are topics which are discussed openly in class, so developing pupils' understanding. In their questionnaire responses, all parents and the overwhelming majority of pupils agreed that the school provides a healthy and safe environment. Pupils say that they have someone to talk to if they have a problem, and they benefit from the excellent training which staff have received in mental and physical health awareness.

- 3.21 The success of the school in achieving its aim to help pupils to develop into the fullest and best version of themselves is evident in the outstanding personal development of its pupils, and is a result of school leaders who work together with a dedicated team of staff to strive to ensure the best outcomes for the pupils in their care. Almost all parents expressed their confidence in the school to meet their children's welfare and pastoral needs.

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

Inspectors

Mrs Joy Gatenby	Reporting inspector
Mr Jonathan Onions	Compliance team inspector (Director of boarding, IAPS school)
Mrs Penny Austin	Team inspector (Head, IAPS school)
Mr Benjamin Moir	Team inspector (Assistant head, IAPS school)