



ISI Independent
Schools
Inspectorate

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

The New Beacon School

February 2019



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School's Details

School	The New Beacon School		
DfE number	886/6017		
Registered charity number	307925		
Address	The New Beacon School Brittains Lane Sevenoaks Kent TN13 2PB		
Telephone number	01732 452131		
Email address	admin@newbeacon.org.uk		
Headteacher	Mr Michael Piercy		
Chair of governors	Mr James Thorne		
Age range	4 to 13		
Number of pupils on roll	362		
	Boys	362	
	Day pupils	312	Flexi-Boarders 50
	EYFS	29	Years 1-6 251
	Years 7-8	82	
Inspection dates	12 to 14 February 2019		

1. Background Information

About the school

- 1.1 The New Beacon School is an independent day and boarding school for boys aged between four and thirteen years. Founded in 1900, the school's 21 acres of grounds is situated on the outskirts of Sevenoaks, Kent. Over the years, other facilities and buildings have been added to its original purpose-built site. The school is divided into four sections: pre-prep, containing the Early Years Foundation Stage (EYFS) and Years 1-2; junior, containing Years 3-4; middle, containing Years 5-6; and senior, containing Years 7-8. Boarding is offered, on a flexible basis, from Monday to Thursday nights. Boarders are accommodated on an upper floor of the main house, comprising three dormitories, with eighteen beds in total.
- 1.2 The school is owned by a charitable trust, which was established in 1967. It is managed by a board of governors, who are also the trustees. Since the previous inspection, a new chairman of governors has been appointed. In 2017, the school opened the New Beacon Centre. This comprises an acoustically designed hall. The hall provides seating for 300 and enables physical education, sports, concerts, and lectures. It is also widely used by the local community.

What the school seeks to do

- 1.3 The school seeks to ensure that every boy who enters the community is valued, regardless of his ability. It sets out to enable each individual, through good teaching and encouragement, to reach his full potential academically, against the background of a broad and balanced education. The school aims to create an environment where pupils can be happy and healthy, and where they can show respect for learning, consideration for others and self-esteem.

About the pupils

The majority of pupils are of white British or European heritage, with a few from Asian or black British origin. Almost all live within ten miles of the school. Nationally standardised test data provided by the school indicates that the ability of the pupils is above average. No pupils in the school have education, health and care plans (EHC). The school has identified 38 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional support. 56 pupils have English as an additional language (EAL), six of whom receive support from the specialist EAL teacher. Data used by the school has identified 120 pupils as being more able in the school's population. There are 115 pupils who show significant talent in sport, drama or music. The curriculum is modified to meet their needs.

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 standards 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.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of 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 17–18 and 20–21] 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 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. 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 English as an additional language. This 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.

2.15 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] is 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 is 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 standard relating to leadership and management of the school [paragraph 34] and NMS 13 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'.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- The pupils leaving the school at the end of Year 8 achieve a very high success rate in gaining places at their chosen school, with a significant number achieving scholarships.
 - Less able pupils and those with SEND make excellent progress, as a result of the high-quality of interventions, which are offered both in class and in additional learning support lessons.
 - The pupils' attitudes to learning throughout the school are excellent, whether they are working individually, in pairs, or in groups.
 - Pupils achieve considerable success beyond the classroom.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils throughout the school show excellent confidence and self-awareness.
 - Boarders benefit considerably from the flexible boarding arrangements, which enable them to live together harmoniously and share experiences.
 - Pupils show considerable respect and consideration for each other; they form productive relationships.
 - Older pupils are given fewer opportunities than their younger peers to make independent decisions about their learning.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider making the following improvement:
- Ensure that older pupils are provided with sufficient opportunities to make independent decisions about their learning experiences.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school does not enter pupils for National Curriculum tests, so the pupils' academic attainment cannot be measured against average performance in these examinations. On the evidence available from the scrutiny of the pupils' work, lesson observations and discussions with pupils throughout the school, attainment is judged to be excellent, in relation to national age-related expectations. The pupils leaving the school at the end of Year 8 achieve a high success rate in gaining places at their chosen school, with a significant number achieving scholarships. The outcomes for pupils within the Early Years Foundation Stage [EYFS] are excellent. Pupils of all ages and abilities make rapid progress in relation to their starting points, which is evidenced through the school's comprehensive data. Less able pupils, as well as those with SEND or EAL, make excellent progress as a result of high-quality support, which is available in class and from specialist teachers. School leaders and governors ensure that all pupils are challenged appropriately. Dedicated scholarship classes enable the more able senior pupils to extend further both their skills and their knowledge. In the pre-inspection questionnaires, an overwhelming majority of parents agreed that teaching helps their child to make progress and develop future skills.

- 3.6 The pupils' attitudes to learning are outstanding, whether they are working individually, in pairs, or in groups. Throughout the school, pupils are both curious and ambitious. They take considerable leadership in their learning. Pupils approach their lessons with great enthusiasm and a willingness to work. In the lessons observed, pupils settled into their work purposefully and calmly, as a result of the positive relationships between the pupils themselves and with the teacher. Their considerable success is a result of the evident ethos of working hard, following clear instructions and having their progress closely monitored by teachers. In a geography lesson, groups of pupils worked diligently on a compass-making task and applied themselves wholeheartedly to the activity. Boarders' attitudes are extremely positive; they report that they are able to develop initiative and independence through being part of the boarding community.
- 3.7 Pupils demonstrate strong study skills by being able to successfully draw on a range of resources, such as the internet and the wide selection of non-fiction books available in the school's library. Younger pupils were observed selecting facts from non-fiction books competently as they researched life on Antarctica, whilst older pupils were highly successful in using a range of sources to deduce and assess the struggle between Henry II and Thomas Becket. In mathematics, problem solving days enable open-ended questioning which require the pupils to find solutions to problems that do not always have a definitive answer. Older pupils successfully develop the ability to analyse, hypothesise and synthesise through the philosophers' club, as well as 'Thunk' of the week, where pupils are tasked to explore higher order questions. Balloon debates for the oldest pupils stimulate their persuasive skills, as they argue and reason logically to keep their historical character safe. Additional extra-curricular clubs on offer enable the pupils to be highly creative with their thought process in science, and to debate intellectually on religious topics.
- 3.8 Strong skills in the core subjects are established in the EYFS. As pupils progress through the school, they display a well-developed fund of knowledge. From an early age, pupils listen most attentively in class, and express their ideas clearly and confidently. Younger pupils were able to recognise the *Starry Night* painting by Van Gogh. They had also remembered much about his life from a previous lesson. Pupils' evident knowledge is developed further through regular internal and external general knowledge tests, quizzes and focused subject days. High-level skills were observed in a variety of lessons. In swimming, pupils demonstrated an accurate breast stroke technique. In design technology, strong ICT skills were being used most effectively, when the pupils designed a duck house for the school pond. In both cases, the excellent achievement was being supported by clear, knowledgeable teaching.
- 3.9 Pupils develop strong communication skills. They are able to articulate their views and ideas most competently. In the scrutiny of written work, older pupils gave clear and well-reasoned responses to literature, using well-phrased complex sentences and carefully-structured paragraphs. The detailed marking feedback identified where the complexity of answers could have been improved. Throughout the school, pupils' written work is of a high standard. Pupils use sophisticated vocabulary appropriately and spell such words correctly. They plan and organise their tasks efficiently, presenting them with considerable care. Children in EYFS make an excellent start with reading and writing. During the inspection, they were observed practising their phonic sounds most successfully in small groups, which had been arranged by ability. Reception children shared their ideas and thoughts about the previous evening's bedtime read. They demonstrated excellent listening skills. Older pupils read critically, articulate confidently and listen empathetically to opinions proposed by others. Their understanding of complex texts is frequently challenged by teachers.

- 3.10 Throughout the school, pupils achieve a high standard in mathematics. By the end of EYFS, most children can order numbers up to 100 and recognise three-dimensional shapes, such as spheres, cones and cuboids. As they move up the school, pupils can confidently apply logical and mathematical understanding to a range of subjects. Older pupils were observed using their understanding about the surface area of the lungs in a science lesson. In design technology, pupils used measurement and angles to design and create their projects. Older pupils of all abilities have excellent competency in mathematics. Scrutiny of their books evidenced the wide range of mathematical strategies that they use in their work. Their calculations are neatly laid out and accurate, involving both numeracy and graphical representation. Marking celebrates accuracy in work and neat presentation; high expectations are clearly communicated to pupils. In discussion, pupils spoke with assurance about the many exciting opportunities that they are given to take part in mathematics competitions outside school, where their reasoning skills are effectively challenged. Their noticeable enthusiasm for mathematics and their desire to improve their learning are both evident.
- 3.11 The pupils have a strong understanding of Information and communications technology (ICT) skills, which include the use of word processing, spreadsheets, modelling, graphic manipulation, coding and how to stay safe online. These are taught through well-planned and discrete ICT lessons. In the EYFS, pupils display competent mouse control, they can click and drag on selected objects to complete a word-building game. In discussions, the oldest pupils outlined their strong ICT capabilities. They explained that they used this proficiency in their own geography projects, which involved line graphs and pie charts. ICT was also employed, with great results, for the composition of history presentations, which were on topics of their own choice, such as the Cuban Missile Crisis, Churchill and the Battle of the Somme. The oldest pupils employed their knowledge of high-level coding to produce their own personal website, which archived their revision notes and made them accessible. This task assisted their examination preparation.
- 3.12 Pupils achieve considerable success beyond the classroom. They benefit considerably from using the outstanding facilities afforded by the spacious New Beacon Performance Centre, which is a recent development project that is wholly supported by governance. A significant number of pupils learn a musical instrument, which can include all woodwind, brass, string and percussion instruments, as well as piano, organ and singing. Results in music examinations are consistently high, with many pupils achieving the highest grades. Pupils benefit considerably from becoming a member of the many choirs and ensembles on offer, which lead to the opportunities to participate on the biennial chapel choir tour in Europe. Pupils' excellent artwork can be seen around the school. Particular individuality and creativity was evidenced in a display of charcoal drawn violins, which were completed by the younger pupils. Specialist staff contribute significantly to the pupils' outstanding performance in sport. Teams consistently reach the national cricket, hockey, football and rugby finals. Pupils also excel in swimming, shooting and tennis. The sailing club has become one of the biggest and most successful co-curricular activities over the last three years, with pupils competing at national level. Drama is of an extremely high standard; pupils consistently achieve merits and distinctions in external speech and drama examinations. Opportunities for pupils to compete and gain significant success are also afforded through external science and general knowledge quizzes.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show high levels of respect and consideration for each other. They form productive relationships, as was evidenced frequently throughout the school. For example, whilst choreographing a dance routine for their forthcoming production on *The Ballad of Audrey Two*, pupils worked effectively with each other towards a common goal. Older pupils were also evidenced collaborating with each other and with staff in their lively house music rehearsals; they obviously enjoyed the exciting opportunity that the curriculum provided. The consistently high expectations from staff, combined with pupils' mutual respect and appreciation of others, was evidenced in a history lesson, during which pupils were particularly supportive of each other's contributions to discussions on Tudor exploration. In discussions, pupils were keen to explain that their confidence to speak to adults, both inside and outside the school, has grown considerably during their time at the school. They saw this as a direct result of the support, encouragement and opportunities provided by staff.
- 3.15 Pupils develop excellent spiritual awareness through the many activities that enable them to appreciate the world around them. The caring nature of the school is promoted consistently throughout all aspects of school life and, in particular, by the excellent role models provided by the staff. During their visit to the chapel, the pupils enjoyed the calm atmosphere as they sang and prayed collectively. The quietness of the school gardens provides a place to sit calmly away from the bustle of school life. Children in EYFS appreciate the non-material aspects of life in their woodland area. One child was delighted to note that a snowdrop had opened overnight after he had watered it the night before. Through a range of activities, pupils showed outstanding compassion and awareness in their remembrance of the 37 New Beacon pupils who gave their lives during WW1. Older pupils' heightened spiritual awareness was observed during a discussion based on *The Listeners*, where they explored concepts of faith and the possibility of existence beyond the obvious. They debated at a level beyond their age whether the central protagonist was a representation of God.
- 3.16 Pupils display considerable respect for one another, whatever their cultural backgrounds, religious faiths or traditions are. Younger pupils understand other cultures through a range of activities, including Diwali dancing, African drumming and experiencing traditional Muslim foods. They increase this understanding through the very popular language day, where each classroom is transformed into a specific country, so that pupils can experience different traditions. Older pupils' celebration of other faiths can be observed in wall displays, which showcase independent learning projects about Islam. They also enjoy religious studies lessons where they compare different religions and admire the work of famous people, such as Nelson Mandela. In discussions with inspectors, however, older pupils showed less breadth in their understanding of diversity. In the pre-inspection questionnaires, an overwhelming majority of parents who responded agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.17 Pupils have a clear sense of right and wrong; they are strongly committed to the school's values. Older pupils say that they know the school rules and understand school sanctions. Their claims of understanding were overwhelmingly confirmed in their questionnaire responses. Younger pupils learn to respect rules. They understand that if they break one, they will need to complete a 'reflect and rebuild' task, which requires them to consider their behaviour and try to mend it. Pupils are relaxed, polite and well-mannered, as a result of the strong pastoral care that they receive. Discussions with boarders highlighted their excellent sense of responsibility, since they described maturely how they had recently dealt with an issue within boarding. The oldest pupils acquire a strong understanding regarding laws of the land through their work in citizenship, personal, social and health education (CPSHE) and religious studies, where they have considered emotive issues, including 'when rebelling

is justified'. Opportunities for democratic voting, such as for the election of school council representatives, further develop this understanding.

- 3.18 The flexible boarding arrangements provide those pupils who choose to board with an opportunity to learn how to live together harmoniously and share experiences. Within the warm and friendly environment, boarders gain independence and a sense of responsibility as they follow routines, such as organising their laundry, taking care of their possessions and getting to breakfast on time. They were all keen to report that they attribute their success in school to their boarding experience. Pupils are compassionate and actively support both local and international charities through many initiatives, including non-uniform days, cake sales and chapel collections. The oldest pupils gain responsibilities through their charity entrepreneur week, where they select a charity and decide how to raise funds. Recent contributions have been made to wildlife charities, the homeless in London and a considerable sum was raised to purchase a tractor for a community in Africa. Pupils show kindness and sensitivity to those younger than themselves. Older pupils gain responsibility by acting as role models for the younger ones by hearing reading, helping with swimming lessons and acting as play buddies. Members of the pupil-led eco-committee show high levels of responsibility and maturity. Their commitment has earned them the Green Flag award on five consecutive occasions.
- 3.19 Pupils make sensible decisions throughout the school and they appreciate how these decisions can affect both themselves and other people. During discussions, pupils were keen to report that their voice is heard and valued, and that changes often happen as a result. This view is supported by staff, who, in their responses to the questionnaires, all stated that the school listens to pupils and takes any requisite actions. Younger pupils can readily make decisions as a result of the excellent opportunities provided by staff within the curriculum. Children in the EYFS were observed making independent choices in an ICT lesson on word-building by selecting images or sounds to complete their task. Older pupils are given fewer opportunities to make independent decisions, due to the demands of their rigorous academic programme. Within boarding, however, opportunities exist for boarders to choose their activities for the evening ahead, depending on how they feel both physically and mentally.
- 3.20 From EYFS onwards, pupils know how to stay safe as a result of assemblies, visiting speakers, activities, themed weeks and the CPSHE curriculum. Pupils benefit greatly from an annual healthy living week, during which they focus on health and exercise. During discussions, all pupils showed an excellent understanding regarding the importance of a healthy lifestyle through balanced diets and appropriate exercise, which they attributed to the school's comprehensive science and sports programmes. Pupils' mental health is supported most efficiently through an external programme, which is held weekly at the school to train pupils and their parents in first aid mental care. Pupils experiencing specific mental health issues benefit from specialist school councillors who visit weekly.
- 3.21 Pupils throughout the school show excellent confidence and self-awareness. Boarders are particularly self-disciplined; they exuded maturity and self-understanding during discussions. All parents who answered the questionnaires reported that the boarding experience supports their child's personal development. Pupils confirmed in interview that they have many opportunities to put forward suggestions, through the very well-managed school council, or the worry box system. Their views are valued. Their ideas have led to many requests being granted, including adding pizza to the lunchtime menu. Pupils show strong resilience in a number of situations, both in lessons and in extra-curricular team building sessions. Pupils show no fear of failure in their academic studies and rise confidently to meet the challenges offered by staff. From work scrutiny, it was clear that achievable targets set in mathematics inspire the pupils to improve their personal performance. By the time they leave school, pupils have an excellent standard of personal development, encouraged wholeheartedly by the leadership. The school is highly accomplished in meeting its aim to ensure that the pupils leave as problem solvers, who can take responsibility for their work, and for their lives.

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 chapel. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support area. 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 Bridget Windley	Reporting inspector
Mr Jonathan Brough	Compliance team inspector (Head, IAPS school)
Mrs Tania Botting	Team inspector (Head, IAPS school)
Mr John Bond	Team inspector for boarding (Deputy head, ISA school)