



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BEAUDESERT PARK SCHOOL

NOVEMBER 2017



CONTENTS

SCHOOL'S DETAILS	3
1. BACKGROUND INFORMATION	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. REGULATORY COMPLIANCE INSPECTION	5
Preface	5
Key Findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. EDUCATIONAL QUALITY INSPECTION	9
Preface	9
Key Findings	10
Recommendation	10
THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	10
THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	12
4. INSPECTION EVIDENCE	15

SCHOOL'S DETAILS

School	Beaudesert Park School			
DfE number	916/6015			
Registered charity number	311711			
Address	Beaudesert Park School Minchinhampton Stroud Gloucestershire GL6 9AF			
Telephone number	01453 832072			
Email address	office@bps.school			
Headmaster	Mr James Womersley			
Chair of governors	Mr Mark Pyper			
Age range	3 to 13			
Number of pupils on roll	450			
	Boys	257	Girls	193
	Day pupils	307	Boarders	143
	EYFS	38	Years 1 & 2	84
	Prep	328		
Inspection dates	14 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Beaudesert Park School is an independent co-educational day and boarding school for pupils aged 3 to 13 years. Originally a boys' school, it was founded in 1908 in Arden, Warwickshire, and moved to its present site in 1918. The school became an educational trust in 1968 and is overseen by a board of governors. Since the previous inspection the school has added a nursery to its provision.
- 1.2 The school comprises two sections: pre-prep, which includes the Early Years Foundation Stage (EYFS) for pupils aged 3 to 7 years, and prep, for pupils aged 7 to 13 years. Pupils can board from Year 4, and boarders are accommodated in one boarding house, located within the main school building.

What the school seeks to do

- 1.3 The school aims to provide a friendly, purposeful, stimulating, educational environment in which all members of the school are actively encouraged to achieve their true potential. It seeks to prepare pupils for a rapidly changing world and the challenges that lie ahead.

About the pupils

- 1.4 Pupils come from a range of professional and other backgrounds. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school has identified 61 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 44 of whom receive additional specialist help. No pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 32 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 15 pupils as being the most able in the school's population, and the curriculum is modified for them.

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.
- 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, 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, 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. 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 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. 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 standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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' attainment and progress are excellent.
 - Pupils demonstrate very strong and secure knowledge and understanding across the range of subjects.
 - Pupils exhibit notably developed communication skills.
 - Pupils show extremely positive attitudes towards learning and are proud of their achievements.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate substantial self-knowledge and self-esteem. They are very well prepared for the next stage of education.
 - Pupils exhibit notably advanced moral awareness and understanding of differences between right and wrong.
 - Pupils from the Early Years Foundation Stage (EYFS) upwards demonstrate excellent social skills and work together very well.
 - Pupils show an excellent awareness of how to keep safe and avoid risks, including when online.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensure that all teaching stimulates and extends pupils as much as it does typically, so that pupils make consistently rapid progress across the school.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school fully meets its aim to encourage pupils to achieve their potential. The school does not take part in National Curriculum tests, but the available evidence shows attainment to be well above in relation to national age-related expectations. EYFS children achieve very highly compared to national norms, and pupils have achieved a large number of scholarships over time. School leavers succeed in achieving places in schools of their choice, including highly competitive senior schools. Most parents and almost all pupils who responded to the pre-inspection questionnaire agreed that the school enabled pupils to make good progress and develop skills for the future. This is confirmed by evidence from lesson observations, scrutiny of pupils' work and the school's assessment data. Pupils, including those with SEND, EAL and most able, typically make better than expected and rapid progress from their starting points. This is because leaders carefully use assessment data to ensure that provision is typically well-matched to pupils needs and abilities. It is also because teachers' expectations of pupils are typically high. However, a few pupils who responded to the questionnaire did not consider that most lessons are interesting. Lesson observations showed that there are a few times when teaching does not stimulate or extend pupils as much as it normally does, so that pupils do not always make the same fast rates of progress across the school.
- 3.6 Pupils demonstrate very strong and secure knowledge and understanding across the range of subjects. This was seen, for example, in pupils' work about the voyage of Captain Cook, colour theory in art, and photosynthesis in science. Younger pupils showed an excellent understanding of musical instruments by being able to accurately identify them from their descriptions and sounds, and, in a science lesson, used the term 'viscosity' accurately and confidently. Older pupils confidently conversed in Spanish and were able to use sophisticated vocabulary in their own writing. Pupils'

subject knowledge arises from teachers' clear and precise explanations and guidance, and the typically very high level of challenge found across the school. Pupils who spoke to the inspectors said that their understanding and progress owed much to additional lunchtime clinics and the extra support offered both to those finding difficulties and others preparing for scholarships. In addition, leaders have ensured that the school has successfully met the recommendation of the previous inspection by introducing a professional development review process for all teaching staff, with the effect that teaching has become more effective in developing pupils' knowledge and understanding.

- 3.7 Pupils demonstrate notably strong communication skills. Children in the EYFS demonstrate advanced reading and writing skills for their age. For example, during one literacy lesson, children were extremely observant and articulate about how to form and write different letters and leave 'finger spaces' between words. Older pupils' poetry comprehension work showed considerable thoughtfulness and understanding, demonstrated through highly articulate suggestions about the possible meanings of poetic text. English books seen contained high-quality extended fictional writing to a very high standard. Pupils express their views verbally articulately and confidently, as witnessed during lessons across the curriculum, and pupils who spoke to the inspectors communicated their views with substantial assurance and clear articulation. Pupils' communication skills result from activities that are very well matched to pupils' abilities and needs, and because teachers give clear guidance and use highly effective questioning to draw out pupils' knowledge. While a very small minority of pupils who responded to the questionnaire disagreed that marking helped them to improve their work, inspectors found that the quality of pupils' writing is supported by marking that clearly informs pupils of the strengths of their work and what they need to do to improve it further. Pupils' confidence in voicing their ideas develops because pupils are listened to and engaged in dialogue by adults in the school.
- 3.8 Pupils' mathematical knowledge and understanding is excellent. For example, during one mathematics lesson younger pupils were able to use and explain methods to subtract two-digit numbers and check their answers using a 1-100 number square, while older pupils were able to use their numerical skills in a science project analysing the density of different chocolate bars. The oldest pupils produce work of a very high standard and which feature a very strong application of mathematical skills to other subjects. This was seen, for example, in geography projects about travel to school. Pupils' mathematical strengths are supported by teachers' high expectations and effective questioning that help less able pupils break down the task into steps that they can understand and replicate, and by questioning and extension activities used to challenge the most able. Visual and physical resources are used effectively to enable younger pupils to check their mathematical thinking and develop their secure understanding.
- 3.9 Pupils develop and demonstrate highly competent and confident information and communication technology (ICT) skills. For example, the youngest children are able to manipulate computers to produce the desired effect in mathematical computer games, while older pupils are able to produce multimedia presentations to a very high standard. Pupils become able to use the school's virtual learning environment confidently, and the oldest pupils' independent research projects feature a very strong use of ICT to present findings and ideas. This is because pupils' familiarity with and use of ICT is nurtured from the EYFS onwards, and because the staff give pupils many opportunities to use and apply ICT skills, as seen through the use of interactive display equipment during group activities and tablets for research.
- 3.10 Pupils demonstrate highly accomplished study skills. They are able to identify and construct opposing arguments intelligently and convincingly, such as the rights and wrongs of fox hunting. Pupils can make intelligent and thoughtful deductions from information and sources available, for instance, the possible historical reasons considered to decide whether Queen Elizabeth I should execute Queen Mary. Older pupils' independent research projects show work of very high quality, and feature sensible predictions, precise research questions, and appropriate choice of research methods to answer the research questions set. Pupils develop their study skills because they are encouraged to

learn independently. For example, the 'Brain Book Buddy Boss' system encourages pupils to think and find out for themselves. Study groups for older pupils and the opportunity given to them to use the school's virtual learning environment develop pupils' independent study skills very effectively.

- 3.11 Pupils' academic and non-academic achievements are strong. This is seen through the range of sports, art, music and drama scholarships achieved by pupils. Pupils have achieved gold, silver and bronze at a national mathematics challenge, and groups of pupils have achieved second prize in a national festival of chemistry over the last three consecutive years. A large majority of pupils who have entered external speech and music examinations have achieved distinctions. Pupils' non-academic achievements are nurtured through school leaders' emphasis on encouraging pupils' strong participation in sports, drama and performance through, for example, extra-curricular activities, coaching, fixtures, drama workshops, concerts and equestrian events.
- 3.12 From the EYFS upwards, pupils show extremely positive attitudes towards learning and are very proud of their achievements. For instance, younger children were very enthusiastic, observant and articulate about their discoveries (while older children were extremely eager to engage, learn and demonstrate their understanding when writing a party invitation. Older pupils' books show evidence of pupils' sustained engagement, much thoughtfulness and thoroughness of approach, seen in planning, designing and making 'Christmas bags for life' in design technology and extended writing in English. In the EYFS, children's attitudes are developed by very encouraging, welcoming, good-humoured and stimulating dialogue, and copious praise for children's observations and achievements. Children are encouraged to engage in challenging activities without being worried, and their positive attitudes develop through the use of 'learning superheroes' to represent different characteristics of effective learning. Older pupils' willingness to show initiative and independence is nurtured through the many opportunities that they receive to work together in pairs or groups. Pupils enthusiasm for learning increases because they are given the opportunity to provide feedback to teachers about their learning at the end of pieces of work, which they feel teachers take into consideration when planning their subsequent learning.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate substantial self-knowledge and self-esteem. Children in the EYFS are confident and settled, entirely at ease with staff and one another, and confident about sharing thoughts and observations. Pupils who spoke to the inspectors expressed themselves in a very self-assured manner, and their books exhibit much thoughtful consideration and self-assessment of strengths and weaknesses. For example, the oldest pupils' own written 'personal reports' demonstrate very thoughtful reflection on personal development and the meeting of personal aims, including aims related to improving effort, sustaining positive friendships and preparing successfully for senior school. These, as well as pupils' academic outcomes, show that pupils are very well prepared for the next stage of education. A very large majority of parents who responded to the questionnaire agreed that the school successfully supported their children's personal development, and this is borne out by inspection findings. Pupils' self-confidence grows as a result of the strong pastoral support of the school community, including the boarding house, for the progress and personal growth of each pupil. Pupils' self-esteem increases because of the very warm relationships between staff and pupils, and much obvious valuing by staff of pupils' interests, observations and achievements.
- 3.15 Pupils exhibit notably advanced moral awareness and understanding of differences between right and wrong. They demonstrate considerable empathy with others and value qualities such as kindness and compassion, as demonstrated by the youngest children's caring attitude, as seen through a game involving rescuing toy dinosaurs from frozen containers imagined as 'eggs', and by independent work by pupils in the middle of the school on the Dalai Lama. Older pupils are able to consider moral dilemmas very thoughtfully, as shown through a discussion during a classics lesson where pupils

considered moral dilemmas such as when it may be acceptable to betray someone and the circumstances which govern the extent to which falling prey to temptation is wrong. Similarly, the oldest pupils' English books contained well-reasoned arguments for promoting animal rights and guarding against their exploitation. The pupils' sense of moral responsibility is developed because staff explain why any given rule is important and enforce sanctions from which the pupils learn. In boarding time, for example, children write a letter to a member of staff or possibly to their parents if they have behaved poorly. Almost all pupils who responded to the questionnaire agreed that the school encourages them to respect other people and encourages them to behave well. This was confirmed during the inspection. The high expectations of behaviour set by teachers and the opportunities to discuss moral issues make important contributions to the development of pupils' moral understanding.

- 3.16 Pupils from the EYFS upwards demonstrate very strong social skills and work together very well. The children in the EYFS share resources and games extremely happily, while older pupils are highly co-operative and appreciative of one another's contributions during lessons seen. For example, during science lessons pupils worked together to assess their understanding of the lessons' objectives, talking about their ideas and listening well to each other. They also reflected on whether or not they had worked well with their partners, a train of thought that was initiated and then rewarded by teachers. Pupils are aware of one another and also of the adults in their school community, including other pupils and staff in boarding. They engage willingly together in community activities. This is because staff encourage and expect pupils to work together harmoniously, and because of the opportunity for older pupils to board together as a community.
- 3.17 Pupils exhibit strong decision-making skills. During many lessons seen, pupils were able to engage in purposeful discussions and arrive at decisions collectively as well as showing the confidence to make decisions for themselves. Older pupils' personal, social, health and economic education (PSHE) work on, for example, 'My life journey' and 'The wheel of life', demonstrates that pupils can express aspirations for the future, and suggest and identify ways in which they can prepare themselves for it, such as by improving personal organisation. Other books show that pupils understand and are able to respond to teachers' advice in order to improve their work further, including preparation for examinations. This is because pupils are encouraged to reflect on their own progress against personal targets, and because the school offers many opportunities for the pupils to make their own decisions.
- 3.18 Pupils demonstrate mature spiritual understanding. For example, pupils' religious studies (RS) books demonstrate their ability to consider ideas about possible spiritual differences between humans and animals, and why Abraham is an important figure to Jews, Muslims and Christians. The oldest pupils' work about World War One demonstrates substantial empathy with those affected by war and who have sacrificed themselves on behalf of others and considerable understanding of the notion of a debt towards such people. Pupils' spiritual understanding is nourished by the opportunities they receive for reflection on spiritual themes, such as through assemblies and PSHE and RS work, which often takes the form of an exploration of ethics and philosophical issues.
- 3.19 Pupils are very keen to contribute to others in the school and wider community, and demonstrate a moral imperative to do so. This was seen, for example, by the way younger pupils independently ran a cake sale for other pupils in aid of a national children's charity during the inspection, demonstrating a great keenness to contribute as they did. Older pupils' work for a range of different international charities shows strong understanding and appreciation of the focus of these charities and the ethical need to help resolve issues such as famine. Pupils' desire to contribute to others is nurtured through the school's engagement in much charity and fund-raising work on behalf of many local and national charities.
- 3.20 Pupils demonstrate strong respect and appreciation for those of faiths and cultures different to their own. For example, EYFS children's work on Diwali showed great absorption with the theme through, for instance, making diva lamps and retelling the story of Rama and Sita. Similarly, RS books from a range of different year groups exhibit pupils' knowledge and appreciation of a range of different

religions, as seen in the work of pupils in the middle of the school on the Five Pillars of Islam. Staff strengthen pupils' appreciation of diversity through work in PSHE about difference and discrimination, and by taking them to visit establishments such as a local mosque. Almost all parents and most pupils who responded to the questionnaire agreed that the school actively encourages pupils to be tolerant of those with different faiths and beliefs.

- 3.21 Pupils show an excellent awareness of how to keep safe and avoid risks, including when on the internet. All pupils who responded to the questionnaire said that they understood how to keep safe online. For example, the science books of pupils in the middle of the school demonstrate very good understanding of how to keep safe around electricity, while younger pupils' work reveals strong awareness about the importance of healthy eating and regular exercise. The oldest pupils' work demonstrates excellent understanding of how to avoid risks in the future when using social media. For example, pupils have accurately identified pitfalls from fictional examples of social media messages and been able to identify serious things to avoid, including revealing too much about yourself and talking to strangers, and uploading inappropriate material. Older pupils' PSHE work also shows that pupils have been able to identify sensible and practical ways of how to avoid stress, such as by getting enough sleep at the weekend and revising in a systematic manner. School leaders place much emphasis on developing pupils' ability to keep safe. They ensure that awareness of how to keep safe is developed from the EYFS upwards through the PHSE programme, much guidance to pupils about e-safety, and initiatives such as a mental health week, and a visit to a local safety awareness activities centre run by a local fire service.

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 and an assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the 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

Mr Steven Popper	Reporting inspector
Mr James Pym	Compliance team inspector (Deputy head prep, IAPS school)
Mr Ian Raybould	Team inspector (Head, IAPS school)
Mr Chris Wright	Team inspector for boarding (Head, IAPS school)