



**ISI** Independent  
Schools  
Inspectorate

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

**Moulsford Preparatory School**

**March 2022**

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## School's Details

<b>School</b>	Moulsford Preparatory School			
<b>DfE number</b>	931/6087			
<b>Registered charity number</b>	894631			
<b>Address</b>	Moulsford School Moulsford-on-Thames Wallingford Oxfordshire OX10 9HR			
<b>Telephone number</b>	01491 651438			
<b>Email address</b>	mpsoffice@moulsford.com			
<b>Headteacher</b>	Mr Ben Beardmore-Gray			
<b>Chair of governors</b>	Mr Edward Boddington			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	373			
	<b>Day pupils</b>	325	<b>Boarders</b>	48
	<b>EYFS</b>	17	<b>Juniors</b>	246
	<b>Seniors</b>	110		
<b>Inspection dates</b>	08 to 11 March 2022			

## 1. Background Information

### About the school

- 1.1 Moulsoford Preparatory School is a day and boarding school for male pupils. Founded in 1961, the school is situated on the banks of the Thames between Streatley and Wallingford in Oxfordshire. The school is a charitable trust administered by a Board of Governors. The Pre-Prep department includes the Early Years Foundation stage (EYFS), and Years 1 and 2. The Prep department includes Years 3 to 8. The school accommodates weekly and flexi-boarders in one boarding house within the main school building.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school's objective is to nurture the whole child, providing opportunities for each individual to develop their talents and abilities and achieve academic excellence. The school's aim is for its pupils to be kind, motivated, resilient and supportive of one another and the wider community through the promotion of its core values.

### About the pupils

- 1.4 Pupils come from mainly business and professional backgrounds and the majority live within a 15 mile radius. Data provided by the school indicate the ability profile of pupils, on intake, is slightly above the average for those taking the same tests nationally. The school has identified 61 pupils as requiring support for special educational needs and/or disabilities (SEND). Pupils receive support for dyslexia, dyspraxia, speech and language needs, hearing loss, and attention deficit disorders. No pupil has an education health care plan (EHCP) or English as an additional language (EAL). The curriculum is modified and enriched for pupils identified by the school as more able.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 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's own framework for assessment] confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 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**

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

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

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

## **PART 8 – Quality of leadership in and management of schools**

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

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

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

#### Key findings

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

- Pupils achieve extremely well in performing and creative arts.
- Pupils develop excellent communication skills.
- Pupils are highly adept at using technology to enhance their learning and transfer these skills effectively across the curriculum.
- Pupils' attitudes to learning, particularly through collaboration, are excellent in the classroom, on the sports field and in a wide range of clubs and activities.

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

- Pupils, including those who board, exhibit excellent social awareness in their relationships with their peers and with staff.
- Pupils develop very high levels of self-esteem, independence and self-confidence.
- Pupils have an excellent understanding of the importance of personal safety, including when online, and recognise the benefits of maintaining good physical and mental health.
- Pupils demonstrate an excellent understanding of the importance of good decision making, in both academic pursuits and their broader school lives.

#### Recommendation

3.3 The school should make the following improvement:

- Enable pupils to develop further their understanding of those who are different from themselves through opportunities to experience, learn about and discuss matters regarding diversity and inclusion.

#### The quality of the pupils' academic and other achievements

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

3.5 Pupils demonstrate excellent progress and attainment over time. This is supported by analysis of data provided by the school, lesson observations and work scrutiny conducted by inspectors. Pupils with special education needs (SEND) show significant progress, especially in mathematics, and pupils of all abilities make rapid progress across the curriculum. Pupils are extremely well supported by their teachers who provide varied activities and tasks to stimulate the pupils' curiosity and enquiry. Pupils



have a very clear understanding of how they are progressing and their achievements, due to the regular and helpful feedback they receive from staff. Leaders and managers track progress very closely to ensure that, where pupils are not making expected levels of progress, suitable support can be put in place promptly. Governors have been pivotal in the introduction of the new, skills focused, curriculum in September 2017 and the school's approach to the preparation of pupils for senior school entry.

- 3.6 Pupils of all ages demonstrate excellent knowledge, skills and understanding across a broad range of subjects on the sports field and in the many clubs and activities available to them. Younger pupils confidently and accurately used advanced subject specific language to explain changes in clay as it dried in an art lesson. Year 7 pupils demonstrated a robust grasp of regular and irregular Latin verb conjugation, and those in Year 8 tackled WWI poetry analysis with command, fluency and flair. This is because teaching is well planned, well-informed, and delivered in an accessible and enjoyable way, ensuring pupils' understanding while challenging them to think beyond their subject.
- 3.7 Pupils' communication skills are outstanding. Their skills are strong in reading and writing throughout the school, and excellent in speaking and listening skills. Children in the EYFS showed an excellent understanding of letters and sounds as they decoded unfamiliar words as part of an independent writing activity. In work scrutiny, writing was excellent across the whole ability range. Year 1 pupils write highly imaginative stories in response to a familiar fairy story, with creative use of descriptive language, while older pupils utilise these skills to great effect to write for a variety of purposes such as composing raps, annotating a poem or writing a chronological analysis of historical events. Pupils are avid readers, benefiting from daily reading times when staff are also encouraged to read as role-models, and rising readily to the challenge of the 'word millionaire' award. Pupils of all ages engage highly effectively with each other as well as with the adults they meet. They discuss concepts with confidence and clarity and express themselves articulately and with maturity of understanding and delivery. Year 6 pupils expressed their views on the formation of early English Government with conviction as part of a history lesson. In a drama lesson, pupils demonstrated the importance of reading body language to enhance understanding and communication, showing maturity in their ability to infer meaning from what they saw as well as what they heard.
- 3.8 Data provided by the school indicate that pupils' numerical ability is excellent, and this was confirmed by inspectors' observations and work scrutiny. Pupils' understanding builds over their time in the school so that they have a very strong grasp of core concepts and the confidence to 'have a go' at mathematical challenges. Higher ability pupils in Year 1 demonstrated a secure understanding of number bonds as they wrote and solved their own calculations, with good numeral formation. In Year 2, pupils practiced their tables with confidence and in Year 4 pupils responded exceptionally quickly to mental maths challenges, using different methods adeptly to ensure they found the correct answer. Pupils use these skills effectively across the curriculum, for example in Year 6 pupils used measurements to calculate areas and angles as part of a design brief in design technology. In Year 5, pupils conducted a traffic survey, planning how to measure and record traffic levels and speeds, by placing two cones at a distance from each other and measuring the time taken for cars to travel from one to the other to calculate the speed.
- 3.9 Pupils acquire excellent skills and understanding in information and communication technology (ICT), making rapid progress in dedicated lessons. Pupils told inspectors that they have many opportunities to use their skills daily in other lessons, where they build confidence in response to the support they receive from teachers who are themselves very well versed in the use of technology. ICT skills are embedded as a key part of the curriculum from the EYFS onwards, and pupils make good use of digital devices, using these effectively to enhance their access to information, and to create and submit work for assessment. They utilise their skills effectively from a young age such as when EYFS children engaged confidently with touch screen devices to complete a phonics-based activity. By the time they reach Year 8 pupils are able to work collaboratively on a shared research project in real time on their individual devices showing that they are very well prepared for their future study and working lives.

- 3.10 Pupils' study skills are excellent. From a young age, pupils show the ability to analyse and hypothesise and older pupils demonstrate many higher-order study skills across the full range of the curriculum. Pupils readily try out different methods of learning and identify those which best suit their own style of learning, ability and needs, encouraged to do so by their teachers. Pupils spoke confidently about how they learn and what they need to support them, benefiting from the readiness of staff to recognise different needs and adapt their teaching accordingly. They take responsibility for their own progress and development and expect to become independent. In Year 2 pupils used 'memory tools' to support their learning, using their knuckles and the gaps between them to determine how many days are in each month. Younger pupils used well-rehearsed routines such as 'turning on our brains' or relaxation techniques to get ready to learn, and pupils in Year 4 and 5 reported using dictionaries, thesauruses and other reference books to refine their work. Pupils feel safe to question and probe in their lessons as teachers instil a sense of confidence to enquire.
- 3.11 Pupils' successes in academic fields and beyond the formal curriculum are excellent. They speak with pride of their achievements and participation, which the school recognises and encourages, whether they take place within or without the school. Pupils represent the school at club, county, and national level in sports from tennis to cricket, rugby, football and hockey, and they relish opportunities to achieve weekly awards that recognise values of teamwork, endeavour, enjoyment, resilience and humility in sport. Many pupils complete the bronze, silver, and gold 'Moulsford Awards' through their participation and commitment to clubs and other extra-curricular activities both in and out of school. Pupils have had considerable success in debating competitions, junior maths challenge and public speaking, and they achieve well in nationally recognised drama and music examinations. They gain entry to a range of highly selective independent senior schools, with some winning academic, sports, music and other subject specific scholarships.
- 3.12 Pupils have excellent attitudes to learning. They are keen to learn and have a positive attitude towards school. They work both individually and collaboratively with equal success and this is reflected in their conduct in class, which is enthusiastic, cooperative and highly engaged. Pupils are very keen to learn and improve. This was most evident in a Year 5 music lesson where pupils applied themselves with gusto as they prepared a vocal and dramatically choreographed performance of *Mr. Mistoffelees*, from *Cats*. Pupils of all ages and abilities work well collaboratively when it is required, which is often, as many lessons offer opportunities for pupil led, open ended activities. For example in Year 8, pupils planned, allocated tasks and combined research and presentation skills to create a technically competent report on different interpretations of Islam. They are highly supportive when assessing each other's work, as was seen in a Year 6 art lesson where pupils positively critiqued each other's clay models. They demonstrate good initiative and independence whilst welcoming input from others and understand how this can benefit their own development.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' understanding of themselves beyond their academic achievement is excellent. They are self-confident and self-disciplined in their approach towards school life. Pupils exhibit very strong self-esteem, because they are comfortable in themselves, and because of the support and praise they receive from their teachers and their peers. They are determined to improve their learning in a systematic way and look ahead to the next stages of their educational lives and beyond. This quality manifests itself in a wide cross-section of areas, both in the classroom and in the wider school environment. Teaching and learning plays a crucial role in this, encouraging and enabling pupils to develop these important and meaningful life skills through both curriculum and co-curriculum pursuits. Pupils are happy to present their work to their peers or to a wider audience, in the classroom, assemblies and a variety of musical and dramatic performances. They are self-reflective, resilient and conscientious, making the most of their opportunities, in readiness for the next stage of their education.. Personal development of boarders is a particular strength of the school, due to the attention paid to their well-

being. New boarders quickly are made to feel part of the boarding community, and staff are highly supportive of their emotional well-being. Boarders develop independence and responsibility in a caring environment that is designed to be a nurturing and supportive community.

- 3.15 Pupils are excellent decision-makers from the EYFS onwards. They understand the importance of good decision making, both within the context of day-to-day academic pursuits and within their broader school lives, recognising that actions have consequences and impact upon the progress they make. Older pupils recognise the importance of choosing subjects that will help them towards the next stage of their educational journey. Pupils make their own decisions, during lessons, games sessions, and in their responses to learning. In DT pupils decide which machinery to use to further their own projects, such as when selecting scroll saws to cut wood to a particular shape to make hydraulic presses. Pupils are often given opportunities for choosing their own response to homework and other learning, and make intelligent and effective choices, such as choosing a route and height on the climbing wall in relation to their ability.
- 3.16 Pupils demonstrate an excellent understanding of the benefits of reflecting upon the value of the non-material aspects of life. They talk readily about their appreciation of natural beauty, and value the rural setting of the school in helping them to do so. Pupils value the benefits of a good education and simple pleasures such as time spent by the Thames, as well as the opportunities it affords them with regard to exciting water activities, such as kayaking and swimming. Boarders are keen to be active throughout the day, making full use of the school's facilities well into the evening. Along with the day pupils, they also acknowledge the benefit they gain from the time to given to reflection within the school day. Pupils responded positively to a moment of stillness, listening to a gentle bell ringing as they transitioned from an active PE lesson to the required focus for maths. Boarders say they learn to appreciate rather than just accept the importance of living as a family, in line with the boarding house philosophy of making the very most of every moment and appreciating the 'little big things'. Older pupils speak confidently about the implications of Buddhism as a way of life, explaining their views of Karma eloquently and intelligently.
- 3.17 Pupils' moral understanding is excellent. They demonstrate an outstanding understanding of right and wrong. Both younger and older pupils articulate that good and positive conduct provides rewards and a sense of wellbeing, whereas negative and poor behaviour not only carries consequences, but also provides individuals with a sense of anxiety and ill-feeling. The pupils agree that the school plays a pivotal role in arming them with the skills to follow and develop this philosophy. Pupils show outstanding relationships with peers and teachers, and their behaviour is almost always excellent. They are keen to follow the school code of conduct and golden rules which are posted in each classroom. Pupils conduct themselves politely and kindly, often opening doors for visitors and each other. They have a very strong sense of fair play, and they willingly and openly take responsibility for their own behaviour when they make a mistake, apologising for being in the wrong. They value this acceptance in each other and are committed to following the rules that exist for the safety of all. Teachers pick up quickly on opportunities to reinforce the need to behave appropriately as far as possible, and to show consideration for others.
- 3.18 Pupils develop empathy and an understanding of the needs of those less fortunate than themselves. This was clearly evidenced in the pupils' sensitive response to an assembly on the humanitarian plight of refugees fleeing a war zone. Pupils appreciate that they are privileged to attend their school and are acutely aware of the potential 'bubble' which this evokes, responding positively to the school's efforts to develop their awareness of the wider community and world. Boarders in particular say that they begin to develop an awareness of the importance of life beyond the school gates through the encouragement of boarding staff to make positive and meaningful contributions through charitable activities and other initiatives in the local community. Pupils make regular visits to an old people's home to have tea and share stories with the residents or sing carols at Christmas and develop a strong sense of environmental responsibility as they organise an annual 'floating litter pick' along the Thames.

- 3.19 Pupils show excellent social awareness, building positive and productive relationships with each other, both in lessons and during free time. They collaborate well with their peers as well as with pupils from different year groups. Older pupils show high levels of emotional maturity, whilst retaining their natural enthusiasm, acting as good role models to younger pupils, such as when older Year 7 pupils support their younger Year 3 'buddies' on Friday mornings. Pupils exhibit excellent social awareness at break time as pupils in different year groups engage with each other on the play equipment and develop challenging games. They readily take turns and, if a queue is 'too long', they wait patiently or seek an alternative activity. Pupils are highly appreciative of the achievements of others, whether artistic, sporting, academic or in another sphere of school life, and graciously applaud the successes of others, as was seen in a year group assembly where pupils wrote thank you notes to others for their kindness, consideration and friendship.
- 3.20 Pupils, including boarders, respect and value diversity within society. They are aware that their own community is not widely diverse with regard to different cultures and backgrounds, but aspire, nevertheless, to understand, respect and value the beliefs, values and traditions of those from different backgrounds. In Year 5, pupils showed a lively interest in the differences in the structure and content of the school day in France. Pupils throughout the school develop understanding of diversity through classroom activities such as watching a video related to International Women's Day, conveying the bias many women face in life. They empathised deeply with the challenges faced by women in some parts of the world and could readily name many influential women and what their skills and qualities are. Pupils develop a useful understanding of different routes to success from regular lunchtime talks from inspirational speakers representing many parts of society, such as a disabled explorer, Paralympian, female genealogist, and an LGBTQ+ member of the armed forces.
- 3.21 Pupils have an excellent understanding of the importance of personal safety, including how to stay safe online, saying that the school prepares them extremely in this regard. When required by an activity, pupils assess any risks and take appropriate steps to keep themselves safe. For example, when using the school's climbing wall, pupils competently put on their own safety equipment and were very careful to ensure it is checked by an adult before beginning their climb. In Year 6, pupils demonstrated a mature understanding of safety protocols as they used a range of cutting equipment when working on designs for eco-house models. Pupils value their physical health and understand the merits of regular exercise and following a healthy and nutritious diet, as well as recognising the importance of maintaining mental health. They enjoy play time, and frequent sport sessions during the week and demonstrate self-discipline and caution when moving around the school grounds.

## 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 assemblies. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Chris Manville	Reporting inspector
Mr Ian Silk	Compliance team inspector (Headmaster, IAPS school)
Mr Andrew Gough	Team inspector (Former headmaster, IAPS school)
Mrs Virginia Jackson	Team inspector (Former deputy head, IAPS school)
Mr David Pafford	Team inspector for boarding (Pastoral deputy head, HMC school)