



ISI Independent
Schools
Inspectorate

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

BROCKHURST AND MARLSTON HOUSE SCHOOLS

APRIL 2018



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SCHOOL'S DETAILS

School	Brockhurst and Marlston House Schools			
DfE number	869/6003			
Address	Brockhurst and Marlston House Schools Marlston Road Hermitage Berkshire RG18 9UL			
Telephone number	01635 200293			
Email address	registrar@brockmarl.org			
Headteacher	Mr David Fleming			
Proprietor	Brockhurst and Marlston House Schools Ltd			
Age range	3 to 13			
Number of pupils on roll	311			
	Boys	162	Girls	149
	Day pupils	220	Boarders	91
	Full boarders	15	Flexi boarders	76
	EYFS	31	Pre prep	47
Inspection dates	24 to 26 April 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Brockhurst and Marlston House Schools are co-educational and single sex boarding and day preparatory schools for pupils aged from three to thirteen years. Boys and girls are educated together in the Early Years Foundation Stage (EYFS) and Year 1 in the pre-prep school, Ridge House, then separately in Brockhurst (boys) and Marlston House (girls) until their final two years, when they again come together.
- 1.2 The schools are proprietorial, run by a limited company. The two directors and the senior management team act as governors. An advisory panel was established in May 2012.
- 1.3 Brockhurst was founded in Shropshire in 1884 and moved to its present site in 1946. Marlston House was established in 1995. Ridge House was acquired by Brockhurst and moved to the school site in 2005. The schools offer full, weekly and occasional boarding to pupils from Year 5 onwards.

What the school seeks to do

- 1.4 The schools aim to provide a first class all round education, within a strong family ethos, founded on Christian principles, where individualism is welcomed and supported. They seek to help pupils to achieve their academic potential through a broad and stimulating curricular and extra-curricular programme and develop well-rounded individuals with liberal and enquiring minds. The schools seek to value and foster enthusiasm, self-confidence and good manners and to develop pupils' determination to do their best, their resilience and their moral courage.

About the pupils

- 1.5 Pupils come largely from professional families in London and the Thames Valley. Nationally standardised test data provided by the schools indicate that the ability profile of the pupils is above average. The schools have identified 58 pupils with special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia, and other conditions, 41 of whom receive specialist support. No pupils have an education, health care plan or a statement of special educational needs. Of the 17 pupils who have English as an additional language (EAL), 14 receive additional support for their English. Data used by the schools have identified 36 pupils as being the more able in the schools' 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.

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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Form 8	Year 1
Form 7	Year 2
Form 6	Year 3
Form 5	Year 4
Form 4	Year 5
Form 3	Year 6
Form 2	Year 7
Form 1	Year 8

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- All groups of pupils enjoy excellent levels of achievement, particularly in entrance and scholarship to selective senior schools, and in extra-curricular pursuits.
 - Pupils are highly effective in assimilating and applying significant levels of knowledge, skills and understanding.
 - Pupils develop strong and confident communicative skills as they progress through the schools.
 - Pupils demonstrate well-honed study skills in relation to their age
 - Pupils demonstrate extremely positive attitudes towards their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' exhibit an advanced level of maturity, a strong moral compass, self-discipline and good manners.
 - Pupils demonstrate high levels of self-esteem, self-confidence and self-awareness.
 - Pupils collaborate well and show a strong sense of social awareness and responsibility.
 - Pupils demonstrate a strong understanding of how to keep healthy and safe, in particular, when online.

Recommendations

- 3.3 In the context of the excellent outcomes, the schools might wish to consider:
- Improve pupils' achievement further through consistently providing them with effective guidance about how to improve their work.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The schools' aim to provide a first-class, all-round education are successfully met. Similarly, the pupils' excellent progress, including those with SEND, those who have EAL, the most able and those who join the school at a later stage of their education, confirms that the schools successfully fulfil their aim to enable pupils to achieve their academic potential through a broad and stimulating curricular and extra-curricular programme. In this respect, the work of the schools' Learning Development Centre and the quest club for the more able pupils are significant factors.
- 3.6 The schools do not take part in National Curriculum tests. However, the available evidence from the scrutiny of pupils' work, lesson observations and the results of standardised tests in English and mathematics confirms that attainment is above national age-related expectations. In particular, data from assessment at the end of the EYFS show that children progress and achieve at a level significantly above the national average. Children's success has been enhanced by the schools' increased use of assessment procedures to plan their learning, as recommended at the previous integrated inspection. Standardised attainment data in English show high levels of attainment throughout the schools. Attainment in mathematics is high in several year groups and is improving as a result of the increased effectiveness of a new mathematics scheme recently implemented by school leaders. Across the schools, pupils' high attainment is facilitated by close monitoring and the rigorous analysis of data. Pupils consistently gain places at their first-choice selective senior schools and many win scholarships, due to the thorough and well-researched preparation provided, for example, by tutors and in taught

preps. Such scholarships, which encompass academic, drama, music, sport, all-rounder and other specific awards, represent a broad range of success.

- 3.7 Pupils are highly effective in assimilating and applying significant levels of knowledge, skills and understanding, both through their broad range of academic subjects and beyond the curriculum, for example in sports, music and drama. They demonstrate high levels of linguistic and scientific understanding, as seen, for example, in younger pupils' confident use of scientific language in a lesson on the life cycle of a butterfly. Pupils' numeracy skills were observed to be strong both within mathematics lessons and in their application across a range of subjects when undertaking both mental and written calculations and problem solving. For example, children in the EYFS confidently used mathematical language in their outdoor learning when comparing lengths. The focused use of the outdoors in the EYFS to improve the range of learning opportunities demonstrates a successful response to a recommendation at the previous integrated inspection, which clearly enhances the children's learning and achievement in such ways. Pupils also capably used co-ordinates in geography, considered angles when improving their shot putt skills in athletics and measured with great precision in design and technology.
- 3.8 Pupils develop high levels of competence in information and communication technology (ICT). In lessons they develop advanced skills for their age, in coding for example, and confidently use a variety of applications. They draw on these skills successfully across the curriculum, for example, applying their coding skills to robotics in design and technology, and their research, presentation and mind-mapping skills in history, science and geography. They use their computer skills across the age range to improve their skills and understanding in mathematics. This reflects a highly successful response to a recommendation at the previous integrated inspection to ensure effective use of ICT in all appropriate areas of the curriculum. Scrutiny of pupils' work shows high levels of knowledge and understanding across the curriculum. This is enhanced strongly by astute feedback through marking and target setting that advises pupils how to improve further, though this is not wholly consistent across all areas.
- 3.9 Through carefully managed academic support in the evenings and the extensive programme of extra-curricular provision, boarding makes a strong contribution to the boarders' knowledge, skills and understanding. Pupils' excellent learning skills are evident not only within the curriculum but also in the broad range of extra-curricular activities which they undertake. In their responses to the pre-inspection questionnaire, all parents and almost all pupils were strongly supportive of the range of subjects available, and most parents and almost all pupils agreed that the school provided a good choice of extra-curricular activities. Skills that pupils learn and develop in extra-curricular areas, such as collaboration and debating, are deployed confidently within the curriculum. Debating skills, honed in inter-school debating competitions, for example, are put to effective use in the pupils' persuasive writing.
- 3.10 Pupils develop very strong communicative skills as they progress through the schools. From the EYFS onwards, they demonstrate confidence and competence in speaking in public and to adults. This results from the schools' strong emphasis on developing such skills through discussion and debate. In a highly effective personal, social, health and economic education (PSHEE) lesson on human rights, for example, younger senior pupils demonstrated astute skills of debate, reasoning and higher order thinking. Across the schools, pupils show well-developed conversational skills in French. They listen with particularly good attention, read with understanding at a high level for their age across the schools and produce a high quality of written work throughout the schools, due to skilful, focused teaching and high expectations.
- 3.11 At all ages, pupils have well-honed study skills, enabled by the well-focused assistance they receive in a nurturing environment. From the EYFS, where the youngest children show well-developed independence in preparing for home time, through to the older pupils in quest club, where they show significant skills in critical thinking and problem solving, pupils exhibit abilities which are excellent in relation to their age and are strongly fostered by the schools' environment, facilities and the high

expectations of teaching. In class, pupils are attentive and well-focused and, across the schools, they are creative, resilient and persistent in meeting the challenges they encounter. Pupils with SEND and those who have EAL demonstrate marked progress in improving their skills, notably in literacy, numeracy and in their application and persistence, benefiting from the excellent support of the Learning Development Centre. In some year groups, specific teaching initiatives are highly successful in developing pupils' study skills. For example, through using a 'five Bs' mnemonic, pupils develop their skills in working on and resolving difficulties independently of the teacher.

- 3.12 Pupils enjoy particularly high levels of achievement both in academic matters and the wider aspects of school life. They are highly successful in a wide range of sports, both in school teams and as individuals, enabled through high quality coaching and excellent facilities. Several pupils gain selection for county squads and many enjoy success in regional and national tournaments, for example in swimming, clay pigeon shooting, judo, cross-country and athletics. Many pupils are successful in a wide range of graded instrumental music exams, the highest attainers gaining certificates at grade eight and diploma level, as a result of the expert support, tuition and ensemble performance opportunities of a thriving music department. Many pupils gain distinctions or merits in speech and drama exams. The recognition of their achievements both in and out of school, for example, in assemblies, is a significant factor in the pupils' high levels of motivation and enjoyment, typical of their extremely positive attitudes. Regardless of their academic ability, pupils enjoy developing their own learning, due to the stimulating classroom environment created by their teachers. They demonstrate their initiative and independence across many areas of school life, for example in form time, where they are highly motivated to get ready for and get on with the business of the day, and in the boarding house, where they have a responsible attitude towards the tidiness and cleanliness of their dormitories. Throughout the curriculum, the extra-curriculum and in boarding, pupils work collaboratively with their peers as a result of the varied range of learning tasks set. Through the skilful setting of open-ended tasks in teaching, for example, pupils become highly confident in taking ownership of their learning.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As they progress through the schools, pupils demonstrate a level of maturity which is advanced in relation to their age. They feel safe, supported and happy in both the school and boarding communities. Most parents, including all parents of boarders who responded to the questionnaire, said that the school successfully supports their children's personal development, while all pupils who responded said that they felt safe at school. Pupils' outstanding personal development reflects the schools' success in fulfilling their aim to develop, within a family ethos, well-rounded individuals with liberal and enquiring minds and to foster pupils' enthusiasm, self-confidence, good manners, resilience and moral courage and their determination to do their best.
- 3.15 Pupils' excellent self-understanding is a key strand of their personal development across the schools. They demonstrate high levels of self-esteem and self-confidence due to the positive environment created by the schools. In their questionnaire responses, almost all parents agreed that the schools met their children's pastoral and welfare needs effectively. Pupils display considerable self-discipline and excellent resilience, as seen in their response to target-setting in their work. They display a strong capacity to reflect, review and improve their own learning. Boarders rightly reflect that boarding prepares them extremely well for their transition to senior school, due to the experience they gain and the stimulus and challenge they enjoy in the boarding house.
- 3.16 Pupils develop strong decision-making skills, due to the careful planning of the staff in a nurturing environment, which gives pupils the confidence that it is all right to make mistakes and then subsequently learn from them. They are excited to be part of a decision-making process in the selection of their senior schools and understand its importance. Reception children in the outdoor

learning environment were confident in making decisions. For example, in deciding how to keep themselves safe, they showed respect for their given boundaries and calculated appropriately how far they could climb a tree. In discussion, pupils showed a strong capacity to reflect on their previous decisions in order to make better decisions in future. Pupils' decision-making skills are put to excellent use in school council meetings, in which they are required to put forward a well-reasoned case for their proposals. They demonstrate a good understanding of the democratic process, which they see in action in the election of their representatives on the school council. This contributes to their strong moral sense of right and wrong, which arises from the high expectations and clear role models set consistently by the staff. Pupils intelligently explore global issues such as human rights through their well-planned PSHEE curriculum and are struck by the inequalities they encounter.

- 3.17 Pupils demonstrate a strong appreciation of the non-material aspects of life. They enjoy quiet moments of reflection and were moved by the recent commemoration, through the planting of a tree, of the 100th anniversary of a former pupil who lost his life in the First World War. Senior boarders appreciate the time to read in the evenings with hot chocolate and 'chill time' in the dormitories, and day pupils commented on the value of rest periods during the day. During the inspection, pupils recognised the historical significance of the recent first-ever girls' cricket matches and their match reports all commented on their gratitude towards the staff.
- 3.18 Pupils are keenly socially aware, polite and well-mannered throughout the schools. They collaborate willingly in achieving common goals in a range of lessons and activities. They respond strongly to the encouragement to accept responsibility for their actions and maintain high levels of good conduct. Almost all parents who responded to the questionnaire agreed that the schools actively promote good behaviour. This is a result of a strong pastoral culture across the schools, including in the boarding house. Such a strong pastoral environment in boarding reflects the schools' success in its response to the recommendations at the previous boarding inspection to centralise and analyse the information gathered for each boarder so that particular needs can be more easily identified and addressed and priorities identified accurately. Across the schools, pupils show high levels of resilience in the mutual resolution of issues with their peers, without the need for teacher input, but knowing that they have their teachers' support. Around the schools, pupils demonstrate exceptional courtesy and politeness to one another and to staff and visitors. They are consistently mindful of others around them. They engage maturely, with confident and friendly eye contact, in greetings and exchanges with fellow pupils and adults.
- 3.19 Pupils contribute significantly to a strong sense of community across and beyond the schools, with a clear understanding of how they can influence positively the lives of others. They undertake their leadership roles and guide and support their peers in various situations, for example as sports captains and as leaders in boarding. The school council is an effective voice, enabling pupils to contribute meaningfully to school life. At all ages, pupils demonstrate a strong understanding of their obligations towards people who are less fortunate than themselves and show great initiative in planning and undertaking charitable events to support the wider community.
- 3.20 Pupils show a high level of respect for one another, regardless of background, culture or nationality. They confidently share information and features of their own backgrounds, whilst others show high levels of interest in the key values of other cultures and beliefs. This is a particular feature within the boarding setting, where several nationalities and backgrounds are represented. Almost all pupils and parents who responded to the questionnaire agreed that the schools encourage pupils to respect others and be tolerant of different faiths and beliefs.
- 3.21 Pupils across the schools demonstrate and articulate a strong awareness of how to keep healthy and to stay safe, both in day-to-day living and online. They have a thorough understanding of online safety relative to their age. They put this into practice both in school and away from the premises. Pupils who spoke to the inspectors rightly attribute their understanding to the strong focus placed on e-safety education by the schools. In discussion, older pupils also linked safety concerns perceptively with the broader environmental issues, about which the schools' eco-club is raising awareness,

indicating an astute approach to their learning, in making inferences and drawing on higher-order thinking skills. Pupils understand what constitutes a balanced lifestyle. In discussion they explained with great maturity the importance of a broad balance of a wide range of subjects and activities, healthy sports and exercise, and a healthy diet, including the importance of remaining hydrated.

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

Inspectors

Mr Christopher Sanderson	Reporting inspector
Ms Nicola Cornish	Compliance team inspector (Deputy head, IAPS school)
Mr Robin Davies	Team inspector (Assistant director of education, group of ISA and IAPS schools)
Mr Ant Falkus	Team inspector for boarding (Deputy head, IAPS school)