



ISI Independent
Schools
Inspectorate

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

Cheam School

January 2023

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School's Details

School	Cheam School			
DfE number	850/6006			
Registered charity number	290143			
Address	Cheam School Headley Newbury Berkshire RG19 8LD			
Telephone number	01635 268381			
Email address	office@cheamschool.co.uk			
Headmaster	Mr William Phelps			
Chair of Governors	Mr Richard Marsh			
Proprietor	Cheam School Educational Trust			
Age range	3 to 13			
Number of pupils on roll	393			
	Day pupils	259	Boarders	134
	EYFS	43	Years 1 – 2	45
	Prep	305		
Inspection dates	24 to 26 January 2023			

1. Background Information

About the school

- 1.1 Cheam School is an independent co-educational day and boarding school. The school comprises of two sections: the pre-prep for children in the Early Years Foundation Stage (EYFS) and pupils in Years 1 and 2, and the prep school for pupils in Years 3 to 8. Pupils from Year 4 can board on a weekly or flexi basis. Boarders are accommodated in a single boarding house on the school site.
- 1.2 Founded in 1645 in Cheam, Surrey, the school relocated to Headley in 1934. The school is a charitable trust whose governors act as directors of the company. The current headmaster has been in post since April 2022. Since the previous inspection, the school has appointed a new head of pre-prep, a director of teaching and learning and a director of finance and operations.

What the school seeks to do

- 1.3 The school's aim is to provide a happy, stimulating environment in which each pupil is nurtured to develop intellectual, personal, physical, emotional, creative and empathetic core values and skills. The objective is that pupils will experience a diverse range of opportunities supported by staff who mesh the best in modern thinking with traditional values and encourage the pupils to strive to have a go and give their best to be well prepared for the next phase of their life and beyond.

About the pupils

- 1.4 Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 61 pupils as having special educational needs and/or disabilities (SEND), of whom 37 receive additional specialist help for a range of learning difficulties. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 13 pupils, three of whom receive additional support for their English. The curriculum is modified for pupils identified as being the most able in the school's population.

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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 2022, 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. Boarders have access to a suitable programme of activities.
- 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 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. 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, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 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 19 and 22 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 4, 7 and 23 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 14 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 2 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 outstanding success overall across the academic and wider curriculum.
- Pupils throughout the school display extremely positive attitudes towards their learning.
- Pupils show highly developed knowledge and strong understanding and skills across their studies.
- Pupils are excellent communicators.

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

- Pupils show high levels of self-understanding and self-confidence for their age.
- Pupils behave notably well and show respect and kindness towards others.
- Pupils have a strong understanding of how their decisions affect their development.
- Pupils are extremely socially aware and collaborate highly effectively across all areas of school life.

Recommendations

3.3 The school is advised to make the following improvements.

- Further develop the pupils' achievements in the integration of science, technology and engineering.
- Ensure all pupils make their best possible progress by more consistently enabling them to develop and apply independent learning skills.

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' overall attainment is excellent. Pupils of all ages, including those requiring additional support, maintain a high rate of progress throughout all phases of the school. School leaders and staff ensure that pupils make such progress due to well-planned schemes of work supported by thorough assessment and evaluation which enable individual goals to be achieved successfully. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching and the boarding experience has helped their children's progress. Assessment data indicate that nearly all children in Reception meet the level of development expected at the end of the EYFS. Evidence from lesson observations, pupils' work and the excellent results achieved by school leavers at Common Entrance

and scholarship examinations to highly competitive schools show that the pupils successfully fulfil their potential. This is because teachers ensure pupils are challenged, setting ambitious targets that can be realistically achieved. The overwhelming majority of pupils responding to the questionnaire agreed that their teachers know how to help them learn, know their subjects well and are supportive. Inspection evidence supports this view.

- 3.6 Pupils achieve outstanding success overall across the academic and wider curriculum. As well as academic scholarships to their destination schools, leavers have gained scholarship awards in art, computing, design technology, drama, music, sport and as all-rounders. Pupils are highly successful in their ABRSM examinations with grades to a high level being passed on wide range of different instruments and voice, often with distinction. Pupils in the school choir have performed at venues including Winchester Cathedral and churches in London. Pupils have achieved individual and team success in sport at national level in U11 and U13 girls' hockey, U11 girls' netball, boys' football, equestrianism, clay pigeon shooting and cross country. Pupils have had their artwork exhibited in a local gallery. Boarders stated that the boarding environment helped them achieve in art, sport and music. Pupils thrive in the wider curriculum due to the enthusiasm and determination of governors, senior leaders and staff. The school successfully fulfils its aim for pupils to experience a diverse range of opportunities.
- 3.7 Pupils of all ages have extremely positive attitudes to their learning. Pre-prep pupils are curious and work together enthusiastically, as seen when Nursery children dipped for numbers in the outdoor water tray and Year 2 pupils created a samba dance using drums and body percussion. Pupils are well motivated by staff who provide stimulating activities, encouragement and praise. In the prep, pupils are consistently diligent and eager to succeed. They exhibit extremely high levels of determination and perseverance, responding positively to the school's aim of encouraging pupils to strive and give their best. Pupils work with high levels of enthusiasm, as seen in a Year 4 drama lesson where the pupils also showed concentration and determination as they created freeze frames of specific characters such as a jockey. Pupils frequently collaborate well in groups or pairs. For instance, Year 3 and Year 4 pupils worked together in their judo activity and pupils in a Year 6 mathematics lesson joined forces to solve a problem using their newly acquired knowledge of decimal place value and significant figures. Senior pupils can plan their own revision sessions and take responsibility for their own learning programme. Pupils show that they can work well independently, particularly with their prep. However, pupils' independent learning skills are not as strongly developed as possible. This is because opportunities for pupils to lead their own learning are sometimes limited.
- 3.8 Pupils develop good study skills as they progress through the school. They are confident to share their ideas freely and respectfully as they feel completely secure in their environment. Year 1 pupils studying Antarctica analysed and hypothesised about life as an explorer. Pupils in a Year 4 personal, social, health and economic education (PSHE) lesson effectively analysed the qualities required to be a good leader. Year 6 pupils investigating air resistance against gravity in their science lesson achieved positive outcomes. Such success emanates from pupils being challenged by their teachers to question, develop advanced thinking skills, investigate and analyse data and draw reasonable conclusions effectively. Timetabled study skills lessons enable pupils to adapt their own approaches to learning. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence supports this view.
- 3.9 Pupils develop excellent knowledge, skills and understanding across the broad curriculum. Children in the Nursery are encouraged to develop strong motor skills through a variety of enjoyable activities such as painting outdoor equipment and buttering their baguettes. Pupils develop their language skills successfully in French and Latin. More able older pupils achieve well in their study of ancient Greek, further advancing their knowledge of the structure of language. In a Year 6 philosophy and ethics lesson, pupils demonstrated excellent knowledge when giving historical and current examples of people striving for liberty. Pupils' strong knowledge and understanding is encouraged by varied

teaching techniques and typically highly effective use of open-ended questioning. However, senior pupils were seen to make limited progress in a very small minority of lessons where they had little opportunity to take an active part in the lesson.

- 3.10 Pupils make excellent use of opportunities to be creative, such as Year 6 pupils designing photo frames and Year 4 pupils producing highly creative, imaginative and thoughtful pieces of Aboriginal artwork. Pupils' aesthetic and creative development is evident in music which is actively promoted and flourishes. Pupils achieve strong levels of physical development through an extensive programme of physical education and sport. Through the collaborative efforts of senior leaders and the staff, the school successfully meets its aim to provide a stimulating environment in which pupils are nurtured to develop intellectual and creative skills.
- 3.11 Pupils throughout the school demonstrate excellent communication skills. They listen most attentively, such as Year 2 pupils learning new vocabulary in a mathematics lesson and Year 7 pupils learning about forces in science. Children in the EYFS competently discussed the activities they were undertaking, sharing their knowledge and ideas in well-structured sentences and using excellent age-appropriate vocabulary. For example, children in Reception when explaining why they were searching for glass beads in the sand. In discussion with inspectors, pupils of all ages spoke with great confidence, clarity and coherence. Pupils speak and write highly articulately for their age. Pupils with EAL wrote most effectively about how an author uses language to convey a tranquil scene. Pupils with SEND wrote poetry about the last tree in the forest with excellent fluency. Pupils become confident speakers through constant encouragement to speak in lessons, assemblies, house division meetings, on committees and in public speaking competitions. Pupils' writing is of an extremely high standard. Year 7 pupils in an English lesson summarised challenging texts such as Daphne du Maurier's *Rebecca* intelligently and effectively. Pupils' appetite for literature and depth of reading is very well supported by the 'Digest' period at the start of each afternoon.
- 3.12 Pupils display strong numeracy skills from an early age and make excellent progress in developing these. The more able pupils display notably high levels of mathematical competence. Pupils progress well because teachers strive to make the lessons interesting and check pupils' own assessment of their understanding. Those who are less confident are supported effectively. Pupils apply their mathematical skills most effectively to other areas of their learning. In the pre-prep this is done successfully in outdoor play and woodland lessons where pupils measure and compare sizes and weights of materials. Pupils in a Year 3 geography lesson used co-ordinates to locate objects on a map successfully. In Year 5 science, pupils drew graphs to accurately plot results from an experiment about impurities.
- 3.13 Pupils show high levels of competence in information and communication technology (ICT). They use a variety of digital resources confidently to enhance their learning. Pupils in Year 1 accessed activities on their devices independently and competently during a mathematics lesson. Pupils in a Year 4 ICT lesson confidently explained how important it was to ensure that the sequencing and timings of the different variables was correct when using code to create an interactive animation. Pupils use robotics, coding and multimedia programmes with confidence. They progress well in using digital technology because of specialist teaching from an early age and technology being well embedded in the curriculum. Senior pupils use their devices effectively and efficiently for their work in science. Older pupils' confidence and competence is further strengthened through having responsibility for audio-visual and digital presentations in assemblies, chapel and a corridor information screen.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils show a high level of confidence and self-understanding. They develop a strong awareness of their strengths and weaknesses and how they can improve. For example, Year 4 pupils in a drama class identified their own characteristics when considering the character that they were asked to portray.

In exploring rhythm and pulse in their singing lesson, Year 5 pupils successfully reflected on how to improve their own learning and performance. When discussing their strengths and weaknesses with inspectors, boarding pupils spoke of their achievements and acknowledged the support of staff who understood their personal ambition and encouraged them not to give up. Almost all parents who responded to the questionnaire agreed that the school helps their child to be confident and independent. Pupils' positive self-esteem, high levels of self-confidence and resilience are well promoted by staff who are supportive and caring whilst encouraging them to face challenges and strive to improve which helps them to be well prepared for the next stage of their lives.

- 3.16 Pupils demonstrate a highly developed sense of right and wrong and take excellent responsibility for their own behaviour. Most pupils behave kindly, encouraged by the school ethos that demands this. They are highly polite and courteous in their interactions with each other and with others in the school community. Almost all parents who responded to the questionnaire agreed that the school actively promotes good behaviour. Inspection evidence supports this view. Pre-prep pupils showed kindness and respect, whilst sharing and taking turns during their break. They are aware of fairness and consequences through their golden rules and leaders' and staff's effective embedding of school values. Pupils in a Year 4 PSHE lesson analysing the qualities of a good leader showed an excellent understanding that it is not wise or ethically correct to break your own rules. Pupils show strong moral convictions in their discussions and in their work. For example, pupils in a Year 7 science lesson showed understanding and deep concern over the effects of global warming on earth. Work in Year 8 history books demonstrated excellent reflection about whether war is always evil, with some concluding it is not always wrong if fought for the right moral reasons.
- 3.17 Pupils have a good understanding of the importance of making sensible decisions regarding their academic and social progress. Pupils in a Year 4 meeting explained the importance of being well organised and independent, such as forward planning and ensuring they had everything they needed for lessons. Year 8 pupils spoke of their preparation for senior school, in making the right choices for revision and practising interview skills. Boarding pupils speaking with inspectors explained the importance of the decisions they make daily regarding choice of activities, managing their time effectively and choosing to do the right thing in terms of their social relationships. Pupils are confident to seek support when required as seen when handling new processes in their learning in a Year 5 French lesson. This is because their teachers provide a safe, nurturing environment where differing opinions and ideas are encouraged and celebrated.
- 3.18 Pupils of all ages show a strong sense of social awareness. They are highly collaborative and achieve excellent outcomes when working together. Children in EYFS supported one another well when building a model of the Eiffel tower from straws and tape. Pupils in the orchestra worked together effectively as they sought to perfect their rendition of *Land of Hope and Glory*. Pupils successfully problem-solve together as they tackle challenges within enrichment activities. In discussion, boarding pupils reported that there was a very strong social collaboration, team spirit and sense of community within the boarding house. Almost all parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Pupils' understanding of the benefits of teamwork are founded on the school's extensive opportunities for competition. The inter division music competition exemplifies pupils' team spirit and giving their all in singing, ensembles or rock bands. Older pupils give support to younger pupils. For example, Year 7 pupils help Year 3 pupils with their reading. Pupils of different ages collaborate well on the school council and food committee as they seek ideas to improve everyday life within their community.
- 3.19 Pupils contribute well to their own school community and to wider society. Pupils take on positions of responsibility enthusiastically and are eager to help others. Year 8 pupils support the smooth running of the school in their roles as monitors, division leaders, playground friends for pre-prep and nest ambassadors. They act effectively as role models for the younger pupils, help new pupils to settle and lead assemblies. Boarding pupils show an acute awareness of the importance of helping those around them through, for example, peer support with work, assisting with organisation and being a good

friend. Boarders who spoke to the inspectors said that they regard this as a vital element of boarding life and a strength of the boarding community. Younger pupils choose local charities to support and help to deliver donations. Pupils are actively involved, for example, Year 6 pupils successfully entertained and supported disabled children visiting in connection with a local charity group. Older pupils support a wide number of local, national and international charities including aid for two impoverished South African schools when visiting the country to play sport. Pupils' awareness of their responsibilities to society are exemplified by environmental audits they have undertaken showing the impact of the school on the local environment and in a national context.

- 3.20 Pupils show a good spiritual awareness and well developed appreciation of the non-material aspects of life. For example, children in the EYFS exclaimed excitedly at the ice melting on their gloves. When speaking with inspectors, boarders extolled the view from their dormitories on frosty mornings and at evening sunsets and seeing the deer, foxes and badgers in the school's woods. Younger pupils expressed awe when viewing work by the art scholars. In discussion, pupils spoke of the value they place on family and friendships and their appreciation for acts of kindness which they are keen to reciprocate. Pupils' spiritual awareness and appreciation of the non-material are promoted effectively in their philosophy and ethics and PSHE lessons. For example, Year 6 pupils spoke passionately about personal liberty when discussing barriers to education in some parts of the world. Year 7 pupils also reflected with depth and maturity as they considered whether God regretted putting man in the garden of Eden given what man has done to the planet. Pupils take time to reflect effectively in the school's well-being hub and during their quiet time after lunch. They highly value the sense of community that pervades the school. This is underpinned by assemblies, year group and house meetings and collective worship and reflection in chapel assemblies.
- 3.21 Pupils have a strong respect for those from diverse cultures and backgrounds. Year 4 pupils in their art lesson, showed an awareness of the history and culture of the Aboriginal people. In discussions with inspectors, Year 8 pupils explained that although their community has its limitations in terms of diversity, they were aware of not making judgements or stereotyping others. They expressed a keen desire for equality and inclusivity in their own community and in wider society. Almost all parents responding to the questionnaire agree that the school actively promotes values of democracy, respect and tolerance of other people. Inspectors found that pupils gain a good understanding of other cultures through lessons, assemblies and from visiting speakers. For example, Year 3 pupils intelligently discussed similarities and differences between Christianity and Judaism in a philosophy and ethics lesson. Work seen from Year 7 pupils about the Windrush generation showed much thoughtfulness and empathy. The pupils' understanding and respect for those from backgrounds different to their own is successfully promoted by senior leaders and staff throughout the school.
- 3.22 Pupils have a well-developed awareness of how to stay safe and of what constitutes a healthy lifestyle. They have an excellent understanding of how to stay safe online. Their frequent learning on this during ICT and PSHE lessons is reinforced by talks from visiting speakers. Pupils move about the school with due regard for others and show a good awareness of the importance of assessing risk. For example, Year 6 pupils in a science lesson brainstormed safe procedures before they attempted their investigation on light. Pupils show great enthusiasm for physical activity and understand the positive benefits of exercise. Year 1 pupils commenting on their PE lesson said that running makes your heart go faster which is good for you. From an early age pupils show their understanding of the importance of healthy eating, hygiene and good oral health as seen in pre-prep pupils' science work. Pupils understand the need for a balanced diet, whether at snack time or ensuring they partake of some vegetables at lunch time. Pupils show an excellent understanding of the importance of mental health and well-being. In discussion, pupils spoke of the importance of not bottling things up and discussing their worries with others. Pupils said that they were very well supported and advised by staff, especially through the mentoring system, well-being lessons and opportunities to use the school's well-being hub.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, year meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Vaughan Jelley	Reporting inspector
Mr Timothy Lewis	Compliance team inspector (Deputy head, IAPS school)
Mr Richard Evans	Team inspector for boarding (Former head, IAPS school)
Mr Nick Baker	Team inspector (Head, IAPS school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)