



ISI Independent
Schools
Inspectorate

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

Farleigh School

January 2022

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School's Details

School	Farleigh School			
DfE number	850/6015			
Registered charity number	1157842			
Address	Farleigh School Red Rice Andover Hampshire SP11 7PW			
Telephone number	01264 710766			
Email address	office@farleighschool.com			
Headmaster	Fr Simon Everson			
Chair of governors	Mr Keith Abel			
Age range	3 to 13			
Number of pupils on roll	463			
	Day pupils	333	Boarders	130
	EYFS	44	Juniors	296
	Seniors	123		
Inspection dates	11 to 14 January 2022			

1. Background Information

About the school

- 1.1 Farleigh School is a co-educational Roman Catholic independent day and boarding school. The school is a charitable trust administered by a board of governors. It reconstituted and moved to its present location in 1982 on becoming co-educational. The main building of the school is a Georgian house containing the chapel, dining room, boarding accommodation and offices. The courtyard block and new wing contains classrooms and further boarding accommodation. There is a separate facility for the pre-prep, which includes the Early Years Foundation Stage (EYFS). Pupils in years 3 to 5 are taught in the lower school of the prep. Since the previous inspection the school has added a new music school, all-weather pitch and new classrooms for the oldest pupils and refurbished the dining room. A new chair of governors was appointed in 2018.
- 1.2 During the period March to August 2020 on site education was provided for children of key workers. From 01 June 2020 on site education resumed for pupils in the EYFS, Year 1 and Year 6. No boarders remained on site. During this period the school provided online learning and remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than those in the kindergarten, vulnerable pupils or children of key workers, received remote learning provision at home.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school seeks to provide a broad and high-quality education for children of all abilities that enables them to develop spiritually, morally, socially, intellectually and culturally. Within its Catholic ethos, the school aims to provide high standards of pastoral care to ensure pupils enjoy school life as well as preparing them for their senior schools and for fulfilling and rewarding lives.

About the pupils

- 1.8 Pupils come from a range of diverse professional family backgrounds predominantly living within a 20-mile radius of the school. Many of the boarders are drawn from military backgrounds from London, the home counties and a small number are from overseas. Nationally standardised assessment data provided by the school indicate that the ability of pupils is broadly in line with the national average for those taking the same test. The number of pupils identified as having special educational needs and/or disabilities (SEND), is 38 including learning difficulties such as dyslexia and dyspraxia, all of whom receive additional specialist support. Three pupils have education health and care (EHC) plans. Eight pupils are identified as having English as an additional language (EAL) all of whom receive additional support. More able pupils, identified through the school's own assessment framework are supported through the provision of extension work, projects, study support and pastoral care. Talented pupils in sport, the creative arts and other areas are developed through the provision of specialist teaching in their fields.

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, 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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, 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 make excellent progress over time attaining to high standards in all areas of the curriculum.
 - Pupils are highly articulate and confident in all aspects of communication.
 - Pupils make significant progress in numeracy.
 - Pupils have high levels of knowledge, skills and understanding in all subject areas.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' spiritual understanding is excellent.
 - Pupils demonstrate deep self-knowledge.
 - Pupils' social development and collaboration are significant strengths.
 - Pupils show kindness and respect for each other overall but very occasionally pupils show insufficient respect for their peers' individual differences and characteristics in their interactions.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider how to:
- enable pupils to show greater acceptance and respect for individual differences and characteristics in verbal interactions.
 - enable pupils to show leadership and take the initiative in their responses to the challenges of learning to live more sustainably.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The overall achievement of the pupils is excellent and represents successful fulfilment of the school's aim to provide a broad, high-quality education that lays strong foundations for pupils' future lives. Almost all pupils are successful in gaining places at academically selective independent senior schools with a significant number achieving scholarships for academic attainment, music, drama, art and sport each year. Attainment overall is well above national expectations with the most able achieving far above these. By the end of the EYFS children meet the Early Learning Goals and many exceed expectations. These levels of attainment represent a high rate of progress which is maintained throughout the school and across all areas of the curriculum. There are no significant differences

between groups of pupils. Pupils with SEND make significantly strong progress that enables them to attain in line with their peers. In this they are supported by leaders and governors' provision of extensive learning support opportunities and the careful monitoring of each pupil's individual progress.

- 3.6 Pupils are highly articulate and confident in all aspects of communication. They demonstrate excellent speaking and listening skills. For example, in a role-play EYFS children confidently asked each other for money from the bank to spend in a shop. Older pupils were highly articulate when exploring ideas during analysis of an English examination question. Pupils' reading skills are highly developed, far above expectations for their age, as a result of the focussed whole school programme of reading development. Younger pupils in the pre-prep read word cards confidently at the appropriate level for their age and successfully spelled the words onto tablet computers. Older pupils make challenging choices of books to read both for their own pleasure and to broaden their knowledge across a wide range of topics, such as Greek mythology. In discussions they gave interesting and varied explanations for their choices, demonstrating a keen desire to deepen their understanding. Pupils write fluently, communicating their ideas with clarity and accuracy across a range of genres. Older pupils' creative writing is descriptive and detailed. Pupils are very successful when learning other languages, demonstrating confidence when speaking as a result of leaders' provision of highly specialised teaching. Older pupils in French wrote and read out simple phrases with confidence and well-formed accents.
- 3.7 Pupils' significant progress in mathematics is underpinned by their excellent levels of numeracy and enthusiastic engagement with mathematical ideas. They are highly competent users of number when undertaking calculations. Pupils in the lower school demonstrated excellent understanding of rounding to four digits and offered clear explanations for their methods. Pupils apply their knowledge and skills effectively and described in discussions the satisfaction they gain from successfully solving complex questions. Older pupils demonstrated excellent understanding and skills when transforming 2D shapes into 3D shapes, representing strong progress in their knowledge and understanding. Pupils with SEND achieve as well as their peers. Pupils spoke confidently about their enjoyment of learning in mathematics and made perceptive links about its useful application across the whole curriculum.
- 3.8 Pupils demonstrate an extensive range of skills, knowledge and understanding well beyond the expectations for their age and ability across all areas of learning. Throughout the school pupils demonstrate high levels of engagement with scientific ideas. Younger pupils successfully identified a variety of properties of materials such as luminosity and whether or not they were man-made. Children in the EYFS demonstrated excellent understanding and knowledge for their age when considering 'people who help us' by independently making doctors' bags, drawing the contents, then using these in role play to make each other better. Older pupils in the lower school demonstrated strong historical knowledge when giving highly articulate answers about the types of work women undertook during World War 2. Pupils have highly developed physical skills as a result of the governors' investment in sports facilities and specialist coaching. Younger lower school pupils demonstrated excellent levels of dexterity and co-ordination in a gymnastics club and in swimming made rapid progress in developing their technique when learning the back stroke. Older pupils demonstrated excellent control and skill in hockey. Pupils' creative skills are highly developed in music, drama and art. Lower school pupils demonstrated excellent knowledge and understanding of the technical aspects within physical theatre when completing complex and nuanced improvisations using masks. Younger lower school pupils skilfully used pastels to create impressive and beautiful landscapes in art.
- 3.9 Pupils' use of information and communication technology (ICT) is excellent. They demonstrate high levels of confidence and skill in their use of a wide range of digital technologies and apply these skills to great effect in their learning across the curriculum. Children in the EYFS make confident use of ICT having made significant progress during the period of lockdown in learning how to use it to access their learning. Older pupils successfully use tablet computers in lessons across the curriculum making

use of a wide variety of resources and applications. For example, pupils successfully and confidently participated in a quiz to review their understanding of conjugations and declensions in Latin. Pupils make excellent use of the tablets to assist them with their self-organisation. They described the benefits of being able to use a record and repeat function to assist them when learning their lines for a drama production or the words to a song for choir. Older pupils made excellent and confident use of their tablet computers to control programmable robots being guided around a course, successfully using the video function to record and review progress.

- 3.10 Pupils' attitudes to learning are decidedly positive and pupils are highly productive in individual work. Lower school pupils showed determination and independence in rounding numbers to the nearest hundred or thousand, working hard to achieve accurate answers to word problems. Pupils work very effectively in collaboration with their peers. Children in the EYFS showed excellent collective initiative in role-play, agreeing to call 999 because, in their game, the roof was on fire. Lower school pupils' strong collaborative skills and positive responses to each other's feedback in drama, demonstrated clear leadership in their learning. Pupils are actively engaged and involved in lessons. Lower school pupils keenly discussed the perceived emotions contained within a short film about fear. The more able pupils use well-conceived questions to clarify their understanding, often demonstrating higher-order thinking well above the expectation for their age.
- 3.11 Pupils' study skills are highly developed. They draw knowledge from a range of sources including online research and dictionaries. Older pupils successfully carried out independent research using an online map to locate and tally the number of services available in different locations. They demonstrate independence of thought in their learning. Older pupils in an English lesson showed a deep level of understanding and empathy in responding analytically to a video about refugees arriving from overseas, challenging their own initial assumptions. Pupils successfully apply the knowledge and skills they have learnt to new situations, often accurately predicting the potential outcomes. The oldest pupils demonstrated an excellent ability to resolve the products of chemical reactions using chemical equations. Pupils are able to use available information to analyse and form opinions. In design technology, lower school pupils successfully analysed different product designs and incorporated some of these ideas into their own projects. Pupils are well-organised in their work and show initiative in their use of digital technologies. For example, SEND pupils explained in discussions how they use alarm functions on their tablet computers to set reminders to attend commitments.
- 3.12 Pupils of all ages achieve to high standards in relation to their age in the wide range of sports provided by the school. Sports teams have achieved considerable success as finalists in county and regional tournaments in football and hockey. Pupils demonstrate a clear understanding of how physical activity benefits their well-being and health. Nearly all pupils are able to swim from an early age and swimming squads regularly achieve success in regional competitions. Pupils are highly successful and confident performers, demonstrating their skills in a wide range of concerts and drama performances arranged by the school across the year. A significant proportion of pupils receive individual instrumental lessons on one or more musical instruments with many of those achieving high standards in external grade examinations, some to a very advanced level for their age. Many pupils participate in public speaking classes, again achieving considerable success in external examinations. Pupils achieve significant academic recognition outside school. Teams of pupils have successfully competed in local and regional science competitions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' spiritual understanding is excellent, supported by the many opportunities to grow in spiritual awareness that are embedded in all aspects of the school's Catholic foundation. They articulate their values and beliefs clearly. Older pupils reflected in writing with maturity well beyond their age on what it means to be made in God's image. They showed a deep understanding of the responsibility that

comes with stewardship of the world. Pupils' mature demeanour during chapel and their ability to reflect in silence when asked underlies their appreciation for this aspect of school life. They stated in discussions that both during services and at other times, the chapel gives them time and space for prayer and quiet reflection on the spiritual dimensions of human existence. They explained how prayer had helped them to find their way through difficult times by praying not just for themselves but also for others in need. Pupils strongly appreciate non-material aspects of life. Pupils in the pre-prep were able to explain that mysteries are things we may not know answers to or may not understand. Pupils respond with joy and perception to the many opportunities provided to express themselves figuratively, through dance, drama and art. In discussions, they reflected with confidence and maturity well beyond their age on abstract concepts such as beauty residing in the structure of DNA.

- 3.15 Pupils show high levels of self-understanding and deep self-knowledge for their age. They are able to reflect with maturity on their strengths and weaknesses. Pupils have a clear understanding of how to improve in their learning as a result of the school's highly focussed assessment and feedback. Their successful engagement with setting their own targets enables them to make strong progress. In response to feedback in their French books older pupils thanked their teachers for guidance on how to improve. In discussions they explained that they enjoy being challenged with difficult tasks because successful completion gives them a tangible sense of achievement. Pupils have high levels of resilience. Younger lower school pupils' persistence and high levels of self-belief enabled them to make strong progress in mastering the complex technique of a new swimming stroke. When faced with new situations pupils adapt well. During an evening session, boarders willingly moved dormitories recognising the need to be adaptable to new situations as preparation for moving to their senior schools. Older pupils successfully demonstrated self-discipline and the ability to informally assess risk when safely using Bunsen burners to heat water as part of a science experiment.
- 3.16 Pupils have excellent social awareness and work effectively with others, including when solving problems and achieving common goals. In questionnaire responses, almost all parents agreed that the school is successful in helping their children to develop strong teamwork and social skills. Inspection evidence confirms this. In English, older pupils successfully collaborated in pairs by taking turns, clarifying each other's comments and sharing resources. Pupils appreciate and celebrate the success and contribution of those who achieve at particularly high standards. In discussions, pupils were humble about their own achievements, but quick to celebrate the achievements of their peers in music, drama, sport and mathematics. Older pupils successfully care for younger pupils as buddies, for example when looking for lost property. In boarding, experienced boarders successfully support pupils new to the school as 'shepherds', and this support is strongly appreciated by new boarders as they are helped to settle. Pupils clearly articulate the benefits they experience from boarding and explained in discussions that boarding has helped them to develop independence and learn how to live with other people. They recognise that this is useful preparation for the transition to their next school.
- 3.17 Pupils demonstrate an excellent understanding of how to stay safe and healthy. They recognise the importance of a balanced lifestyle, participating with enthusiasm in the wide variety of available sports. Many pupils opt to undertake early morning activities before breakfast such as going for a run, playing tennis or participating in yoga. Older pupils recognised in discussions the particular value of the quiet and stress-free environment of chapel for self-reflection and quiet contemplation and the value of activities such as mindfulness in helping to maintain good mental health. Pupils make sensible food choices at mealtimes, recognising the value of the school's reduced sugar initiative. They also readily take advantage of the fruit that is freely available throughout the day. All pupils have an excellent understanding of how to stay safe when using online digital technologies and in a project on e-safety older pupils created videos to share their expertise with friends and family.
- 3.18 Pupils have an excellent understanding of the significance of decision making in their lives and demonstrate a willingness to make difficult decisions. In discussions they explained that at times this means choosing to attend drop-in sessions for further academic support rather than participating in

an activity for their own enjoyment. Pupils are able to reflect with candour on their learning at the end of each week in order to make sensible decisions about their goals for the week to come. Pupils displayed an excellent understanding about how decisions could affect their well-being by, for example, being selective about the number of scholarship applications to make to ensure a manageable workload.

- 3.19 Pupils contribute well to the lives of others within the school, including in boarding. They successfully fulfil roles of responsibility at all ages from the youngest pupils who act as House Captains in the pre-prep to the oldest pupils who fulfil the same roles in the prep school. They take an enthusiastic part in the democratic life of the school through the school council and successfully engage with school leaders to effect change. Pupils have an empathetic understanding of others with learning disabilities as a result of the partnership with a local school for children with particular educational needs, where pupils engage and support the children in a range of joint activities. They show compassion through their fundraising efforts to support local charities for the homeless. Whilst pupils show concern for the natural environment this is not yet an area where they go on to contribute actively, for example through leading initiatives to improve the sustainability of the school.
- 3.20 Pupils have a good understanding of diversity and recognise the many ways people can be different to each other within society. Pupils with SEND explained that they feel accepted and their needs understood by their peers, who recognise and respect the challenges they face. Pupils of all ages show a good understanding of their own and other cultures. Younger pupils celebrated their own culture by giving presentations to their peers about their customs and beliefs, including demonstrating their own national dress. Pupils recognise the need to respect protected characteristics and older pupils expressed eagerness to support, for example, the rights of those who do not necessarily identify as male or female. Boarders show tolerance towards each other within the boarding community and value their diversity through the formation of strong friendships and collaborations with international boarders. Pupils do not always recognise that they are failing to show respect to one another as a result of their differences. In discussions, pupils spoke of a small number of occasions when there had been inappropriate use of language between peers based on their gender. They also identified that this was now less frequent following assemblies and other occasions when staff had addressed the issue.
- 3.21 Pupils' moral understanding is excellent. Lower school pupils were passionate in their descriptions of the unfairness evident in some countries whereby female pupils are unable to attend school due to their gender. Pupils have a keen sense of fair play and a clear understanding of the school's rules and of law in general, and why each is necessary. In discussions, pupils espoused strong values and demonstrated a clear recognition of the need to take responsibility for their own behaviour. When challenged, pupils respond rapidly to any instruction to adjust their behaviour, responding with respect and a clear acknowledgement of their willingness to comply. Questionnaire responses were clear that the school has high expectations of behaviour and that these are fulfilled overall. Inspection observations and discussions confirm that almost all pupils are well behaved as a rule. Pupils of all ages engage with enthusiasm in debate. Older pupils successfully debated a current affairs topic demonstrating a mature understanding of the complexity and nuances of the issue. Children in the EYFS demonstrated their willingness to share and resolve friendship problems during a period of golden time through careful negotiation.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel 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, staff and pupils to pre-inspection questionnaires were analysed, and inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Matthew Lovett	Reporting inspector
Mrs Karen Tuckwell	Compliance team inspector (Head of lower and middle school, IAPS school)
Ms Sally Weber	Team inspector for boarding (Head, IAPS School)
Mrs Heidi Betty	Team inspector (Head of pre-prep, IAPS school)