



ISI Independent
Schools
Inspectorate

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

Copthorne Preparatory School

March 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School	Copthorne Preparatory School			
DfE number	936/6438			
Registered charity number	270757			
Address	Copthorne Preparatory School Effingham Lane Copthorne West Sussex RH10 3HR			
Telephone number	01342 712311			
Email address	office@copthorneprep.co.uk			
Headmaster	Mr Nathan Close			
Chair of governors	Mrs Sam Coutinho			
Proprietor	Copthorne School Trust Ltd			
247	269			
Age range	2 to 13			
	Day pupils	247	Boarders	22
	Nursery	61	Pre-Prep	66
	Prep	142		
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Copthorne Preparatory School is a co-educational day and boarding school, originally founded in 1902. It is overseen by a governing body. Flexi weekly boarding provision is available from the age of seven. Female and male boarders are accommodated in separate areas of the boarding house. The school comprises three sections: nursery, for children aged 2 to 4 years; pre-prep, for pupils aged 4 to 7 years; and prep, for pupils aged 7 to 13 years.
- 1.2 Since the previous inspection, the nursery building, and outdoor facilities have been refurbished. The current headmaster took up his post in November 2021, and the current chair of governors took up her position in December 2021.

What the school seeks to do

- 1.3 The school's aim is to develop confidence and provide opportunities for all to succeed, so that children move on to their next stage as self-assured individuals, well prepared for their progression to senior schools of their choice. It intends for all pupils to become lifelong learners and responsible global citizens and to be the very best that they can be. The school seeks to put the development of character at the heart of its education and ensure that all children are given an education for life.

About the pupils

- 1.4 Assessment 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 63 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, of whom 55 receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language for 39 pupils, eight of whom receive additional support for their English. Data used by the school have identified 29 pupils as being the most able in the school's population, and the curriculum is modified for them and for 32 other pupils due to their special talents in music, drama and sport.

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 pre-prep and relationships and sex education in the prep 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 wellbeing 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 develop excellent knowledge, skills and understanding across the age range.
 - Pupils' communication skills are extremely well developed.
 - Pupils develop highly positive attitudes towards learning.
 - Pupils make the most of all opportunities given to them to extend their learning and pursue their interests beyond the classroom.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show excellent self-discipline, self-confidence and resilience.
 - Pupils work extremely effectively with others to achieve common goals.
 - Pupils know how to stay safe, and they have a well-developed understanding of how to be physically and mentally healthy.
 - Pupils show kindness and respect for each other overall, but at times the behaviour of some pupils does not reflect expectations.

Recommendation

- 3.3 The school is advised to make the following improvements.
- Strengthen the quality of pupils' behaviour so that it consistently reflects expectations.

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' excellent levels of academic achievement are a result of high expectations on the part of senior leaders and teachers. Almost all of the youngest children achieve a good level of development by the time they leave the early years setting and the attainment of pupils in the prep school maintains this excellent start. Evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data, as recorded by the school's detailed tracking system, show that pupils make good short- and long-term progress in all areas of the school. Pupils with SEND also make strong progress so that their attainment meets their expected levels, with some exceeding. Throughout the school, secure progress is achieved by all groups of pupils, who benefit from leaders' regular monitoring of attainment where data is used effectively to identify pupils' needs at an early stage. Most parents who

responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress.

- 3.6 Pupils demonstrate high levels of subject knowledge, and their skills base is extensive. Pupils across the school are curious, creative learners, demonstrating excellent knowledge, skills and understanding. For example, in Year 2, pupils were confident in role play as both customer and shop keeper, enthusiastically conversing in French using excellent accents. In Year 5 science, pupils were able to explore and discuss aspects of gravity, using the forces of push and pull. Pupils' creative and aesthetic abilities are highly developed. Pupils perform in drama productions from an early age and excellent creative work is evidenced around the school. Children in the Early Years Foundation Stage (EYFS) confidently use their knowledge to identify primary colours and accurately predict outcomes when mixing two together. In Year 1, pupils successfully carry out different techniques and colours to produce a piece of work in the style of Georgia O'Keefe. In discussions, pupils spoke of their delight in creating artwork and how they relish the opportunity to be creative and the variety of displays around the school reinforces what is being taught and celebrates excellence in this subject area. Pupils engage in a variety of tasks and activities in lessons that enable them to develop across the curriculum. In a Year 6 physical education (PE) badminton lesson, pupils boldly utilised new skills by performing net-shots with growing accuracy.
- 3.7 Pupils' competence in communication is a real strength. They communicate with enthusiasm, clarity and expression where the school's culture promotes open communication for all pupils. The curriculum provides effective opportunities for pupils to enhance their skills from a young age. For example, EYFS children are frequently enabled to verbalise their thoughts and respond to highly effective questioning by adults. Pupils in Year 2 displayed an outstanding ability to converse when role playing Charles II addressing his people. In Year 7 English, pupils displayed advanced oracy skills when delivering a persuasive speech. They identified accurately repetition, rhetorical questions and alliteration while studying *Private Peaceful* by Michael Morpurgo. There is a positive culture of reading, where early literacy skills develop quickly in the EYFS due to the well-structured phonics programme, enabling children to develop secure pre-reading and writing skills. Older pupils regularly achieve success in the school's 'Power of Reading' programme. Pupils' writing skills continue to develop throughout the pre-prep and older pupils' writing demonstrates in-depth and mature understanding as seen in Year 6 English where impressive use of similes, metaphors and alliteration were used effectively to enhance their creative writing on the human senses.
- 3.8 The pupils display well-developed numeracy skills and secure knowledge of mathematical concepts from an early age. For example, Reception children confidently identified 2D and 3D shapes and their properties, recognising a circle has a continuous side with no corners and linking this to the concept of infinity. In Year 2, pupils were eager to share their understanding and ability to solve more complex problems, identifying fractions in both shape and number values. Pupils of all abilities respond well to numeracy lessons and show their ability to apply their understanding across other subjects too. For example, in Year 3 science, pupils confidently measured the size of shapes, predicting the various distances from the light source needed to affect change in the shadow. Pupils develop their mathematical understanding by consolidating knowledge using a variety of activities from drawing shapes on the playground to older pupils using their devices to access programmes for extension work as well as achieving success in external mathematics competitions.
- 3.9 Pupils are competent users of information and communication technology (ICT). They use the electronic devices to support and extend their learning. For example, Year 2 pupils accessed school devices for instruction on how to build their 'Lego Tech' models, displaying a confident use of the device to successfully complete the challenge and pupils in Year 4 utilised their ICT skills when designing their own whistles. They displayed an excellent foundation of previous learning to achieve their goal. Pupils from Year 6 to Year 8 exhibit excellent higher-order skills when using tablets to research and consolidate learning, and record a variety of activities such as weather forecasts in French. In Year 6, pupils demonstrated high levels of ability when exploring coding and micro bits. In

a Year 8 music lesson, pupils used ICT effectively to research a topic, where secure matching of provision to pupils' needs enabled them to expand their existing knowledge regarding the songs, the composer and the storyline. In discussions, older pupils identified that the use of electronic devices and consolidating programmes, allowed them to gain excellent problem-solving skills.

- 3.10 Pupils of all ages exhibit strong ability to focus and remain on task in lessons, and this creates a stimulating learning environment where pupils practise and develop their study skills in a positive manner. In discussions, boarders confirm that having more time to read has certainly helped with their studies as well as having the ability to access the library at any time. In the EYFS, self-chosen child-initiated activities support and develop independent learning skills. Across the age range, specific study skills, such as prediction, analysis, hypothesis and comparison, were seen during lessons and in pupils' work. For example, Year 2 pupils confidently hypothesised about what buildings might look like when London is re-built following The Fire of London, and older pupils in Year 6 demonstrated a strong understanding of language and ability when analysing Shakespearean prose. Year 8 pupils confidently identified links between French and English by studying word roots and seeking to recognise how familiar they look in the two languages, such as, *professeur*, *serveur*, *dentiste*. Pupils work with focus and collaborate with their partners, displaying excellent application and ability to analyse.
- 3.11 Pupils' creative and sporting endeavours demonstrate success both individually and collaboratively. A large number of pupils excel in sport, music and drama with considerable success at local and wider level in examinations, performances and competitions. Breadth of opportunities outside of the classroom range from taking part in a variety of sporting, drama and chess activities and competitions where the school currently hold all five top school primary cup titles in chess. There is much accomplishment in the performing arts with success in dance and ballet and, in concerts, playing a variety of musical instruments. In discussions, pupils spoke with pride about their achievements and Year 8 pupils discussed how the grounding they had been given in sport at the school, enabled them to go on to excel in external clubs, such as achieving a black belt in Taekwondo. Pupils state that they are given opportunities to specialise and excel with strong teaching and resources. Pupils present themselves as confident high achievers who aspire to succeed. A very large majority of parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities. The school fully meets its aim to develop confidence, provide opportunities and realise potential.
- 3.12 Pupils demonstrate much enthusiasm for their learning and collaboration is a key element of most lessons observed. Pupils' attitudes to learning are, in the main, excellent and they have a desire to give of their best, which is a strength. They show a willingness to, as they put it, 'have a go' and say that if a mistake is made, it is nothing to be concerned about and is another learning opportunity. In a Year 4 design and technology (DT) lesson, pupils relished the opportunity to go improve their designs by using the undo icon, demonstrating resilience and determination to succeed. In discussions, pupils identified that teachers provide many opportunities for them to work both collaboratively and independently which they greatly valued as a positive learning tool and pupils who board say they have acquired the skill of being more independent.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent. They demonstrate a strong sense of self-knowledge, and support the ethos and values of the school. For example, in Year 3 science, pupils recognised the importance of completing corrections prior to practical activities to ensure fair testing and understanding, and in design technology Year 7 pupils independently use the 3D printer to produce their physical designs. Pupils develop confidence in their own abilities and appreciate that their teachers will support and challenge them. At pre-prep play, pupils displayed high levels of self-discipline, resilience and awareness of risk when participating in the climbing wall activity. They all

took part with enthusiasm, despite finding the activity challenging, with some of the youngest children climbing all the way to the top. In a Year 4 personal, social, health and economic education (PSHE) discussion about resilience, while watching an excerpt from a television talent show, pupils showed empathy for the judges, recognising that it was inappropriate not to take guidance when it is given. In discussions, pupils defined resilience as *not giving up and if something fails you have to try again*. Pupils encourage each other, and the school's culture and environment enable them to develop a strong sense of empathy.

- 3.15 Pupils embrace decision-making opportunities and act with independence. Children in the EYFS take much advantage of the child-centred learning opportunities and range of resources to extend their learning. Pupils know that decisions and choices they make now could have a large impact on their futures. In Year 3 humanities, when discussing palm oil, pupils displayed an excellent awareness that the environmental choices they make will affect the wider world around them. Through interviews, older pupils commented on secondary selection, the application process and the effect on future outcomes. The pupils express clear desire for future success. Pupils confidently make decisions about other areas such as electing each other to key roles such as the form captain, school council and wellbeing ambassadors. In discussions with the boarders, they all agreed that boarding gave them a resilience and independence which helped them to make the right choices in life as well as having more time to consider and reflect issues concerning the wider world.
- 3.16 Pupils demonstrate a sense of appreciation for all around them. This starts in EYFS and develops across the school through the focus on relationships education, personal, social and health education (PSHE) and as part of the whole school culture. Pupils are caring of each other and appreciative of their environment, especially the outdoor space. They value their physical habitat, and displays throughout the school evidence their sense of wonder towards nature. Pupils respond enthusiastically to the aesthetic qualities of art and literature. For example, in a Year 5 English lesson, pupils studying a graphic version of *Tom's Midnight Garden* identified the importance of using one's imagination to conjure up magical experiences through language, demonstrating excellent interpretation of the text. In Year 6, pupils demonstrated their philosophical thinking skills when writing their excellent descriptive accounts of life in the trenches in World War 1. Year 8 pupils explained how they planted a tree together in the school grounds to symbolise friendship. In discussions, pupils said that they gained much from the English lessons which explored the value of sentiment. They also expressed the importance of utilising areas to sit down and reflect, such as the library or sensory garden.
- 3.17 Pupils display good moral awareness and understanding of the rule of law. They show kindness and respect for each other overall, but at times the behaviour of some pupils does not reflect expectations. In their responses to the questionnaire, some older pupils felt the school did not teach them how to build positive relationships and friendships. From discussions with both pupils and staff, checking of records and observations at various times of the day, inspectors concluded that the behaviour of the few is responsible for this perspective. Rewards and sanctions are managed by the staff, but the pupils who spoke to the inspectors did not all feel that it was fair or that the problems were solved and, as a result, are repeated. Strategies are in place and pupils are encouraged to engage in high level, philosophical questions through effective use of displays around the school with reflective questions such as *What is punishment for?* Some parents who responded to the questionnaire said that bullying was prevalent. However, pupils who conveyed their views were adamant that bullying was not a problem in school, and inspection evidence supports this view. Most pupils aim to uphold the values of the school. This was exemplified by acts of kindness shown by pupils to one another, such as spontaneously helping others to tie their shoelaces up. Pupils who spoke to the inspectors said that the behaviour of most pupils is good and that pupils understand the importance of rules and doing the decent thing, also stating that they will be encouraged to take the right road if they stray.
- 3.18 Pupils display strong social awareness and work effectively together to create a cohesive learning community. Children in the EYFS have outstanding social awareness and work together in a positive fashion. This was seen when a group of children worked in the veterinary area, tending rabbits, and

when preparing to go home. Older Year 6 pupils displayed high levels of empathy and awareness by taking the initiative to explain different types of volcanoes and earthquakes to pupils to support their learning. Year 7 pupils held a mature, insightful discussion around the issue of trust and social awareness, the traits that pupils value in their friends, and how their own actions affect their ability to work well with others. In discussions, pupils spoke of the effectiveness of cooperation, both in lessons and throughout the wider school community, in order to achieve common goals.

- 3.19 Pupils make sustained and meaningful contributions throughout the school and to the community around them. They are aware of their peers, offer support and take their roles of responsibility in their school community seriously. Older pupils provide excellent role models for the younger children. Pupils involved in leadership roles expressed pride in their positions of responsibility. Year 8 pupils were particularly proud of their support for the pre-prep pupils and their experience in teaching them how to make bicarbonate powered rockets. The pupils are also proud of their fund-raising efforts for a variety of pupil chosen charities, such as those protecting endangered species. Year 8 pupils have created their own charity, the 'Fantasy Foundation', to raise funds for homeless people. A large number of children are ambassadors and help to look after other pupils in the school. This has helped to instil a sense of care and belonging in the school community.
- 3.20 From a very young age, pupils have an excellent understanding of the similarities and differences between people of diverse faiths and cultures and see these as something to celebrate. In discussions, pupils identified that when their peers share their personal experiences openly, it further develops their understanding of different cultures, traditions and beliefs. Pupils understand the importance of equality. For example, in assembly, pupils in Years 3–6, through insightful questions and answers relating to instances of inequality in society, recognised the significance of feeling equal to one another, supported by successful decision-making and being able to rely on those around you regardless of gender, race or religion.
- 3.21 Pupils display a strong understanding of how to keep themselves healthy and stay safe. Pupils are clearly aware of how to stay safe and display an understanding of the need for internet safety awareness, not only for themselves, but also for their peers. This was seen in a Year 7 and 8 assembly where pupils gave a presentation on cyber bullying and on-line safety, demonstrating significant understanding of this important area. In pupil discussions, they confirmed that safety is paramount. Pupils are also aware of the importance of exercise, healthy eating and having a healthy mind. For example, Year 1 and Year 6 pupils were seen limbering up and stretching their muscles in readiness for the physical activities ahead and in discussions, boarders agreed that being able to take part in more after school clubs and eating healthy food options all of the time supported their ability to lead a safe and healthy life. All pupils said how much they enjoyed their outdoor activities and that outdoor learning in particular helped them to relieve stress as well as strategies such as wellbeing weeks which are run with a positive focus, where a chill zone is sometimes offered as well as yoga, reinforcing the importance of positive mental health. Pupils are confident and capable when discussing and expressing their understanding of relationships and of their own wellbeing and the wellbeing of others.

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 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

Mrs Julie Lowe	Reporting inspector
Mr Kit Perona-Wright	Compliance team inspector (Assistant head, IAPS school)
Miss Penelope Kirk	Team inspector (Former head, IAPS school)
Mr Lawrence Groves	Team inspector for boarding (Headmaster, ISA school)