



ISI Independent
Schools
Inspectorate

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

Westbourne House School

November 2022

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School's Details

School	Westbourne House School		
DfE number	938/6007		
Registered charity number	307034		
Address	Westbourne House School Coach Road Chichester West Sussex PO20 2BH		
Telephone number	01243 782739		
Email address	office@westbournehouse.org		
Headteacher	Mr Martin Barker		
Chair of governors	Mr James Patrick		
Age range	2 1/2 to 13		
Number of pupils on roll	385		
	Day pupils	275	Boarders 110
	Pre-prep	94	Prep 291
Inspection dates	1 to 3 November 2022		

1. Background Information

About the school

- 1.1 Westbourne House is an independent co-educational day and boarding school. Founded in 1907 in Folkestone, the school moved to West Sussex in 1947, added the pre-preparatory school in 1987 and became co-educational in 1990. It has two sections, the pre-prep for pupils aged two and a half to seven and the prep for those pupils aged between seven and thirteen. Boarders are accommodated in seven small houses around the school grounds. The board of governors is responsible for governance of the school. Since the previous inspection, parts of the school have undergone refurbishment, including the dining hall and areas of the boarding accommodation.

What the school seeks to do

- 1.2 The school endeavours to stimulate and encourage children to maximise their potential in mind, body and spirit through a broad and varied curriculum. It aims to provide: equal opportunities for all; a broad and balanced curriculum and activities; a caring, challenging and disciplined environment; and a wide range of sports and activities. It also seeks to develop children's social and cultural education, and moral and spiritual values.

About the pupils

- 1.3 Pupils come from a variety of backgrounds typically from within a 15-mile radius of the school. Nationally standardised tests indicate that the ability profile of the school is above average for those taking similar tests. The number of pupils identified by the school as requiring support for special needs and/or disabilities is 125, 61 of whom receive additional support, mostly with reading and spelling. Two pupils have an education, health and care plan. Twelve pupils have English as an additional language, one of whom receives additional support.

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 and 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'.

Key findings

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

- Pupils display excellent attitudes towards their learning and are full of enthusiasm for all they undertake.
- Pupils are confident and expressive communicators; from a very early age, they expertly share their thoughts and ideas.
- Pupils display an extensive range of skills, knowledge and understanding, supported by teaching of a good quality and a broad, exciting and challenging curriculum.
- Pupils achieve highly as reflected in their success at the point of transfer to their chosen secondary schools.

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

- Pupils are expert decision-makers, showing skill and understanding of what impact the process has on themselves and others.
- Pupils are excellent social citizens who contribute to a school environment that is family orientated and where they feel safe and secure.
- Pupils show an excellent understanding of how to maintain a healthy lifestyle, both physically and mentally.
- Pupils display high levels of self-confidence and, as a result, make excellent contributions to all areas of school life, both personally and academically.

Recommendation

3.3 The school is advised to make the following improvements.

- Strengthen pupils' progress through a more effective analysis of attainment data and by improving feedback to identify next steps in learning.

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' achievement is strong across many areas of learning supported by quality teaching which meets individual needs. Pupils work successfully towards Common Entrance in mathematics, English and science and achieve well at the point of transfer to their chosen secondary school. A number of whom receive scholarships and awards. Pupils' attainment is good when compared to those who take the same tests nationally. Pupils of all abilities, including those with SEND or EAL, make good and, in

some cases, rapid progress across the curriculum. The progress of children in the EYFS and pre-prep is monitored closely through both formal and informal assessments that indicate the next steps in learning. Throughout the rest of the school, when used effectively, marking and feedback are powerful tools to lead pupils on an academic pathway to further success. However, this is not consistent across all subjects and age groups. Additionally, a very small minority of pupils, in response to the pre-inspection questionnaire, felt that feedback and marking do not support their progress. Coupled with this, the data that the school holds are not used as effectively as they might be to support the learning and development of the pupils. School leaders and managers are aware of this and have already begun reviewing their arrangements. An overwhelming majority of parents who responded to the questionnaire felt that their children's particular individual educational needs are met effectively.

- 3.6 Across the school, the assimilation and acquisition of knowledge, skills and understanding is excellent. From intellectual learning habits embedded into the culture to particular skills required for the lesson in hand, pupils demonstrate that they can apply skills, draw on their understanding and are continually adding to their knowledge. Evidence for this might range from a boarder practising the cello and preparing to Grade 6 standard whilst managing their time and practice routine, to pupils in Year 8 problem-solving and applying skills to solve a coding and programming challenge. Pupils' basic skills for learning are well-advanced across the curriculum. For example, children in the Nursery showed an excellent development of scientific understanding when describing how a wormery was made. Also, pupils in Year 6 demonstrated a notably strong knowledge of vertebrates and invertebrates when looking at specimens, using their classification skills to identify a scorpion, a spider and dragonfly larvae. School leaders and managers ensure that pupils have access to a wide range of educational opportunities, successfully steering the need for academic excellence with a rich variety of experiences and thus fully supporting the aims of the school. Pupils may be working through Latin practice test papers in one lesson and then kayaking on the school lake in the next.
- 3.7 Pupils demonstrate excellent communication skills. They are highly articulate, speaking with confidence and accuracy. They are comfortable in maintaining eye contact and show commendable willingness to participate enthusiastically to genuine two-way dialogues. This was also shown when a group of younger prep pupils came to tell the inspectors how brilliant they thought the school was. Boarders were eloquent communicators when showing inspectors around their boarding houses. The international nature of the boarding houses ensures boarders benefit from the extended sense of community and the language opportunities thus offered. Pupils also spoke positively about how student councils encourage them to express their opinions. Display work around the school and in pupils' workbooks demonstrates a good standard of written work across creative and factual pieces of work, showing good progress across all age groups. Pupils write expertly for a range of genres, whether that be for a review of a play visited at a local theatre or a persuasive piece as to why the Lake District is a good place to visit. Pupils display a love of reading, which they do competently. This is encouraged and developed through a range of different initiatives and pupils eagerly await the opening of the new library.
- 3.8 Pupils have strong mathematical knowledge. From an early age in the EYFS, children develop their skills in counting and measuring which are built up as they move through the pre-prep. Pupils in Year 1 are able to identify advanced numerical quantities and use mathematical language to explain their answers. Pupils in Year 4 showed excellent place value knowledge when adding and subtracting four-digit numbers and representing worded problems using bar models. Pupils in Year 7 readily applied their knowledge of the four number operations when working on index laws, and pupils with SEND were very well supported to enable them to achieve well in a lesson on solving negative number addition and subtraction. Pupils apply their mathematical knowledge well into other areas of learning as seen in physics where pupils adeptly applied their knowledge of decimals or in food technology when weighing out ingredients and setting the timer on the oven when making cupcakes.
- 3.9 Pupils display a good competency in information and communication technology (ICT) and in its application to other areas of learning. Pupils confidently use the internet to research for a range of

topic work and do so understanding the need to keep themselves safe when working online. Older pupils confidently accessed learning platforms and were able to select images and information from the internet to include in their projects. Pupils in Year 8 confidently use their knowledge and skills to code and programme robots to perform a task. Older prep pupils, in a digital skills lesson, were able to identify design faults in websites and give examples of good design features, assessing where information is well organised and a search function is accessible. In a senior music lesson, pupils competently used their ICT knowledge to write the theme music to a news programme, skilfully manipulating the elements of the program to create their desired outcome. Pupils with SEND, in particular, use laptops well to support their writing and other areas of learning.

- 3.10 Pupils show excellent independent study skills and resilience. They show that they have a good grasp of high-order learning habits such as demonstrating meta-thinking and being able to link concepts together. This was exemplified when younger prep pupils wrote from the point of view of a Victorian on their first train journey. In English, when analysing an excerpt from *The Cellist of Sarajevo*, pupils in Year 8 showed excellent inference of the vocabulary used which has connotations of war and a sense of panic. Pupils are competent when drawing knowledge from a wide range of sources. Older pupils, in a geography lesson, drew on a range of resources, including field sketches and photos, to analyse findings from a field trip and assess the impact of human influences on a particular area. Boarders understand that study skills develop within the boarding environment from demonstrating persistence and independence during homework sessions to understanding the importance of a balanced day, finishing with restorative sleep.
- 3.11 Pupils' academic and other achievements are excellent. These include achievements in sport, music, drama and art. Both team and individual success is of a high level, whether this be representing the county and country in national football competitions or participating in an emerging player programme in cricket. Pupils participate successfully in national competitions in mathematics and English. Pupils achieve highly in external music examinations and participate enthusiastically in inter-patrol (house) competitions. In science, pupils have achieved Level 1 in a national gardening award. Pupils talk positively about the wide range of their successes, citing their achievements in netball and even how they can read up to eight books in a half-term holiday. Teachers inspire their pupils to achieve, and the pupils respond enthusiastically. At the heart of their ethos is the *Westbourne Way* where every pupil strives to be as good as they can be.
- 3.12 Pupils' attitudes to learning are positive. They are highly productive in individual work, for example when pupils in Year 3 created autumn leaf drawings, paying great attention to detail in form and colour. All pupils were highly independent, selecting resources, making decisions about their work and managing resources, being justifiably proud of their finished pieces. The *Westbourne Way* is a set of standards to which all pupils aspire, teasing out the best way to approach the excitement of action-packed days whilst remaining committed to forging strong relationships. Themes of helpfulness, tolerance and respect are included in this passport as an ongoing demonstration of attitudinal positivity. Pupils, including boarders, cite the importance of working collaboratively, which they do naturally. Pupils with SEND are well supported in lessons, being encouraged to work independently where possible. For example, pupils in Year 5 were immensely proud to share work in creating a textile pencil case, explaining the choice of tie-dye design, how to iron and sew a seam and make a fastening. Older prep linguists were highly engaged with the task of matching images and statements in Spanish and English and showed excellent attitudes to their learning, working both independently and also being willing to support their peers.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are highly confident and are self-reflective. In discussions, they talk passionately about how their confidence has grown since joining the school, citing the many opportunities in which they can

become involved and the support of teachers who encourage them. Pupils understand much about themselves and also about each other which leads to a strong sense of school community. Pupils are resilient towards failing, understanding that it is through failure that they learn most to guide long-lasting successes. From an early age in the Nursery, children are quietly confident and resilient such as when they select and cut up their own fruit for a snack and pour their own drinks. This positive attitude is built upon as pupils move through the school. Boarders benefit from their boarding experience to develop as proud citizens, learning skills such as independence, compromise and community from their boarding interactions. In discussions, pupils felt that the residential trips encourage self-knowledge and help prepare them well for the next stage of their lives.

- 3.15 Pupils are very confident in making decisions. Pupils in Year 6 use informed trial and error effectively when testing circuits. They make sensible and well-considered decisions relating to the use of ammeters, cells and bulbs. Other older pupils showed excellent awareness of safety when conducting an experiment on acid rain, using safety goggles and glass test tubes with care and accuracy. Pupils are self-disciplined and aware of risk without being overly fearful in everyday life. Pre-prep pupils demonstrated strong awareness of safety relating to fire risk explaining that they would put a sparkler out in a bucket of water or sand. They were adamant that they would never touch a firework. In pastoral time, at the beginning of the school day, pupils in Year 8 showed excellent decision-making skills when they chose the definition of health and wellbeing that was most important to them and demonstrated an excellent understanding of good and bad lifestyle choices. Pupils are given plentiful opportunities to be masters of their own decision-making, from choice of boarding activity, to how to respond to a work assignment or which higher-order thinking skill to adopt. They respond by making good, honest and well-intentioned decisions to benefit themselves and the wider community.
- 3.16 Pupils develop a strong sense of spirituality. Through religious studies lessons, chapel on Fridays and visits to different places of worship, they develop a good appreciation of spiritual life. They also strengthen this through becoming absorbed in the spiritual life of others. Younger prep pupils were engrossed in learning about the four noble truths in a topic on Buddhism, bringing to life the story through their animated explanations. They reflected maturely on the purpose of meditation and how it can help them. Equally, pupils show an excellent spiritual understanding and an appreciation of the non-material aspects of life by writing their own rules to live a happy life. Pupils' sense of spirituality is enhanced through the beauty of the local landscape. This was perfectly captured during an outdoor pursuits activity when, almost poetically, the pupils appreciated the murmur of the wind, the ripple of the water and the opportunity to see wildlife. Boarders also talked effusively about their love of their school environment and the positive impact it has on their sense of wellbeing. Older pupils demonstrated a philosophical maturity when examining different cultural attitudes towards sanctity of life. Their respect towards attitudes that may be at odds with their own was excellent.
- 3.17 Pupils demonstrate an excellent understanding of right and wrong and are willing to take responsibility for their own behaviour. Positive play was observed at break times in all areas of the school. Pupils understand and respect systems of rules and laws, being clear of boundaries on the school site for each age group. Pupils in Year 4 showed excellent sportsmanship when preparing for a fixture against a rival school, discussing the importance of being fair to both teams and celebrating each other's talents. Boarders talk about how good morals promote a healthy and inclusive environment. In the boarding houses, they behave well towards one another, understanding the clear guidelines on expectations for behaviour. Pupils move around the school site in an appropriate manner. Pupils understand that they are responsible for their attitudes to learning and that by sharing in a collective and responsible attitude they were buying into a rich ethos for the betterment of all. In response to the questionnaire, almost all pupils stated that the school expects them to behave well.
- 3.18 Pupils form excellent productive relationships with each other and collaborate well, in each age group, to achieve common goals and solve problems. They are highly supportive of each other, and pupils embrace the team ethic on the sports field and demonstrate a natural ease towards communicating with each other and with their teachers. Lessons demonstrated collaborative harmony, and staff act

as role models in their daily demeanour and expertise and in demonstrating an appropriate and positive sense of togetherness. Pupils value the sense of social cohesion that the school community affords them. They know that they are valued members of an inclusive community that recognises every single contribution. Older boarders spoke positively of the independence skills that boarding has taught them and the importance of building positive relationships with each other as part of community living.

- 3.19 Pupils make a significant contribution to others, in the school and the wider community, reflecting one of the key aims of the school. They appreciate the circumstances of those less fortunate than themselves and are active in supporting them, for example in providing food for a local food bank at harvest, sending cards to people who live alone at Christmas and raising significant funds for charity. Pupils vote for the school charities each year and actively fund raise through school events as well as under their own initiatives. Pupils readily take on positions of responsibility and, in doing so, show excellent qualities of leadership. Pupils in Year 7 volunteer to be happy helpers supporting pre-prep pupils and designing activities to support their learning, such as outdoor games to support physical development. Boarders demonstrate an awareness of selflessness towards each other so that the boarding environment is built upon foundations of compromise, tolerance, inclusion and respect. Pupils enjoy representing their school and understand that there is a way to do this.
- 3.20 Pupils are inclusive of those from backgrounds different to their own. They enthusiastically promote understanding of their own and other cultures and specific events, such as international week, support this learning. They are keen to support new classmates from overseas and value the opportunity to learn about new cultures. This was demonstrated when pupils in Year 5 taught younger pupils about countries and cultures in an 'around the world' event. Younger prep school pupils were eloquent when discussing tolerance and respect. These themes, through creative leadership and management, pervade both the high performance learning programme and the *Westbourne Way* which are part of the ethos and fabric of the school. International boarders speak of how they benefit from an inclusive and international environment.
- 3.21 Pupils of all ages articulate the importance of being physically and mentally healthy and how to achieve this. They are aware of the importance of balanced meals and take part in sport and outdoor activities daily, recognising the positive effects that exercise has on their bodies and minds. The youngest children in the pre-prep understand about aspects such as good oral hygiene and how to stay safe when crossing public highways. Their understanding is strengthened by visiting speakers such as from the police. In discussions, pupils show a clear understanding of the importance of maintaining good mental health and that sharing concerns with others may help this. Through work in school and visiting speakers, they learn the importance of being safe online. Pupils state that they feel safe in school and, in response to the questionnaire, a vast majority said that they understand how to stay healthy. School leaders and managers ensure that there is a rich variety of activities on offer which are designed to keep mind and body active and stimulated.

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 house form meetings and an assembly. 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 Graham Gorton	Reporting inspector
Mr Matthew Draper	Compliance team inspector/team inspector (Head, IAPS school)
Mrs Joanna Hubbard	Team inspector (Head, IAPS school)
Mrs Francesca Bradbury	Team inspector for boarding/team inspector (Deputy head, IAPS school)
Mr David Collins	Team inspector for boarding/team inspector (Deputy head, IAPS school)