



ISI Independent
Schools
Inspectorate

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

The Royal School

April 2023

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School's Details

School	The Royal School		
DfE number	936/6054		
Early Years registration number	EY362488		
Registered charity number	1121303		
Address	The Royal School Farnham Lane Haslemere Surrey GU27 1HQ		
Telephone number	01428 605805		
Email address	admin@royal-school.org		
Headteacher	Mrs Pippa Smithson		
Chair of governors	Mr Mark Boxall		
Proprietor	United Learning Trust		
Age range	0 to 19		
Number of pupils on roll	296		
	Day pupils	254	Boarders 42
	EYFS	53	Prep 75
	Seniors	132	Sixth Form 36
Inspection dates	25 to 27 April 2023		

1. Background Information

About the school

- 1.1 The Royal School is an independent co-educational day and boarding school. In November 2019, the school became part of United Learning Trust which has oversight, with governance additionally overseen by a local governing body. The school comprises four sections: The Early Years Foundation Stage (EYFS), for children aged 6 weeks to 5 years; the prep school, for pupils aged 5 to 11 years; the senior school, for those aged 11 to 16 years; and the sixth form, for pupils aged 16 to 19 years. The school has two boarding houses and boarding is available from the age of 11. The senior school and sixth form are situated in Haslemere, while the EYFS and prep school are located in Hindhead. The current headteacher and local chair of governors have been appointed since the previous inspection. They took up their respective posts in February 2020 and January 2023. The registered setting of the early years provision was not inspected.

What the school seeks to do

- 1.2 The school aims to deliver a curriculum that inspires pupils to become high achievers and confident learners. It seeks to develop pupils' skills to ensure they are ready for a future in a rapidly changing world and to do so in a culture that values inclusivity and kindness and develops pupils' sense of social responsibility.

About the pupils

- 1.3 Most pupils are from professional families who live within a 14-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in both the prep and senior schools is above average, compared with those taking the same tests nationally. The school has identified 65 pupils as having special educational needs and/or disabilities (SEND), 37 of whom receive additional specialist help. The main learning difficulties are associated with dyslexia and slow processing. There are three pupils with an education, health and care (EHC) plan. Of the 28 pupils for whom English is an additional language (EAL), 24 receive additional support. Data used by the school have identified 32 pupils as being the most able in the school's population, and the curriculum is modified for them. They include pupils who have particular talents in the creative arts.

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, the 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 Pupils take GCSE and A-level examinations at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the prep 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 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.
- 2.8 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

- 2.9 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.
- 2.10 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.
- 2.11 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

- 2.12 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.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 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

- 2.20 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.
- 2.21 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' achievement is excellent and they make significant progress relative to their starting points, including those with SEND and EAL.
- Pupils develop exceptionally positive attitudes towards their learning.
- Pupils demonstrate excellent information and communication technology (ICT) skills across a range of subjects.
- Pupils are outstanding communicators. They are articulate and confident speakers, write with high levels of competence, read fluently and listen attentively.
- Pupils achieve extremely well in a broad range of activities beyond the classroom, particularly in sport and creative arts.

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

- Pupils demonstrate excellent levels of self-confidence, self-awareness, resilience and self-esteem.
- Pupils' spiritual awareness and understanding are excellent.
- Pupils respond positively to the cultural diversity within the school and have a mature understanding of the benefits of working with those from different backgrounds and faiths.
- Pupils' behaviour is at extremely high levels; they are respectful, caring and courteous towards each other, mutually very supportive and mixing well, especially in boarding.
- Pupils have a mature awareness of current social issues around relationships and race.

Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that pupils' engagement and interest is consistent across every subject by disseminating evenly the creativity that is evident in the most effective teaching.
- Empower pupils' leadership skills still further to enable them to have a greater impact on the school community.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Across the school and in a range of subjects, pupils of all ages and abilities make rapid progress and achieve high standards in relation to their individual starting points. Leaders and governors promote the school's aims well because they ensure that all pupils develop their skills and talents and achieve at excellent levels in their academic and vocational studies. Children in the EYFS and pupils in the prep school make rapid progress and achieve above average standards for their ages. In Year 11, pupils achieve well in a range of GCSE courses. In the sixth form, pupils successfully complete A levels in subjects ranging from mathematics, politics and physics to creative arts and Spanish. The number of pupils in the school is too small for comparison of its GCSE and A-level results with national averages to be reliable. Evidence from the school's data, observation and scrutiny of work showed that most pupils attain high standards. For example, in an extended project qualification (EPQ) elective, pupils analysed cutting-edge information about synaesthesia successfully, leading to an original hypothesis of what it is to be considered 'normal'. Pupils with SEND and EAL achieve extremely well because of the effective and timely support they receive together with meticulous practice and preparation in study skills and examination techniques. Comparison of the number and range of qualifications shows a trend of increasing success in the last two years. In the questionnaire, most parents agreed that teaching enables their children to make progress. Inspection evidence supports this view. Occasionally, in some lessons the pace of progress slows when activities are not sufficiently challenging or interesting.
- 3.6 Pupils reach excellent standards in a range of activities beyond the classroom. They take part in a variety of clubs from climbing to choir and from robotics to running enabling them to develop their individual interests well. Pupils grow in confidence through participating in public speaking events regularly, which contributes to their success in external drama examinations. Experience of taking part in school productions such as *Alice* and *The Wizard of Oz* helps pupils to develop both confidence and self-discipline. They successfully perform in choirs and musical ensembles, both in school and at prestigious venues such as Wembley Stadium and St Paul's Cathedral. Pupils achieve well in instrumental examinations, the large majority of candidates gaining passes at merit or distinction levels in 2022. During the past year, a number of pupils have performed at national level in cross-country, swimming and tetrathlete, while individual school pupils have distinguished themselves as county players in cricket, hockey, judo, rugby and swimming. In discussion, boarders reported that they enjoy having access to a wide range of performing and fitness opportunities. These enable them to succeed at the highest levels. These successes have followed considerable investment by governors to increase the presence of academic staff in the boarding community. Pupils take part successfully in regional and national mathematics, science and short story competitions. A majority of older senior pupils have begun The Duke of Edinburgh's Award (DofE) scheme and they achieve success at bronze and silver levels.
- 3.7 Pupils are excellent communicators. They speak articulately and with self-assurance and are able to express themselves clearly and concisely. For example, during an informal discussion over lunch, younger prep pupils spoke with confidence and fluency sharing jokes and asking perceptive questions. In English, Year 11 pupils confidently listened to and read aloud a scene from Shakespeare's *Twelfth Night*. They then reflected on the importance of rhythm in effective writing. Their deliberations and discussions demonstrated excellent understanding of Shakespeare's use of iambic pentameter to maintain an ear-pleasing rhythm, often summing up a speech. Similarly, prep pupils carefully selected language and punctuation in writing their own chapter, based on the characters Ratty and Mole from *The Wind in the Willows*. As they move through the school, pupils learn successfully how to write for different purposes. For instance, in English, younger senior pupils analysed the author's use of language in Shelley's *Frankenstein* successfully. They demonstrated excellent understanding of how the author was influenced by Gothic literature. For example, noting the author's use of phrases such as *mad with fear* and *crazy with isolation* to create a mood of mystery and foreboding.

- 3.8 Pupils develop excellent levels of knowledge, skills and understanding and they readily apply them to different subjects. In the EYFS, children demonstrated strong fine motor skills and dexterity when making animals while working with modelling clay. They could explain clearly what they were doing, for example when making an egg with a chicken duck inside. In geography, sixth formers drew upon their previous knowledge of the changes that had occurred in different towns and cities over time. They successfully used ethnicity and other social filters to understand how demographic changes had occurred in different towns and the sociological reasons for these changes. During a science experiment, senior pupils measuring the rate of photosynthesis in pond weed demonstrated excellent understanding by confidently explaining how the pigments changed the floral colour of pond weed.
- 3.9 Pupils' numeracy skills are excellent and they apply them with great success. In personal, social and health education (PSHE), senior pupils accurately calculated a family's spending to see whether they were in credit or debit in order to support their learning about how to use bank cards. In music, while younger senior pupils were revising rhythm, they composed a rhythm for their own composition using different note values successfully. In ICT, pupils successfully used algorithms to calculate the distance between two points. In business studies, sixth formers assessed the financial performance of two companies with similar names but with contrasting businesses, namely butchery and personalised greeting cards. Through analysis of balance sheets, pupils successfully calculated the gross and net profits for each company and identified ways to decrease costs and increase revenue. Prep pupils successfully access websites for their activities, apply their digital skills in numeracy by accessing an online platform to practise their times tables.
- 3.10 Pupils develop excellent ICT skills. These are evident when pupils use ICT successfully to enrich their learning across the curriculum. For example, in drama, pupils designed and compiled a slide show with confidence. They explained how different colour tones and shades can affect the mood of the audience. Pupils undertook effective online research via their electronic notebooks during their history lesson. Here they considered the implications of the closing of the Suez Canal during the Manchurian and Abyssinian invasions of the 1930s. They sifted and synthesised a wealth of online source material successfully in order to organise their thoughts and record information in a logical order when studying the Manchurian and Abyssinian invasions of the 1930s. Discussions with pupils about their work, recorded on electronic devices, showed that they are extremely adept and fluent in navigating different programmes and apps.
- 3.11 Pupils demonstrate a strong appetite for industry, concentration and hard work so that they are engaged and focused on their learning. In mathematics, prep pupils analysed a range of complicated number and letter patterns successfully in order to break a code. Over time, pupils systematically acquire an effective range of study skills, including techniques to optimise their performance in external examinations. Pupils show excellent understanding of the weighting of examination questions and therefore the time that should be given to each one. For instance, in textiles, senior pupils analysed their portfolio of work to date and discussed with their teachers where improvements could be made in order to achieve a higher grade. They are happy to work independently and show great resilience and determination to persevere, even when things become more challenging.
- 3.12 Pupils' excellent attitudes to learning overall can be seen in lessons and elsewhere. They are particularly evident in pupils' perseverance and readiness to collaborate productively with their peers. In a woodland studies lesson, prep pupils collaborated well, showing initiative and independence as they sourced suitable wood with which to build a fire. Some pupils gave instructions to others, giving them guidance and displaying strong leadership qualities. Pupils respond positively when presented with challenging tasks; they understand and appreciate that lesson planning keeps their needs in mind. For example, in mathematics, sixth-form pupils showed grit, determination and resilience in tackling timed A-level questions on proof within a particular timeframe.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-confidence, self-discipline, self-esteem, self-knowledge and resilience are excellent. This results from the many opportunities afforded to them to develop their own initiative and autonomy. For example, older prep pupils developed strong levels of confidence and self-esteem when learning how to set up their own business. Pupils stated that they welcomed opportunities to be coaxed out of their comfort zone when auditioning for the school's production. Similarly, the school's eco representatives consider that they are making a real difference in improving the school's response and support for ecological and sustainable causes, such as ocean preservation and reducing carbon emissions. They believe that they are being listened to and given a strong platform on which to suggest ideas. In discussion, senior pupils display a high level of understanding when making decisions such as choices of subject options as a result of the excellent guidance they receive. Pupils across the school are reflective and resilient in many ways, for example pupils reported that they settle in confidently as new boarders. Those who board show strong self-awareness in their approach to maintaining friendships and to mental health issues. Older pupils benefit from the academic support they receive. For example, in a careers lesson, sixth form pupils demonstrated mature and thoughtful decision-making skills regarding the most effective revision techniques to be deployed. They also evaluated the merits or otherwise of various further education courses and their entry requirements. Pupils' work shows that, overall, pupils achieve their academic goals because of the effective feedback they receive and on which they act.
- 3.15 Pupils have an excellent understanding of the importance of maintaining a healthy lifestyle. They demonstrate high levels of knowledge regarding the protocols for online safety. In their responses to the questionnaire, almost all asserted that they know how to stay safe online. Younger prep pupils demonstrated excellent understanding of how to keep safe when sitting around a fire pit. As they move through the school, pupils develop a mature awareness and understanding of issues such as consent, strategies for navigating complex social boundaries and keeping safe in personal relationships. Overall, pupils know how to support their mental health and older ones discuss their concerns in a confident and mature way. Pupils know the importance of getting enough sleep, eating nutritious food, and exercising, in particular in order to manage anxiety, especially when preparing for examinations. In the questionnaires, a minority of boarders criticised provision of school meals and snacks. Consideration of menus and of the food available in school, as well as discussion with a cross-section of pupils, supports the view of the vast majority that the school supports healthy eating. Inspectors also noted that the school responds positively to pupils' requests for the menus to reflect their cultural backgrounds and expectations.
- 3.16 Pupils demonstrate excellent appreciation of diversity, both with regard to different cultures and individuals' diverse characteristics. Pupils display a mature appreciation of British culture through their knowledge of the historical development of literature, music, visual arts and crafts. The senior pupils who are active in the recently formed Pride club, which supports and promotes LGBTQ+ matters, are articulate and are beginning to be influential role models for the school. In their responses to questionnaires, a small minority of pupils disagreed that pupils are kind and respect each other. Inspectors found that pupils are extremely tolerant and accepting of each other's differences and respectful of diversity within the community. Pupils also demonstrated excellent understanding of the nine characteristics that make us special. They hold open discussions about religion, ethnicity, gender, sexuality and disability. Most parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.17 Pupils' behaviour is of an extremely high standard. Pupils show a strong awareness of ethical principles when making decisions and have a clear sense of right and wrong. Pupils feel safe, and unkindness among pupils is almost unknown. Behaviour logs and discussion with pupils confirm that bullying is extremely rare. Boarders readily take responsibility for their own behaviour and appreciate the positive impact of boarding-specific sanctions when they are required. They have an excellent

understanding regarding the potential consequences of their actions. In questionnaire responses, almost all pupils reported that the school expects them to behave well, with most parents agreeing that the school promotes good behaviour.

- 3.18 Pupils show a deep respect for the non-material and spiritual aspects of life, often expressed in art and music. For example, in an assembly, Year 11 and 13 pupils were very moved when they listened to a piece of music by J. S. Bach performed by one of their peers. In art, senior pupils thoughtfully studied the work of various artists, including Henry Moore, Picasso and Andy Goldsworthy. They reflected perceptively on the various techniques deployed and considered what was in the artist's mind when creating their works of art. In discussion, pupils demonstrated a mature appreciation of the importance of being able to provide support for their friends and family. This was particularly so, when they or their friends had faced a difficulty which then prompted them to consider what is important in life. This leads them to be very respectful of the feelings and perceptions of others. During the inspection, pupils handling the school's therapy dog, commented that the relaxed and friendly nature of the animal made them feel calm and happy. Children in the EYFS, confidently observed the growth changes in their newly arrived caterpillars. They showed great delight and empathy when they discussed them turning into butterflies. Boarding pupils value the quiet room in the boarding house where they are able to sit, read, meditate and reflect on their thoughts and feelings. They also appreciate the wildlife and the opportunity to walk around the school's extensive grounds during boarding time.
- 3.19 Pupils demonstrate strong social development and a keen sense of collaboration and contribution to others and the community. Caring for others is part of the ethos throughout the school and is demonstrated in pupils' interactions with each other. The pupils work together effectively in solving problems to achieve shared goals. For example, children in the EYFS worked successfully as a team to construct a spaceship. Similarly, during a choir rehearsal of Rutter's *The Lord bless you and keep you*, senior pupils worked diligently, taking turns to listen patiently to each other. They showed persistence and determination in practising their individual and sectional parts and then putting all the elements together. Pupils provide practical help for members of the community, including litter picks and making donations to the local foodbank. They also play a significant role in supporting the staff in the mentoring of younger pupils. Across the school, pupils take great pride in contributing to society by raising funds for several charities based in the UK and overseas. In their discussion with inspectors, recently arrived pupils were clear that they had been quickly accepted into the school's boarding community, with its strong family ethos. Across the school pupils enjoy, and develop well in response to taking on leadership roles, as prefects and sports captains for example. This enables them to make an excellent contribution to the life of the school. At present, opportunities for pupils to develop their leadership skills within other areas of school life are limited. For example, younger senior pupils from the newly formed Pride group stated that they would welcome more responsibility for driving change and influence for the greater good of the school community.
- 3.20 Pupils demonstrate an excellent understanding of the importance of making informed decisions. Younger pupils acquire the necessary skills to ensure they are successful in the senior school and beyond through the 'Future Ready' activities. These range from building kit cars to cooking, and public speaking to entrepreneurial projects. Pupils are clear that the decisions they make now about their learning, behaviour and friendships are likely to affect their future success and wellbeing. Pupils, including boarders appreciate the effectiveness of the guidance they receive to ensure they have a healthy balance of academic and social activities. This enables them to strike a well-judged balance between school commitments and recreational activities so that they are able to live harmoniously within the boarding community.

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 the proprietor and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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 David Scott	Reporting inspector
Mr Richard Lynn	Assistant reporting inspector
Mrs Diane Durrant	Compliance team inspector (Former deputy head, SoH school)
Mrs Karen Williams	Team inspector for boarding (Former head of junior school, SoH school)
Miss Penelope Kirk	Team inspector (Former head, IAPS school)