



ISI Independent
Schools
Inspectorate

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

Port Regis School

September 2022

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 |
| Recommendations | | 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 | Port Regis Preparatory School | | | |
| DfE number | 838/6010 | | | |
| Registered charity number | 306218 | | | |
| Address | Port Regis Preparatory School Motcombe Park Shaftesbury Dorset SP7 9QA | | | |
| Telephone number | 01747 857800 | | | |
| Email address | office@portregis.com | | | |
| Headmaster | Mr Titus Mills | | | |
| Chair of governors | Mr James Hussey | | | |
| Age range | 2 to 13 | | | |
| Number of pupils on roll | 275 | | | |
| | Day pupils | 148 | Boarders | 127 |
| | Juniors | 169 | Seniors | 106 |
| Inspection dates | 21 to 23 September 2022 | | | |

1. Background Information

About the school

- 1.1 Port Regis Preparatory School is an independent co-educational day and boarding school. Founded in London in 1881, the school has been in Shaftesbury, Dorset since 1947. It is a charitable company and the members of council are the governors and directors of the company. The school admits pupils into the Early Years Foundation Stage (EYFS) from the age of two years, and into the prep from seven to thirteen years. The school has three boarding houses catering for both male and female boarders from the age of seven years, in separate accommodation.
- 1.2 Since the last inspection, the school has appointed a new chair of governors, expanded the leadership team and developed the information communication and technology provision for pupils. The current headmaster took up his post in January 2021.

What the school seeks to do

- 1.3 The school seeks to provide pupils with an outstanding, inspirational academic and extra-curricular education that will prepare them for the next stage of their schooling and beyond. It aims to be a forward thinking modern school that responds to the everchanging needs of the pupils enabling them to reach their full potential.

About the pupils

- 1.4 The pupils come from local professional, business and farming families, as well as families with international, expatriate and military backgrounds. Nationally standardised test data indicate that pupils' ability is above average compared with those taking the same tests nationally. The school has identified 39 pupils as having special educational needs and/or disabilities (SEND), 32 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, of whom 16 receive specialist English teaching. The school provides for the needs of the most able pupils through a modified curriculum.

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 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 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils have excellent communication skills, articulating their ideas with confidence and clarity.
- Pupils develop proficient study skills and think clearly, reaching sophisticated and subtle conclusions.
- Pupils display wide-ranging knowledge, skills and understanding across all areas of learning.
- Pupils have positive attitudes to learning. They work with great enthusiasm, both independently and collaboratively.

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

- Pupils demonstrate strong moral understanding and behaviour. They are courteous and considerate towards each other and to adults.
- Pupils develop effective social skills, forming positive relationships and enjoying each other's company.
- Pupils contribute generously to others within school, locally and in the wider community.
- Pupils understand and accept diversity and difference. They are inclusive and empathetic towards others.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to broaden their skills in information communication technology (ICT), so that they can enhance their learning across all curriculum areas.
- Strengthen pupils' understanding of how they can further improve their learning, consistently, across all ages.

The quality of the pupils' academic and other achievements

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

3.5 Analysis of standardised and formative assessment data provided by the school indicates that pupils' attainment is high across all areas of learning, increasing at an accelerated rate during their final two years in the school. They make strong progress in English and mathematics over time. Any identified anomalies in pupils' progress connected with pandemic restrictions have been addressed and

remediated swiftly due to high-quality planning and skilful delivery in teaching, along with assiduous monitoring of outcomes and opportunities for intervention. This is true for all pupils, including those with SEND and EAL, who make particularly significant strides in their learning and achievement over time. All parents who responded to the pre-inspection questionnaire agreed that the range of subjects is suitable for their children and that the boarding experience has helped their child's progress.

- 3.6 Pupils display high-order reading and writing skills in their work across the curriculum. Their speaking and listening skills across a range of subject areas are also excellent, because teaching focuses successfully on developing effective communication skills from an early age. This was evident during a science lesson in Year 1 related to the seasons, with pupils sharing ideas confidently with their learning partners, speaking in full sentences and responding fully to the teachers' questions. Pupils address audiences articulately and with excellent vocabulary when explaining ideas and thinking. They said, during discussions with inspectors, that their participation in school productions had been key in helping them to gain in confidence with their public speaking. In a Year 5 English class, pupils animatedly discussed characters in *The Explorer*, adding original and appropriate adjectives to the class description. Year 4 pupils made excellent use of similes and adjectives within their English work, using a wide range of vocabulary to describe settings in their creative writing. During the lesson they identified 'boring words' such as 'big', 'small', 'said', 'went' and transformed them successfully by using 'WOW' words. In a modern foreign languages (MFL) lesson, Year 6 pupils' confident participation in speaking and listening exercises allowed them to showcase their developing target language accents. This is due to leadership establishing a secure and positive learning environment, with well-planned and engaging teaching which encourages pupils to be brave in their learning.
- 3.7 Pupils acquire and apply well developed study skills by the time they leave the school. They explained that teaching often did not provide any answers, but instead pointed them at pathways which they could follow for themselves. They described sifting through a box of documentary sources in history and religious studies (RS), for example, to find the best supporting evidence. Pupils frequently demonstrate clear thinking and reach sophisticated and subtle conclusions. In a Year 8 history lesson on empire, pupils held a searching discussion about which was the most important motivation for empire; they drew on excellent previous learning to reach reasoned conclusions which led them to consider moral questions about the legacy of empire. Pupils confidently analyse information and hypothesise. This was evident during a lesson in the nursery, where children successfully analysed the counters in a sack and predicted that there would be similar numbers in an adjacent sack. Older pupils hypothesised and tested the idea that foam blocks might provide sufficient friction in the joints of their articulated lamp designs. Pupils are supported in the development of their study skills by proficient teaching which promotes the development of critical thinking.
- 3.8 Pupils develop wide ranging knowledge, skills and understanding as they grow through the school and they apply these well in their learning. Nearly all pupils who responded to the pre-inspection questionnaire agreed that their knowledge and skills improved in most lessons. Pupils explained how they use skills learned in mathematics to assist their learning in athletics and science when measuring distances or quantities; and how learning the meaning of the Latin word *omni* helped them to understand the unfamiliar term *omni-present* in religious studies. The standard of pupils' artwork of all forms is particularly high; Year 7 pupils used ellipses and selected colours and tones to display strong skills in drawing from life. They chose media very ably to suit their model and the quality of their work was beyond expectations for their age. They demonstrated well-developed technical understanding and skills. Scrutiny of Year 8 pupils' work indicated that they have a secure knowledge of Sikh beliefs but also a sensitive understanding of how these are applied to the everyday actions of believers. Successful initiatives in cross-departmental planning have promoted such excellent outcomes.
- 3.9 Across the school, pupils' attitudes to learning are overwhelmingly positive and enable them to make rapid progress in most lessons. The youngest children were observed taking great delight in role-play together in their hospital corner. In a Year 2 English grammar lesson, pupils showed increasing

independence in their learning, being able to work without teacher support for prolonged periods of time. This was further evident in Year 4 during a creative writing lesson with pupils in small groups collaboratively identifying alternatives to commonly used words and then sharing these with the class. Older pupils created portraits of sheep with great enthusiasm and empathy, in response to the death of one of the school's pet lambs. Pupils explained how they work together to try to exceed their personal bests in physical education. Almost all pupils agreed that their teachers are supportive. Boarders explained that having a supported prep time set aside each day meant that they could complete their work far more readily than if they had been at home. The leadership has successfully embedded the attributes of effective learning across the school.

- 3.10 Pupils' numeracy skills are strong across all ages and abilities. The youngest children showed good developing ordinal and cardinal number skills rapidly during a "one potato, two potato" counting game, when they often self-corrected if they skipped a number. Older pupils explained how they use factorisation techniques to simplify workings or fractions with large numbers. In a Year 6 lesson, pupils with SEND were able to develop their understanding of more complex subtraction through applying their knowledge of number bonds in articulate mathematical discussions. They evidenced clear understanding of how one aspect of their mathematical learning is related to others. Astronomical units of measure were used proficiently during an extension task in Year 6 maths related to estimating the distance to the Sun. Pupils apply the skills learned in mathematics more widely to assist their learning in other curriculum areas. This was evident when pupils explained how accurate measuring in design technology was dependent on a clear understanding of number. This is because the curriculum is thoughtfully designed with a view to engaging pupils in real life scenarios.
- 3.11 Pupils make effective use of digital technology in some areas of their learning, for example coding during computing lessons to solve problems. They also described their use of presentation and word-processing applications when explaining research findings and how they use laser-cutting and computer aided design tools in design technology. Pupils displayed a comprehensive understanding of the importance of being able to be digitally competent in a modern and global society. However, their ability to use information communication technology in their everyday learning is limited because, in most subjects, they do not have ready access to digital hardware and resources outside the centralised ICT suites.
- 3.12 Pupils enjoy success in a wide range of academic, sporting and cultural activities. They are successful at gaining places in a range of highly competitive schools upon leaving; many receive multiple offers and academic and other scholarship awards. Pupils participate and gain plaudits in local, regional and national literary, sports, swimming, mathematics, science and artistic competitions. Many pupils play a musical instrument and opt to take LAMDA and ABRSM examinations in speech and drama and music, with many gaining distinction grades. The school's governance and leadership has ensured that pupils have sufficient opportunities both to expand and to excel in their personal interests, successfully meeting the stated aim that pupils are well prepared for the next stage of their schooling and beyond.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high standards of behaviour and manners towards each other and to adults. They were observed to work, play and converse happily together at all times, displaying high levels of mutual respect. Almost all pupils who responded to the questionnaire agreed that the school expects them to behave well. In discussions, they showed a consistent understanding of the school's rewards and sanctions arrangements and recognised the need for these to be respected. They were able to demonstrate clear links with the importance of positive behaviour and lawfulness in wider society. They explained with great clarity what made actions right and wrong, evidencing a sophisticated understanding of questions of morality, particularly when debating whether 'all violence is wrong'. A

key factor in this excellent outcome is the effective modelling and example set by teaching, support staff and leadership. Boarders described feeling a strong sense of receiving excellent pastoral care, explaining that the house system recognises and rewards good behaviour, meaning that they take personal responsibility for their actions. They voiced their strong appreciation of house staff taking a genuine interest in all they do, whether watching them on the sports field, attending their assemblies, or playing board games.

- 3.15 Pupils across the school delight in working together and are gracious in their shared interactions. They are sociable and enjoy each other's company, for example when the youngest children dashed eagerly between colour blobs when playing a language reinforcement game. Older pupils sang together in close harmony during a performing arts lesson, clearly valuing the shared experience. During a Year 4 outdoor mathematics lesson, pupils worked enthusiastically and collaboratively in small groups to construct number lines from string and plot out intervals using pencils. Extension opportunities saw further collaboration, with pupils writing four-digit numbers for other groups to place on their number lines. Boarders have excellent social skills, working together as a cohesive family unit to learn how to resolve issues and achieve harmony. They described solving a recent camping activity challenge together, successfully lifting a bucket as a team with only bamboo poles, 'because we had belief in each other'. They further describe boarding as, 'An abundance of hot chocolate, friendships and friendly, kind staff which makes it the great place it is'. Evidence from observations of learning revealed that pupils' group- and pair-work is highly effective; it was clear that this was the result of a high frequency of opportunity to work in partnership.
- 3.16 Pupils relish opportunities to be of service to others. The youngest children do helpful jobs each day, such as fetching others' water bottles. Boarders explained that boarding prepares them to be more responsible and to help others, whether that be a kind word if someone is homesick, acting as a 'shadow' for new boarders or being a dorm captain. Older pupils lead the charities committee, which has raised thousands of pounds for a range of national and international charities. They also show excellent social responsibility as mentors for new pupils, as well as fulfilling roles as house, subject and games captains. Pupils demonstrate a deep understanding of the world around them and take positive environmental action through active participation in biodiversity, recycling or tree-planting groups. They take great pride when describing their contributions to improving sustainability, through pupil led initiatives such as monitoring the energy use of each school building or promoting the use of sustainable soap in the boarding houses.
- 3.17 Difference and diversity are positively embraced by pupils; this is a significant strength of the inclusive culture of the school, which leaders have successfully promoted by ensuring that these issues are prioritised in the curriculum. Pupils described their school as diverse and international in character, explaining strongly that they were part of a welcoming and tolerant community. They detailed with considered clarity, the different ways that contemporary issues are inter-connected, for example in history, linking work on the suffragettes to modern day gender equality. Their understanding of such issues is, they explained, greatly stimulated by initiatives such as specially themed lunches and the Saturday lecture programme which introduce them to global issues, such as the challenges faced by refugees and the reasons for the Black Lives Matters protests. Pupils welcome newcomers into the community effusively, as confirmed by recent joiners in discussions with inspectors. Observations confirmed that relationships between pupils of all backgrounds are excellent and almost all pupils agreed that the school helps them to build positive relationships. Pupils celebrate the Port Regis community as an important part of their schooling.
- 3.18 Pupils have a strong understanding of how to stay safe and know how to stay physically and mentally healthy. Day pupils and boarders understand the need for a balanced diet, showing a keen appreciation of the need to include a variety of different food groups when making their choice of meal. Pupils also have a strong appreciation of the importance of physical exercise and becoming involved in sports of all kinds. They also have an excellent understanding of how to stay safe online, knowing what actions to take to keep their online identities private and to report any suspicious

activity. Their proactive participation in an assembly on how to spot possible fake websites and offers illustrated a high level of knowledge and awareness of potential risks.

- 3.19 Pupils' self-esteem, self-confidence and self-discipline are excellent and well-developed. In a Year 8 life skills lesson, pupils showed strong self-awareness when discussing the need for balance in their lives, explaining their clear understanding of the issues which may challenge their mental health. They verbalise, with clarity, how emotions can change the way they feel. During a Year 5 personal, social, health and economics (PSHE) lesson on developing resilience, pupils role-played dealing with emotions such as happiness, sadness, anger and worry discussing the impact of these feelings on everyday wellbeing. A small minority of pupils indicated in their questionnaire responses that teachers' marking and feedback did not help them to improve. It was confirmed through scrutiny of samples of work, pupil discussions and lesson observations, that the most effective feedback was of high quality, prompting challenge and extended thinking which resulted in rapid progress. However, pupils do not always know how best to improve their own learning in all subjects because the quality and detail of feedback from teaching is not always consistent.
- 3.20 Pupils have a well-developed sense of spirituality supported by whole school initiatives and individual opportunities for reflection and selflessness. During a whole school acorn planting ceremony in commemoration of HM Queen Elizabeth's life and service, pupils explained that their actions would benefit future generations of pupils, not just their own. Pupils show a discerning facility to value and appreciate the non-material aspects of life and display strong development of their religious and philosophical responses to the world around them. In a Year 8 RS lesson, pupils debated whether placing worldly success over truth and justice was a wise thing for Pontius Pilate to do, relating this to modern day examples. Pupils' discussions demonstrated their healthy appreciation for family, friends and their school community as well as for nature. They described the importance of kindness, being happy and the feeling of joy having done well in a sports match or having performed successfully on stage.
- 3.21 Pupils become adept decision makers and understand the importance of their own involvement in this process as they progress through the school. Pupils described prep as helping them to become self-disciplined and organised. The youngest children chose their own free-flow activities with confidence and independence, even if this meant completing an activity on their own. Year 6 pupils described how they choose their hobbies to broaden their interests and challenge themselves. Boarders described boarding as akin to a second family, but with the added incentives of being more organised, making their own beds and looking after their own possessions. Pupils feel confident in making decisions about their work and their future choices. They spoke maturely about the importance of weighing up options as well as the impact that such decisions will have on them and their future. Leaders ensure that pupils are empowered to make their own decisions and learn from mistakes, with empathetic support from teaching and pastoral staff.

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

| | |
|-------------------|--|
| Mr Kerry Lord | Reporting inspector |
| Mr Hadrian Briggs | Compliance team inspector (Deputy head, HMC school) |
| Mr John Ireland | Team inspector (Deputy head, IAPS school) |
| Mrs Jean Hambley | Team inspector for boarding (Deputy Head, IAPS school) |