



ISI Independent
Schools
Inspectorate

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

Sandroyd School

February 2023

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School's Details

School	Sandroyd School			
DfE number	865/6004			
Registered charity number	309490			
Address	Sandroyd School Rushmore House Tollard Royal Salisbury Wiltshire SP5 5QD			
Telephone number	01725 516264			
Email address	office@sandroyd.com			
Head	Mr Alastair Speers			
Chair of governors	Mr Rhodri Thomas			
Proprietor	Sandroyd School Trust Limited			
Age range	2 to 13			
Number of pupils on roll	222			
	Day pupils	90	Boarders	132
	Nursery	10	Pre-prep	29
	Prep	183		
Inspection dates	21 to 23 February 2023			

1. Background Information

About the school

- 1.1 Sandroyd School is an independent, co-educational day and boarding. The school began in a private house in 1888 and moved to its current rural site near Shaftesbury in 1939. It is a charitable trust administered by a board of governors. Boarding is available for pupils from the age of 7. Boarders are accommodated in four boarding houses situated on the school site. The school comprises three sections: nursery, for children aged 2 to 4 years, pre-prep, for pupils aged 4 to 7 years, and prep, for pupils aged 7 to 13 years.
- 1.2 Since the previous inspection the school has added a new nursery building and refurbished the boarding houses.

What the school seeks to do

- 1.3 The school aims to inspire each child to strive for excellence in all aspects of school life and to create a caring, encouraging and purposeful community within a safe rural environment. It seeks to combine the best in modern teaching and learning with an emphasis on good manners, self-discipline and respect for others, in order to enable pupils to be happy, self-confident and resilient.

About the pupils

- 1.4 Pupils are drawn mainly from professional families in the predominantly rural catchment area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking similar tests nationally. The school has identified 57 pupils as having special educational needs and/or disabilities which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. There are 19 pupils who have English as an additional language. The school modifies the curriculum for pupils identified as being the most able, or talented in a particular area.

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, 7 and 23 are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Quails and Pheasants	Pre-nursery
Kites	Nursery

Key findings

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

- Pupils display excellent communication and literacy skills throughout the school.
- Pupils well-developed knowledge, skills and understanding arise from teaching which generally employs effective strategies and interesting resources which engage them fully in their learning.
- Pupils have outstanding attitudes towards their learning and enjoy the breadth of the curriculum.
- Pupils develop real strengths and individual talents beyond the classroom, as a result of the wide-ranging opportunities available to them, successfully fulfilling the school's aims.

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

- All groups of pupils, both day and boarding, demonstrate notably high levels of self-understanding and self-confidence due to the school's strong pastoral support programme.
- Pupils have an excellent understanding of what constitutes a healthy lifestyle.
- Pupils have a highly developed sense of responsibility and contribute positively to the school community.
- Pupils develop notably strong decision-making skills as they progress through the school.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to further enhance their learning by applying their ICT skills more consistently across the curriculum.
- Enable pupils to contribute further to the lives of others through more activities on behalf of the local 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 Pupils of all ages and abilities, including boarders, achieve high academic standards in all areas of the curriculum, reflecting the school's success in fulfilling its aims. Assessment data provided by the school, lesson observations and scrutiny of pupils' work confirm that pupils' attainment is well above national end-of-year expectations. By the end of the EYFS, most children have reached at least expected levels of development in all areas of learning, ensuring they have a strong foundation on which to build. Pupils maintain a high rate of progress throughout the school in response to the committed and knowledgeable teaching they receive in school. Pupils with EAL achieve well in relation to their abilities, whilst those with SEND attain at levels which are at least commensurate with their peers. This is due to the effective support provided in class and the very well-integrated learning support programme. Pupils have a clear picture of their learning profile because of the school's active use of assessment results and effective tracking of pupils' progress. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their children to make progress and that their children's individual needs are met effectively. School leavers succeed in achieving places at schools of their choice, with many achieving academic and other scholarships.
- 3.6 Pupils flourish beyond the classroom, achieving high standards in sports, music and the arts. This is in response to the provision of a broad curriculum and a wide range of extra-curricular activities. During interviews, pupils said the daily 'Strive' programme is a real strength of the school because it exposes them to many areas they would not otherwise encounter, such as the world of money management or learning practical survival skills. The school's inclusive ethos ensures that all pupils are able to develop excellent levels of physical skills for their ages. Teams and individuals flourish in a wide range of sports and have been highly successful at local, regional and county level, including in riding, hockey, netball and swimming. Pupils are successful in ABRSM and LAMDA examinations, some gaining merit or distinction. Pupils regularly achieve awards in the UK Maths Challenge. Artwork of an extremely high standard is displayed throughout the school, demonstrating notable levels of skill in the use of a variety of media. All these achievements are supported by the commitment of governors and senior leadership to invest in resources of high quality and specialist teaching. As a result, the school is successful in meeting its aim in providing a significant extra-curricular programme that allows for the development of a child's character and confidence.
- 3.7 Pupils have excellent knowledge, understanding and skills. This is demonstrated across all areas of learning in the school, supported by a broad curriculum, which allows pupils to satisfy a clear thirst for knowledge. For example, in a Year 1 art lesson, pupils experimented excitedly with charcoal pencils, enabling them to develop excellent skills and understanding of light and dark to create tone in their drawings. In a Year 7 English lesson, pupils adeptly used their advanced linguistic skills to describe characters' emotions in war poetry. Pupils make strong progress in lessons. For example, in a Year 8 French lesson pupils made rapid progress as they confidently and accurately conjugated verbs to speak and write in the past tense. During discussions, pupils who receive learning support said that the extra assistance they receive enables them to progress. A very large majority of pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons and a large majority said that most lessons were interesting. Evidence from lesson observations demonstrated that lessons are predominantly well-structured, briskly paced, and include a variety of stimulating activities. As a result, the interest of pupils is engaged and they apply themselves well.
- 3.8 Pupils demonstrate excellent communication skills in response to the high expectations of their teachers. Pupils of all ages are highly articulate. They prepare and deliver talks independently for the annual speaking competition. Evidence of the speeches demonstrates that pupils are adept at using a variety of linguistic techniques to persuade their audience of their view. In a Year 7 'Strive' activity, pupils displayed consummate communication skills as they identified and effectively discussed the qualities to be an inspirational leader. Pupils demonstrate excellent listening skills. For instance, in a Reception music lesson, children listened extremely carefully to the music to identify and clap in time

with the beat. Pupils develop their literacy skills rapidly, becoming fluent readers and developing a real appreciation of the written word. Pupils in Year 2 were heard reading a story to each other both fluently and with high levels of expression. During interviews older pupils spoke highly positively about being able to discuss and share the books they have read in the school's book café. Pupils' writing shows clear progression over time in structure and content. In Year 1 pupils demonstrated a strong mastery of phonics, spelling out words they needed accurately and confidently. Pupils in Year 8 exhibited advanced understanding of the power of language, using statistics, rhetorical questions and emotive language to persuade their MP not to close swimming pools.

- 3.9 Pupils have notably high numeracy skills in relation to their age, due to teachers' ability to plan effectively in response to the differing abilities and needs within the class. Pupils develop an excellent grasp of mathematical concepts and apply these with growing confidence to solve problems. For example, children in EYFS used scales highly effectively to weigh and compare. In a Year 3 mathematics lesson, pupils displayed high levels of competency when converting units of length. Year 5 pupils used their strong mathematical skills to solve real life problems involving rounding numbers to various decimal places. Pupils demonstrate high level numeracy skills across many contexts. In a Year 6 geography lesson, pupils adeptly applied their knowledge of ratio highly effectively to calculate real life distances from maps. During discussions, pupils confidently explained how they use their excellent numeracy skills to support their learning, such as to calculate population density in geography, use scale drawings in design and technology (DT) or within dressage to calculate the number of strides required.
- 3.10 Pupils have a good understanding of information, communication and technology (ICT) skills and concepts, which are well embedded by the time they leave school. During discussions, some pupils indicated they were highly confident and competent in using and applying their ICT skills, others said they were less so. They feel comfortable about using technology to devise presentations, information sheets and other commercial programmes to support their learning. Pupils enjoy learning about coding both in their digital learning (DL) lessons and in DT, where they use it within robotics. However, work scrutiny, lesson observations and discussions with pupils indicate that technology is underdeveloped as a learning tool. Where it is used well, such as, in a Year 7 history lesson where pupils used ICT to develop an excellent understanding of the reliability and value of primary and secondary sources, pupils are stimulated by the use of the resource, enhancing their subject-specific skills.
- 3.11 Pupils throughout the school have highly developed study skills. They enjoy being challenged to analyse, hypothesise and synthesise and ably draw on a wide range of sources to reach conclusions. Children in the EYFS demonstrate a natural desire to learn, explore and question, fostered by highly effective teaching which allows them to develop their skills. For example, in a Reception mathematics lesson, children displayed well-developed thinking skills as they explored the range of distances toy cars travel from the top of a ramp. Pupils in a Year 5 geography lesson displayed notably high hypothesising skills when considering the living conditions for children living in Afghanistan. Scrutiny of Year 6 history books showed pupils' excellent detailed analysis and synthesis of different sources of evidence when studying the Battle of Hastings. The overwhelming majority of parents who responded to the questionnaire agreed that the school equips their children with the team working, collaborative and research skills they need in later life.
- 3.12 Pupils show excellent attitudes to learning. They cooperate well with their teachers because relationships are warm and teachers circulate and provide added impetus to pupils' learning. On arriving at school, the youngest children select freely from the range of resources and activities available to them, independently preparing for the day ahead. Year 2 pupils in a phonics lesson demonstrated much enthusiasm when working collaboratively to identify inference in a text. In a Year 7 English lesson, pupils displayed high levels of independence in taking ownership of their learning, effectively sequencing an unseen poem. Scrutiny of pupils' work reveals a real pride in their presentation and productive engagement with identified next steps for improvement. Boarders'

positive attitudes to learning are supported by and benefit from the camaraderie they have with the boarding staff and their peers.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self confidence and self-esteem. During discussions pupils confidently explained there is always someone they can turn to for support if needed. Confidence grows because of the strong relationships established between pupils and their teachers, from the youngest children upwards. Pupils are self-aware, confident, and frequently affirm each other's qualities, reinforcing acceptance and building one another's self-esteem. For example, in a Year 2 English lesson, pupils responded extremely positively to the feedback from their peers and teacher to enhance the quality of their writing. Pupils show excellent self-motivation for their age and are keen to achieve. As a result, they are well prepared for senior school. Pupils throughout the school are keenly aware of what they need to do to improve academically and personally. For example, Year 6 pupils' science books demonstrate that they can effectively assess their knowledge against set criteria and identify areas where they require more support. Most pupils who responded to the questionnaire said that their teachers feedback helps them to improve. Pupils demonstrate excellent resilience and perseverance. In a Years 3 and 4 'Strive' activity, pupils demonstrated notably high levels of resilience and perseverance as they attempted to start a fire using fire sticks. Boarders overcome any initial uncertainties with the support of the school community and quickly become resilient, self-reliant and well motivated. Almost all boarding parents who responded to the questionnaire said that the school successfully supports their children's personal development.
- 3.15 Pupils demonstrate excellent levels of decision-making capability in response to the school's ethos of encouragement and challenge within a supportive environment. Boarders explained how the experience of boarding allows them to make more decisions for themselves. They said that this builds their self-confidence, independence and adaptability. Throughout the school pupils have many opportunities to make decisions. For example, choosing from the wide range of activities available or electing to stand for a leadership post or being the class representative on one of the many school committees. At all stages pupils are encouraged to make decisions for themselves. Teachers help pupils to feel confident to make decisions for themselves. For example, in a Year 4 art lesson, pupils made imaginative and effective decisions when creating pop art faces. During discussions with pupils, those receiving learning support said they are fully involved in making their own decisions about their future learning. They said that as a result they feel their learning needs are well met.
- 3.16 Pupils develop a strong spiritual awareness as they progress through the school, supported by regular Chapel services and a pastoral care system that encourage openness of thought and debate. Pupils have a good understanding of world religions, and this is developed by the many opportunities to discuss and consider philosophical and ethical issues. For example, in work scrutiny, Year 8 pupils demonstrated a mature ability to understand and empathise about complex and potentially emotive topics, such as whether environmental destruction is the most important issue facing humanity. Pupils' spiritual understanding and awareness is further deepened by taking an active role in worship, for example the school choir singing the anthem. As pupils progress through the school, they develop an excellent appreciation of non-material values. In a Year 4 humanities lesson, pupils expressed true wonder on seeing a film of a volcano erupt. Pupils enjoy quiet spaces and the opportunities for reflection, citing to inspectors the importance of tranquillity and the beauty of the natural world when, for example, riding on the downs or spending some quiet time in the library.
- 3.17 Pupils have a mature understanding of right and wrong and can adeptly apply this understanding to consider moral questions. For example, Year 7 history books showed carefully reasoned moral arguments as to whether Charles I should have been tried and executed. Pupils learn to become considerate of others and are well-behaved and courteous, understanding and respecting the simple

rules which are first taught in the EYFS and remain unchanged throughout the school. Pupils' behaviour throughout the school is excellent. Their exemplary manners are evident in lunch where the family service espouses the school's family ethos. This is because teachers' expectations both in the classrooms and throughout the school are high. As a result, pupils feel secure, and are ready to understand themselves and others better. An overwhelming majority of parents and pupils who responded to the questionnaire agreed that the school actively promotes good behaviour.

- 3.18 Pupils enjoy working collaboratively with one another to solve problems in the classroom due to frequent opportunities for group work built into lessons. The youngest children learn to take turns and share toys, receiving praise for co-operative behaviour. Older pupils develop their team-working skills in all areas of the curriculum, such as in a Year 8 science lesson where pupils worked highly effectively together, ensuring the experiment was undertaken safely and efficiently. Pupils willingly help each other in group activities and can allocate tasks sensibly to achieve the desired result. For example, in a Year 6 English lesson pupils allocated a defined role such as facilitator or presenter in order to complete the task productively. The vast majority of parents who responded to the questionnaire agreed that the school helps their children to develop strong teamwork and social skills.
- 3.19 Pupils have an excellent awareness of the importance of being positive contributors to society. Pupils develop strong leadership skills and contribute positively to the school community through performing a wide range of leadership roles both within the boarding community and the school. All Year 8 pupils have a position of responsibility and are an ambassador to help lead a specific area. In discussion, pupils articulated their understanding that each position comes with responsibility to look after others and set an example. For example, the pre-prep 'Walled Garden' ambassadors spoke enthusiastically about their role in helping the younger pupils with reading or playing with them at playtime. In boarding, older pupils go to the younger boarding house to read to the younger children. Pupils understand the importance of helping the wider community and contribute productively to charitable causes such as raising money for *Help for Heroes* and *Afghanaid*. However, the strength and range of the pupils' contributions to the local community beyond the school is limited when compared to their contributions to those within the school.
- 3.20 The pupils' respect for diversity and cultural understanding is excellent. Throughout the school pupils have a good understanding of issues relating to tolerance, respect and acceptance of others. In interviews, pupils remarked upon how inclusive the school is and boarders commented on how quickly new boarders are assimilated within the community, due to the welcoming and open atmosphere. Pupils develop a strong knowledge and understanding of diverse faiths and cultures because of the many opportunities to hear and learn about them. Tolerance and understanding are evident in relationships between pupils. Pupils who spoke to the inspectors said that everyone is different, but never see differences as a barrier. In a Year 6 English lesson, pupils demonstrated a strong understanding of gender stereotyping through effective discussion and sharing of ideas. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance. The school is successful in fulfilling its aim of providing a caring and safe school environment that ensures all members of the diverse community are respected and treated equally.
- 3.21 Pupils, including those who board and those in EYFS, have an excellent grasp of what constitutes a healthy lifestyle. This reflects the priority attached by the school's leadership and management of the school to the fostering of their wellbeing. Pupils have a well-developed understanding of how to keep healthy, both mentally and physically, and can explain what it takes to stay safe. For example, in a Year 2 personal, social, health and economic education (PSHE) lesson, pupils displayed an excellent understanding of how to stay healthy when devising highly effective motivational ideas to encourage others to maintain a healthy lifestyle. During pupil discussions pupils were clear that the opportunity to take part in mindfulness activities such as yoga contributes to their positive mental wellbeing. They know where to seek help when necessary, such as for first aid or for support with mental health. Pupils stated they are supported well by staff, including their tutors and school counsellor. Evidence from pupil discussions, boarding house visits and dining with the pupils confirms that pupils lead healthy

active lives filled with a variety of sporting and enrichment opportunities which they grasp eagerly. In response to the questionnaire, almost all parents and the most pupils agreed that the school encourages a healthy lifestyle. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online.

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 chapel. 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 Timothy Cannell	Reporting inspector
Mrs Nicola Smillie	Compliance team inspector (Head, GSA school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Dr Steve Bailey	Team inspector for boarding (Former head, IAPS school)