



ISI Independent
Schools
Inspectorate

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

The Elms School

November 2021

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School's Details

School	The Elms School		
DfE number	884/6001		
Registered charity number	527252		
Address	The Elms School Colwall Malvern Worcestershire WR13 6EF		
Telephone number	01684 540344		
Email address	office@elmsschool.co.uk		
Headteacher	Mr Christopher Hattam		
Chair of governors	Mr Simon Townsend		
Age range	3 to 13		
Number of pupils on roll	158		
	Day pupils	134	Boarders 24
	EYFS	11	Juniors 102
	Seniors	45	
Inspection dates	2 to 5 November 2021		

1. Background Information

About the school

- 1.1 The Elms School is an independent co-educational day and boarding school for pupils aged between 3 and 13. The school was founded in 1614 by the philanthropist Humphrey Walwyn in association with the City of London livery company, The Worshipful Company of Grocers. The school is a charitable trust administered by a board of governors. Since the previous inspection, the school has re-structured its curriculum and introduced a new day fee.
- 1.2 During the period March to August 2020, the whole school site remained open only for children of key workers.
- 1.3 Four boarders continued to be accommodated on site.
- 1.4 During this period of closure the school provided remote learning materials for all other pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.9 The Elms School aims to develop pupils to be the best they can be and to help them understand how to test themselves to have a 'can do' attitude and not fear failure. In a rural setting, the school encourages pupils to be aspirational, driven and competitive, and fiercely proud and loyal. It aims for pupils to be grounded and rounded and to understand that they are key players in their community.

About the pupils

- 1.10 Pupils come from a range of professional and cultural backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above the national average with a broad range of abilities represented. The school has identified 24 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, all of whom receive additional specialist help. There is one pupil in the school who has an education, health and care (EHC) plan. English is an additional language (EAL) for 12 pupils, whose needs are supported by their classroom teachers and additional specialist help. Data used by the school have identified 7 pupils as being the more able in the school's population, and the curriculum is modified for them and for 12 other pupils because of their special talents in sport, music and swimming.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 2015, 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.
- 2.4 Pupils receive relationships education in the junior school and relationships, sex and health education in Years 7 and 8, 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. 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 17 and 19 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 and access to a programme of activities. 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, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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.

- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 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 5 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 18 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 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils' attitudes towards their learning are extraordinarily positive and supportive; they have an outstanding work ethic and take ownership of their own learning.
- Pupils of all ages are exceptionally respectful listeners and show interest in the views of others.
- Pupils are gently confident and express themselves articulately across a wide range of contexts using sophisticated language for their ages.
- Pupils make the most of the very rich range of opportunities available to them and achieve at a high level in a range of sports, music, drama and art.

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

- Pupils demonstrate well-developed self-confidence, self-awareness and resilience; they are accepting of their strengths and areas they need to improve and are well prepared for life.
- Pupils develop an excellent ability to make informed decisions about their friendships, their work, managing their free time and choosing from the broad range of activities available to them.
- Pupils demonstrate extremely high levels of care and consideration for all members of the school community.
- Older pupils are universally excellent role models as they successfully take on a wide range of responsibilities.

Recommendations

3.3 In light of the excellent outcomes the school may wish to consider:

- Integrate the use of technology across the full range of the curriculum.
- Ensure that outcomes for mathematical skills are fully consistent across all age groups.

The quality of the pupils' academic and other achievements

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

3.5 The school's aim for its pupils to be the best they can be and to test themselves is successfully met. Pupils from Nursery onwards make excellent progress from a broad range of starting points. The school does not take part in National Curriculum tests, but the data available, including the results of standardised tests in English and mathematics, scrutiny of books and lesson observations, show attainment to be good in relation to national age-related expectations. Pupils achieve excellent results

in entrance examinations to senior schools with high standards of entry, and a high proportion gain scholarships for academic success, art and design, music, drama and sport.

- 3.6 From an extremely broad range of starting points, children in the Early Years Foundation Stage (EYFS) make a high rate of progress. A personal programme of activities encourages high levels of independent learning and ensures their particular strengths and aptitudes are identified and developed over time. A comprehensive tracking process identifies children who require extra support so that appropriate strategies can be employed to narrow any gaps in learning. Equally, the most able children extend their learning and challenge their thinking, encouraged by a range of engaging activities and resources. Boarders tackling scholarships feel well supported by the academic staff who encourage them to do extra sports practice or academic papers at the weekends. Pupils are active learners from the earliest stage in Nursery. For example, they use a range of tools to prepare sticks for toasting marshmallows in the woodland area and enjoy dressing up in period costumes to understand the range of roles of a household in the Georgian era. Rapid independent learning was evident as the pupils re-told stories with puppets as part of the celebration of the festival of Diwali. Teachers are excellent role models, and detailed communication between staff ensures that planning for the broad range of needs is detailed and personalised, resulting in excellent outcomes for all pupils.
- 3.7 Pupils with additional needs make similar progress to other pupils because of the excellent quality of support provided by teaching staff and specialists overseeing their work. Sensitively targeted support in lessons is managed well, and is reviewed regularly. Boarders with EAL make very good progress in using English; their needs are assessed on entry and individual programmes of support are put in place where appropriate to allow access to the curriculum. The most able pupils extend their own learning in lessons and successfully complete research projects of their own. Subject staff are particularly skilful in providing appropriate levels of challenge and, from a very early stage, all pupils make their own decisions about the level of work to tackle, depending on how confident they feel with a particular area of study. Skills for problem solving and investigation are developed to a high level as pupils undertake challenging science, technology, engineering, arts and mathematics (STEAM) projects on a range of topics, such as working together to launch a high-altitude weather balloon and creating a chemistry set suitable for pupils in Year 4. Another group have designed products to sell at the Christmas Fair using a “Grow your Fiver” scheme.
- 3.8 From the EYFS onwards, pupils learn to review their work in order to improve their own learning. Pupils of all abilities are consistently willing to try out new ideas, contribute their own thoughts and work together to ensure the outcomes are as good as they can be. They are not afraid to take risks with their learning in the certain knowledge that they will be supported and praised for their efforts. As a result, they demonstrate an excellent ability to take ownership of their learning and move forward with confidence and resilience in class, on the stage or on the sports field.
- 3.9 Pupils of all ages express their ideas articulately, both verbally and in writing. Younger pupils confidently discuss stories and enjoy predicting what might come next. They apply their knowledge of the sounds letters make to write sentences using capital letters and full stops and compare strategies to complete their work. Older pupils demonstrate a mature and thoughtful approach as they discuss challenging texts, such as William Blake’s poem *London*. Pupils speak confidently to a wide range of audiences, and lively debate was evident as pupils discussed the mistakes made by Goldilocks in the traditional tale or the impact of vandalism in a well-presented assembly piece in the style of a TV chat show. The extensive drama programme, high levels of participation in speech, drama and musical theatre lessons and opportunities for debate support the development of excellent speaking and listening skills. In English, older pupils constantly evaluate their decisions regarding their writing style to make their work more appealing to a reader and understand that there are many ways of doing this, all of which have value. While studying a character from a Sherlock Holmes novel older pupils used descriptively rich vocabulary to enhance a paragraph using the point, evidence and explain method to improve the impact of their writing and improve the experience of the reader. Similarly,

younger pupils enjoyed polishing their poems about autumn using different colour highlighters to change the vocabulary they are using.

- 3.10 Pupils of all abilities demonstrate good progress in mathematics over time. Pupils enjoy mathematics and develop very good skills which they apply enthusiastically to a range of subjects including science, geography and computing and on the sports field when calculating angles. Younger pupils understand how to partition and recombine two-digit numbers and use this method to add two-digit numbers successfully. Older pupils enthusiastically use a range of strategies to work out the factors for larger numbers. The most able mathematicians demonstrate success in the Primary Maths Challenge and intermediate UKMT Maths Challenge showing highly effective problem-solving skills. Mathematical skills are not yet developed consistently across the whole age group. A new curriculum for mathematics has been introduced to address this, but is still in the early stages of implementation.
- 3.11 The skills pupils develop for the use of technology are at a good level by the time they leave the school. Using a range of devices, they learn how to code, use the internet for research, use presentation software with confidence, and record their work in interesting ways. Pupils demonstrate excellent word processing and presentation skills, as they log on to access their research work, make amendments and develop their ideas on challenging topics such as whether the British penal system should be structured as a restorative process or whether it should be about retribution. This meets a recommendation from the previous inspection. The investment the school has made in a range of different hardware, software and training for staff has had a positive impact upon the way that information and communication technology (ICT) is used. However, the use is not yet fully embedded across the full range of the curriculum.
- 3.12 Skills for the performing arts develop rapidly from an early stage as pupils benefit from specialist teaching, and all pupils from Nursery onwards take part in performances throughout the year. The wide range of opportunities the pupils have to perform results in exceptionally confident and capable performances at all levels. Young pupils develop a genuine love of music through singing together in house competitions or exploring the sound of different instruments. A majority of the older pupils play an instrument and are highly successful in music board examinations up to grade 8, with a significant proportion achieving merits and distinctions. Pupils are highly successful in a number of local music festivals and play with groups such as the English Schools Orchestra and the Film Orchestra and relish the opportunity to sing at large-scale school events. Results in examinations for speech and drama are notably high which is reflected in the way that pupils express themselves and take an active role in lessons, assemblies and when applying for roles of responsibility. Skills for artistic endeavour are extremely well developed. Pupils work with a wide range of materials and styles including within annual workshops with different artists in residence and are encouraged by their success in scholarships to their senior schools, in local and national competitions and exhibitions of their work.
- 3.13 Pupils actively enjoy the wide range of sports available to them. Sporting ability at a high level is evident as the pupils move up the school, resulting in an excellent range of success in local, regional and national competitions. Pupils of all ages develop their physical fitness and skills for particular sports due to high-quality teaching and coaching. Boarders enjoy a wide range of physical activities at the weekend including additional swimming and Sunday morning hacks. In recent times, school teams have been successful in national competitions in their age groups for hockey and cricket. Individual pupils have been successful in national competitions in riding, and a significant number of pupils play at county level. A number of talented pupils have achieved sports scholarships to their senior schools.
- 3.14 Pupils develop their own interests and talents to a high level through an extremely broad range of extra-curricular opportunities which is extensive for the size of the school. This programme of clubs and activities provides pupils with many opportunities to develop a range of their own interests, including music, individual and team sports, Greek, many creative subjects, farming or survival skills amongst many others. Pupils frequently suggest new clubs they would like to complete and the school will do all they can to make them available. The school pro-actively enables the addition of new clubs suggested by the student council on a regular basis. This successfully meets the school's aim to

develop pupils who are grounded and rounded and understand that they are key players in the community.

- 3.15 Pupils' attitudes to learning are exceptionally positive. They are enthusiastic, curious, very supportive of each other and understand how to make positive decisions about their learning or future success. They enjoy working together to achieve common goals. This was demonstrated when the school council discussed a wide range of ways that the school could continue to improve and in the way that they work together on the allotments to grow their own food. They demonstrate mature levels of independence from an early age.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils have an extremely well-developed level of maturity by the time they move on to their senior schools. They feel safe, secure, valued and happy within the warm environment of the school community. The reflective and forward-looking management team regularly consults pupils and parents to develop and promote systems for personal development across the age range of the school. The well-structured assembly programme, opportunities to spend time with their class teachers and a comprehensive personal, social and health education (PSHE) and relationship, sex and health education (RSHE) curriculum provide them with an excellent framework in which to develop their knowledge of themselves and their place in the school and the wider world. Pupils develop confidence, flexibility and resilience through the wide range of opportunities for them to take on meaningful responsibilities within the school from a young age. They know that their efforts will be celebrated and that they will be well supported even when they get things wrong.
- 3.18 From the EYFS onwards, pupils develop an easy and supportive approach to their peers and adults alike. They are comfortable with themselves, are self-confident and develop high levels of self-esteem. The inclusive atmosphere of the school and mutually warm relationships across the community help them to identify their own emotions and feelings which allows them to understand the impact of their decisions on themselves and others. They learn to make positive decisions for themselves about their daily routines, their friendships and their work and, as a result, they demonstrate great resilience as they tackle challenging new projects or take on a new skill to master. Older boarders play an important role in the well-being of younger boarders as dormitory prefects, at mealtimes and as they move around the site. Pupils showing the school animals at county shows demonstrate great skill, an advanced ability to make decisions about how to present their ideas and knowledge, and they work together well to be successful in the competitions. At each transition, they are well prepared for the next stage of their educational journey.
- 3.19 Pupils are happy to articulate their thoughts on spirituality in its broadest sense in an open way. The underlying Christian ethos allows pupils time and space to explore their beliefs and appreciate the quiet times they have to reflect and think about their day. Their strong spirituality was particularly evident in the way that they sang with gusto together in the chapel and discussed the impact of the music on their emotions and the way that music can lift people's spirits. It was also demonstrated in the natural way that they show genuine concern and care for the feelings of others. Their strong awareness of the need to preserve the planet is developed through the school's commitment to outdoor learning, management of the farm, equestrian centre and the ecological awareness club.
- 3.20 From an early age, pupils show a strong sense of right and wrong. They have an excellent understanding and respect for the school's behaviour guidelines, developed with support from the school council. Pupils understand why communities need rules and are able to adapt these to the wider community thus recognising the need to respect the country's laws. As a result, behaviour in the school is exemplary. Pupils respect the reward and sanction system, think it works well and work with staff to ensure a happy and safe school environment.

- 3.21 The pupils' social skills are exceptionally strong. At all levels, they show genuine care and concern for each other, as seen when the oldest pupils support those in younger year groups, making sure they are happy at playtimes and ensuring they have someone to talk to if they have concerns. Rehearsing together on the preparation of year-group assemblies, working collaboratively in class when solving problems or helping to organise house events, are all ways in which pupils demonstrate high levels of social awareness. Boarders take on a broad range of responsibilities around school including collecting the eggs from the farm in time for breakfast, helping to clear tables at mealtimes and ensuring the well-being of all their friends.
- 3.22 Pupils relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the school council or boarding council. Here, they make an active contribution and decisions are taken which will benefit their school and the wider community. Discussions have recently resulted in changes to the snack choices available during boarding time, the salad bar at lunchtime, the introduction of a hockey club and the stationery shop being open more frequently. Contribution to the wider community is an integral part of school life. Pupils are actively involved in a wide variety of activities to raise money for charity. In their houses, they present their ideas for charities to support, vote to decide which should be chosen and organise events to raise funds. Boarders contribute to the local community by supporting and visiting local care homes, and the school has raised funds to support a wide range of local children's charities.
- 3.23 Pupils show high levels of curiosity, respect, tolerance and acceptance of different faiths, actively enjoying sharing their own customs with each other. Although the school is a Christian foundation, it welcomes pupils from many different religions and cultural traditions, and this supports a seamless and natural approach to integration and acceptance. Pupils develop an increasing awareness of world faiths as they mature, and regularly share festivals with their peers from other faiths and backgrounds. Older pupils and boarders warmly welcome new pupils to the school and are quick to offer them support and help to ensure that they settle in quickly and are happy in their new community.
- 3.24 Pupils of all ages have a strong understanding of what it means to stay safe physically, emotionally and when using technology to access the internet. Younger pupils learn how to make healthy choices in their diet and understand that eating vegetables and fruit is a good decision. Older pupils deepen their knowledge of where their food comes from which is re-enforced by having a broad range of animals to care for. They comment that they would prefer to eat produce from their own animals as they are confident they have been well cared for. Teachers have created a safe learning environment where it is acceptable to express concern or anxiety, and the extensive grounds and easy proximity of the school farm give pupils time and space to re-set their mood if they are feeling stressed or anxious. Through this approach, the pupils feel that it is safe to be open about how they feel and what it means to lead a healthy lifestyle both emotionally and physically. Pupils' understanding of how to access the internet or use different technologies safely is secure. From the Nursery onwards, awareness is built upon in an age-appropriate way supported by the recent investment in facilities for hardware and software which allows pupils to develop confidence in the use of different technologies.
- 3.25 An overwhelming majority of parents responded to the inspection questionnaire and were highly supportive of most aspects of the way the school provides for both the achievement and personal development of their children. They were particularly supportive of the way that the school does everything it can to ensure that their children learn in a healthy and safe environment, actively promotes good behaviour, helps their children to develop strong teamwork and social skills and promotes values of democracy, tolerance and respect for those with different faiths or beliefs.
- 3.26 As pupils leave the school, they are very well prepared for the next stage of their education and ready to take on their future challenges as capable, resilient and confident young people.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Diane Gardiner	Reporting inspector
Mr Christian Pritchard	Compliance team inspector (Head, IAPS school)
Mrs Claire Bentley	Team inspector for boarding (Head, IAPS school)
Mrs Ann McNeile	Team inspector (Head of Pre-Prep, IAPS school)