



ISI Independent
Schools
Inspectorate

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

Dulwich Prep Cranbrook

February 2023

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School's Details

School	Dulwich Prep Cranbrook			
DfE number	886/6043			
Registered charity number	1174358			
Address	Dulwich Prep Cranbrook Coursehorn Cranbrook Kent TN17 3NP			
Telephone number	01580 712179			
Email address	headmaster@dulwichprepcranbrook.org			
Headmaster	Mr Paul David			
Chair of Governors	Mrs Susanna Rynehart			
Proprietor	Dulwich Preparatory Schools Trust			
Age range	2 to 13			
Number of pupils on roll	346			
	Day pupils	304	Occasional Boarders	42
	EYFS	59	Juniors	133
	Seniors	154		
Inspection dates	21 to 23 February 2023			

1. Background Information

About the school

- 1.1 Dulwich Prep Cranbrook is an independent co-educational day and boarding school founded in 1939. The school is a registered charitable subsidiary of the Dulwich Preparatory Schools Trust. It has its own governing body.
- 1.2 The school is organised into three sections: Nash House, for children in the Early Years Foundation Stage (EYFS), Little Stream for pupils from Year 1 to Year 4 and upper school for pupils from Year 5 to Year 8.
- 1.3 Since the previous inspection the school has expanded the EYFS to include children in the 'rising 3' age group.

What the school seeks to do

- 1.4 The school's aim is to provide a caring, absorbing and exhilarating environment where pupils are nurtured to fulfil their potential by staff who know them well. It seeks to encourage each pupil to aim high and become the very best they can be. Its objective is to so inspire pupils to take risks, challenge themselves and gain the self-confidence to flourish in the next phase of their life.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds mostly within a 20-mile radius of the school. Standardised test data provided by the school indicate that the ability of the pupils is above average compared with those taking similar tests nationally. One pupil in the school has an education, health and care (EHC) plan. The school has identified 120 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia, medical and emotional difficulties and a range of other learning difficulties; of these, 114 receive additional specialist help. English is an additional language (EAL) for three pupils, all of whom receive additional support for their English. The school modifies the curriculum for more able pupils and those with particular gifts or talents.

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.

Additionally, this visit serves as a material change visit to assess the school's proposal to change the school's age range from 2 to 13 to 2 to 16.

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. Recommendation with regard to material change request

Summary of findings

- 3.1 Teaching and learning plans for the proposed extended age range of pupils, including curriculum, schemes of work and framework for assessment suggest that if implemented effectively relevant standards are likely to be met.
- 3.2 The school actively promotes the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 3.3 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school. This is implemented effectively. Suitable systems and procedures are in place and understood by governors, designated safeguarding leads and staff who receive appropriate training. Records show that reported incidents are recorded along with evidence of subsequent action. Referrals are handled in line with the school's policy and local safeguarding partners' protocols. Pupils are educated in staying safe online. Pupils' mental health is monitored and the school has suitable strategies for supporting pupils.
- 3.4 The school meets all relevant boarding standards. Proposals to increase the age range does not extend to residential provision.
- 3.5 The school's leadership and management, including its governing body, demonstrate good skills and knowledge, appropriate to their role. They fulfil their responsibilities consistently and effectively so that the standards are met.

Recommendation

- 3.6 It is recommended that the school's request to extend the age range to 2 to 16 years be approved as it is likely that regulations will continue to be met if the school implements its plans effectively.

4. 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

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

- Pupils achieve outstanding success overall across the academic and wider curriculum.
- Pupils have excellent communication skills.
- Pupils exhibit extremely positive attitudes towards their learning.
- The progress of more able pupils is sometimes restricted because they receive insufficient challenge in a small minority of lessons.

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

- Pupils show strong levels of self-understanding and self-confidence for their age.
- Pupils are highly collaborative, supportive and encouraging of one another across the full range of their activities.
- Pupils make excellent contributions to the life of the school and wider society.
- Pupils show an excellent understanding of how to be physically and mentally healthy.

Recommendations

4.3 The school is advised to make the following improvements.

- Enable pupils in the upper school to develop more effective independent learning skills within the core curriculum.
- Ensure that more able pupils receive sufficient challenge in all lessons so that they make the best possible progress.

The quality of the pupils' academic and other achievements

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

4.5 Most pupils, including those requiring additional support, make excellent progress. Assessment data indicate that nearly all children in Reception meet the level of development expected at the end of the EYFS. Achievement of leavers is excellent with high levels of success in gaining grammar school places at eleven or thirteen years of age. Leavers are also successful in gaining entry to highly competitive independent schools, many receiving scholarship and exhibition awards. School leaders and staff promote pupils' progress through well-planned schemes of work supported by robust assessment which is thoroughly evaluated and used effectively to enable pupils' individual goals to be

met. In a small minority of lessons observed by inspectors, the progress of more able pupils was restricted because they were not challenged consistently. The overwhelming majority of pupils responding to the questionnaire agreed that their teachers know how to help them learn, know their subjects well and are supportive. Inspection evidence supports this view.

- 4.6 Pupils achieve excellent success overall across the academic and wider curriculum. As well as academic scholarships to their destination schools, leavers have additionally gained scholarship awards in art, design technology, music, performing arts and sport. Pupils are highly successful in their ABRSM examinations with grades being passed on a range of instruments and voice often with merit or distinction. Pupils across the age range have achieved significant success in the IAPS National Art Competition. Pupils' individual and team successes at sport are widespread, most notably in cross country, equestrianism and netball at regional and national level, as well as county success in swimming, lacrosse and girls' hockey. Pupils also achieve well at lower competitive levels and those less enthusiastic for sport gain rewards in the school's alternative programme of activities.
- 4.7 Pupils of all ages show excellent levels of knowledge, skills and understanding. Children in the EYFS displayed their extensive knowledge of animals and insects. Young pupils exploring insulation properties in a science lesson demonstrated a well-informed understanding of fair testing. Older pupils exhibited advanced linguistic vocabulary in their use of technical language as seen in a Year 8 Latin lesson using adjectival clauses. Progress is most rapid where pupils are challenged and consistently encouraged by teachers' skilful use of open-ended questioning. Pupils creatively produce high-quality work in art and in design and technology. In designing and manufacturing their aroma fans, Year 7 pupils demonstrated their well-developed skills in a wide range of creative and practical applications. Pupils across age phases develop outstanding artistic skills, as seen in their work with pastels, cushion making, paintings in the style of Vermeer, and their landscapes in textiles. Pupils' assured development in these areas of learning and their physical development are enabled by extremely competent specialist teaching that uses high-quality resources effectively and provides a range of stimulating activities.
- 4.8 Pupils engage strongly with their work. Throughout the school they exhibit great levels of positivity and enthusiasm. Year 4 pupils in a mathematics lesson plunged energetically and competently into solving problems that were set out as a treasure hunt. Pupils' positive attitudes are engendered by well-planned teaching that provides activities to keep motivation strong. Pupils collaborate readily and productively in paired and group work for which they have many opportunities. Pupils observed working in pairs, in physical education (PE) for example, provided each other with useful critical feedback. Pupils collaborate successfully in music and drama performances as seen when rehearsing for their rock concert and stage production, *Matilda*. Children in a Reception PE lesson showed practical independence when collecting their equipment and taking responsibility for their learning zone. Year 1 pupils showed an excellent ability to lead their own learning, demonstrating imaginative creativity in their outdoor learning activities. However, planning for pupils in the upper school to explore and develop independent learning skills within the core curriculum is not fully developed and there are limited opportunities for them to lead their own learning. Outside of the core curriculum in areas such as art and design and technology, older pupils do successfully devise, execute and reflect on their individual projects, demonstrating excellent independence in their learning.
- 4.9 Pupils communicate extremely well. They listen respectfully and express themselves articulately with great confidence and clarity. Older pupils displayed this when explaining the processes involved in the reduction of copper oxide with iron and when writing a script for a video using French language. Pupils told inspectors that the LAMDA activity and their drama lessons were instrumental in improving their speaking skills. Pupils' writing is well developed from an early age, as illustrated by Year 1 pupils' individualised diary entries. Year 4 pupils in their English lesson created striking similes enriched with alliteration. Older pupils used sophisticated language to express their ideas. Year 7 pupils' poetry in the style of James Reeves' *The Sea*, showed proficient use of metaphors to convey personification.

Pupils' expressive language is supported well by teaching that creates a calm and supportive environment underpinned by gentle encouragement and consistent praise.

- 4.10 Pupils develop strong competency with mathematical skills as they progress through the school. The youngest children in Nursery demonstrated good counting skills and children in Reception used estimation skilfully when referring to drops of water. Pupils in Year 1 responded well to the challenge of working with fractions, stimulated through the incorporation of pizzas and toppings in the lesson. In a Year 6 lesson on more advanced computation of fractions, pupils with SEND achieved well through working in a small group at their own pace with additional support. The more able pupils in the year showed advanced skills for their age when solving linear equations. Pupils apply their mathematical skills effectively when measuring, calculating, manipulating and presenting data in science and geography, as demonstrated by Year 8 pupils in their fieldwork enquiries into coastal processes.
- 4.11 Pupils are confident and competent users of information and communication technology (ICT). They use applications proficiently in computing lessons. Year 7 pupils created scrolling LED messages using their coding skills effectively. Pupils develop good understanding and skills in computing because the teaching builds progressively on previous learning. Pupils throughout the school make efficient use of digital devices for research purposes. This was evident in pupils' work in a wide range of subjects as observed, for example, in a Year 5 French lesson focusing on the work of the artist Monet. Children in the EYFS use digital technology effectively to enhance their learning, such as in their use of remote control cars, metal detectors and lightboards to motivate their emergent writing. Year 2 pupils used ICT to good effect when embellishing their Greek topic with animations. In a PE lesson, pupils made competent use of video capture to analyse and improve their bowling technique. Pupils develop effective transferable skills in ICT because school leaders and staff have ensured that digital learning is well embedded.
- 4.12 Pupils develop strong study skills and apply these well. Pupils in a Year 1 English lesson showed how they use writing targets, spelling cards and mnemonics to remember spellings. They also used research and reasoning effectively to explain why some animals would not make good pets. Pupils are adept at formulating hypotheses in science. This was illustrated when Year 2 pupils analysed the efficiency of materials to provide warmth and Year 7 pupils' investigated height variation. These achievements emanate from pupils being challenged by their teachers to question, develop advanced thinking skills, investigate and analyse data and draw reasonable conclusions effectively. Year 5 pupils drew successfully on a wide range of resources in their computing projects on building a business because they had the opportunity to use a suite of tools. Pupils in the upper school develop competent study skills regarding successful examination preparation. Teaching supports this effectively in both subject and discrete study skills lessons. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life. Inspection evidence supports this view.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils show high levels of self-understanding for their age. They demonstrated excellent awareness of their strengths and a strong understanding of where they need to make improvements. Pupils have a well-developed understanding of how their personal characteristics impact on this. For example, pupils spoke of how their resilience has developed and how they have been encouraged to concentrate and persevere with activities by their teachers. They cite day and residential trips in helping to build their resilience and self-discipline. Pupils that board told inspectors that they become more self-confident and self-disciplined through having to organise their prep, look after their laundry and choose their activities. Year 7 pupils in an ICT lesson demonstrated high levels of self-esteem when discussing online grooming. They were reflective and open to acknowledging any flaws in their views. In discussing relationships, pupils displayed excellent self-knowledge and self-awareness when

expressing who they may share anxieties with and why. Pupils express their feelings and sense of self confidently because of the successful implementation of the PSHE programme that incorporates a focus on positive mental health. Pupils said that they felt good about themselves but if they were feeling low they would contact the school's well-being support network.

- 4.15 Pupils' strong social awareness enables them to work together successfully in many spheres. Within lessons, pupil work highly effectively in pairs or groups. For example, paired work developing ball skills in PE, supporting each other with science experiments and the highly successful group performances of rock school songs. Children in the EYFS collaborated to great effect when designing and building houses from wood and foam bricks. They showed considerate negotiating skills as they made comparisons and reached a compromise. These skills are sensitively developed in the EYFS as staff encourage children to share and take turns. Almost all parents responding to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills. Inspection evidence supports this view. Residential trips and the Big Camp help pupils develop these skills effectively. Pupils excel in their collaborative efforts in sports teams, choir, orchestra and dramatic productions. They are well supported by the coaching and encouragement that their teachers provide and the numerous opportunities enabled by the school's leaders.
- 4.16 Pupils show a well-developed sense of community and make a generous contribution to the lives of others within the school through their fulfilment of leadership and mentoring roles. Children in the EYFS develop these social responsibilities well as they are encouraged to set the table for snack and help tidy up their environment. Year 4 pupils are effective buddies for Year 1 pupils. Year 8 pupils in discussions with inspectors acknowledged that acting as mentors to Year 5 pupils helped them to develop leadership skills and be more empathetic. Junior and senior school councils promote initiatives to improve the life of the school. The junior council has contributed ideas for the well-being sensory garden and the senior council has instigated alternative clubs, secured the purchase of a climbing wall and implemented brushes to remove mud from their footwear. Pupils contribute sensible suggestions for the school menu options through their food committee. Pupils show a clear awareness of the need to contribute to the wider community including involvement with charitable causes. Pupils demonstrated great initiative in their support for a charity for the homeless including the design and building of sleeping pods for those in need.
- 4.17 Pupils have an excellent awareness of how to stay safe and what constitutes a healthy lifestyle. Children in the EYFS develop a good knowledge of how to be healthy in mind and body through everyday activities including their role-playing of health professionals. Staff discuss hygiene and mental health with them and share a weekly yoga move. Young pupils show they understand how to stay safe in their outdoor learning environment, explaining how to carry sticks, not touching or eating berries and being careful with potato peelers when whittling sticks. Pupils express confidence in their ability and knowledge of how to stay safe online. Year 4 pupils in an ICT lesson demonstrated a strong understanding of how to improve their online safety by taking care with their digital footprint. Older pupils said that they are aware of the dangers of being drawn in by extremists and must take care what websites they enter when access is not filtered as it is at school. Pupils make sensible food choices at lunchtime and appreciate all their opportunities for physical exercise. Boarding pupils told inspectors that they appreciated how playing musical instruments helped them to relax in the boarding house. Pupils are resilient but highly aware that they can seek help if necessary. This is possible due to the significant efforts governors and school leaders have made to provide for pupils' well-being.
- 4.18 Pupils display a well-developed sense of right and wrong. They show a good understanding and respect for rules which they reflect in their mainly responsible behaviour and thoughtfulness towards other people. This is promoted successfully through the role-modelling of senior leaders and staff who encourage the pupils to be their best selves. Most pupils responding to the pre-inspection questionnaire agreed that pupils are kind and respect each other. Inspection evidence supports this view. Year 8 pupils talking to inspectors emphasised the importance of taking responsibilities seriously

and that unkindness is reported when encountered. Older pupils demonstrate a strong moral responsibility to look after the earth and its resources through their understanding of stewardship. Their understanding of this and good citizenship is well developed through the PSHE programme and the religious studies and philosophy focus on social justice.

- 4.19 Pupils show a good appreciation of the non-material aspects of life. Children in the EYFS showed their love of life as they joyfully celebrated their achievements in their 'squash the grape' game and their elation for activities such as painting. In a Year 7 religious studies lesson on stewardship, pupils showed an appreciation of the sanctity of life and the importance of looking after the earth to protect and enjoy nature. Staff successfully provide an environment and ethos that encourages the pupils to show curiosity and ask questions about the world around them. Poetry by Year 8 pupils reveals a sophisticated appreciation of the earth's beauty and a deeper consideration of the origins of the universe. Pupils engage well in discussions and debates on issues, such as the spiritual and the supernatural, during religious studies and philosophy lessons and in debating club. Pupils are suitably reflective. Year 3 pupils told inspectors that they could take themselves off in their own thoughts during the quiet time at lunch. Older pupils said that they found opportunities for deeper reflection when they participated in yoga.
- 4.20 Pupils have a high level of respect for those from diverse cultures and backgrounds. Year 8 pupils expressed a keen desire for equality and inclusivity in their own community and in wider society. Pupils gain a good understanding of other cultures through lessons, assemblies and from visiting speakers. For example, Year 8 pupils analysing a Kurdish poem empathised with the character's predicament of living on a border between two countries. Almost all parents responding to the questionnaire agree that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view. Pupils are highly inclusive. They are very accepting of those with different characteristics, physical disability and neurodiversity. Pupils' understanding and respect for those with different needs is successfully promoted by senior leaders and staff throughout the school.
- 4.21 Pupils show a good understanding of how their choices impact their development. For example, pupils appreciate clearly how working hard and taking responsibility for their learning can help them achieve their goals. This is successfully encouraged by target cards and golden time with younger pupils and self-assessment forms with older pupils. Pupils make good choices such as those aiming for senior school entry opting to attend additional masterclasses. Pupils make positive decisions around forming relationships and if they are struggling will choose to access the school's support network, particularly 'Place2Be'. Boarding pupils make positive decisions during activity time. They chose to plan and organise a Christmas movie night and secret Santa themselves. The school is successful in meeting its aim for pupils to aim high and be the very best they can so they are inspired to take risks, challenge themselves and gain the self-confidence to flourish in the next phase of their life.

5. Inspection Evidence

- 5.1 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 form meetings and 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 Vaughan Jelley	Reporting inspector
Miss Kaye Lovejoy	Compliance team inspector (Former head, ISA school)
Mrs Shirley Drummond	Team inspector (Head, IAPS school)
Mrs Emma Goldsmith	Team inspector for boarding (Head, IAPS school)