



ISI Independent
Schools
Inspectorate

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

King's Preparatory and Pre-Preparatory School

January 2020



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School's Details

School	King's Preparatory and Pre-Preparatory School		
DfE number	887/6000		
Registered charity number	1084266		
Address	King's Preparatory and Pre-Preparatory School St Nicholas House King Edward Road Rochester Kent ME1 1UB		
Telephone number	01634 888577		
Email address	prep@kings-rochester.co.uk		
Headteacher Preparatory School	Mr Tom Morgan		
Headteacher Pre-preparatory School	Mrs Catherine Openshaw		
Chair of governors	Miss Jacqueline Shicluna		
Age range	3 to 13		
Number of pupils on roll	358		
	Day pupils	354	Boarders 4
	EYFS	51	Pre-Prep 97
	Prep	210	
Inspection dates	21 to 23 January 2020		

1. Background Information

About the school

- 1.1 King's Preparatory and Pre-Preparatory School is a co-educational day and boarding school for pupils between the ages of 3 and 13 years. The preparatory school takes pupils from 8 to 13 years and the pre-preparatory school takes children from 3 to 7 years. Pupils may board from the age of 11 years. The school educates some of the choristers for Rochester Cathedral.
- 1.2 The school can trace its origins back to the foundation of Rochester Cathedral in 604 AD. The school is a charitable trust overseen by a board of governors, including ex-officio members from the cathedral chapter and the diocese. A new preparatory school headmaster was appointed in September 2018. The school's principal is the headmaster of the senior school and delegates responsibility to the heads of the pre-preparatory and preparatory schools.

What the school seeks to do

- 1.3 The school aims to challenge and support each pupil to make the most of their academic and personal potential and to enable them to achieve excellent results through developing an enquiring mind and a passion for learning. It seeks to help pupils develop their skills, qualities and interests through activities and opportunities beyond the classroom and to be a nurturing community that develops values within the setting of Christianity.

About the pupils

- 1.4 Pupils come from a range of professional and ethnic backgrounds, mostly living within a 15-mile radius of the school. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 18 of whom receive additional specialist help. One pupil in the school has an Education, Health and Care (EHC) Plan. English is an additional language (EAL) for 13 pupils, 9 of whom receive additional specialist support from the school. Data used by the school have identified 12 pupils as being the most able in the school's population, and the curriculum is modified for them and for 40 other pupils because of their special talents in sport, drama or music.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 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 uses its own framework to determine attainment, instead of the national framework.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 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

- 2.7 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.
- 2.8 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.
- 2.9 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 2–4, 6–12, 15 and 16 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 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.
- 2.11 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

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously 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.

2.15 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 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

2.18 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.

2.19 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 are excellent communicators. They speak with ease, confidence and charisma and their written work is of a high quality.
- Pupils' information and communication technology (ICT) skills are well developed, and they confidently make informed decisions on how to use ICT to support their learning.
- Pupils' achieve highly in music and in a wide range of other activities that add to their educational experience.
- Pupils' attitudes to learning are excellent. They love to give of their best and to be fully engaged in the learning process.

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

- Pupils' appreciation and involvement in a culturally diverse community is excellent.
- Pupils demonstrate high levels of self-esteem and self-confidence.
- Pupils display excellent social skills and benefit from being part of a community where everyone is valued.
- Pupils show a strong awareness of how to keep safe and stay healthy.

Recommendation

3.3 In the context of these excellent outcomes, the school may wish to consider the following:

- Strengthen pupils' initiative, independence and higher order study skills in the preparatory school by giving them more opportunities to take a lead in their learning.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Throughout the school pupils communicate with confidence and enthusiasm. From an early age they understand that the key to being an effective communicator is to take turns and listen carefully to one another's points of view. The pupils' vocabulary is strong, and they convey meaning with both precision and flair. They are highly articulate in lessons and in discussion groups. In the Nursery children show excellent starts to writing and reading through their recognition of letter sounds. For example, they identify the sound made by the letter 'u' in a series of words such as underwater, underwear, umbrella and underground. Pupils' writing in the pre-prep is excellent in terms of both content and presentation. The quality of these pupils' handwriting is outstanding since they present their work in a mature, cursive style that looks like it could have been written by a much older pupil. Pupils throughout the prep school convey feeling and opinion in their writing as shown in imaginative descriptions about The Virgin Mary who was entering her encounters in her diary. The writing was reflective, poignant and engaging. Older pupils in the prep school produce complex, sophisticated and mature writing, often focusing on sensitive themes, as shown in their entries for an essay writing competition. School leaders and managers ensure that there are numerous opportunities for pupils to demonstrate and strengthen their skills, including in boarding. House meetings enable boarders to contribute to the running of the houses and to voice their opinions, which they do with enthusiasm. Pupils of all ages are highly competent readers. The school places great emphasis on the development of the pupils' reading skills from a very early age in the Nursery. Many pupils across the age groups love to engross themselves in a book and the school library provides the perfect quiet and stimulating environment where this can happen. Pupils respond positively to this opportunity, creating an ambience of calm but purposeful engagement.
- 3.6 Pupils develop excellent levels of competence in ICT and apply these skilfully to many areas of learning. They demonstrate high levels of proficiency in the use of a wide range of digital media. In the EYFS, children confidently use interactive whiteboards showing that they understand how certain actions result in particular outcomes. Prep school pupils used ICT to support their work in English by using an online application to help construct a play script where they used different recorded voices to illustrate emotion. Pupils in the prep school use information spreadsheets skilfully to interrogate data and one group used digital application readers which, when scanned, took the reader to their analysis of the nutritional value of certain foods. A group of prep school pupils used their excellent ICT understanding and skills to develop their knowledge of Kenya's population. They accessed an e-book, used a categorisation/spider diagram application, performed screenshots and uploaded their work to a virtual classroom. The high quality of pupils' skills in this area is underpinned by a comprehensive information technology infrastructure and supported by school leaders and managers who ensure pupils are well-equipped for their future lives.
- 3.7 Pupils perform strongly in a wide range of areas both within and outside the classroom. They are confident and well-rounded in their approach to learning. Pupils across the pre-prep and prep achieve highly in national music examinations as well as in other fields such as drama examinations. They benefit from the specialist teaching that is provided for them to extend their achievements. Throughout the prep, individual success in sports such as cricket and netball in local and county teams is testament to the skills developed through their games lessons and participation in school teams, which compete successfully in a variety of disciplines at regional and national level. Pupils also perform well in a range of other activities such as mathematics challenges, history writing competitions and through involvement in school productions. The boarders enjoy competing on behalf of the boarding community in school-wide competitions both in sport and academically.

- 3.8 Choral singing is a highlight of the school. The school's close connections with the cathedral enable those with a particular singing ability to shine and the whole community enjoys listening to the high quality of their performance. Collective singing is encouraged and before school on certain days of the week the corridors in the prep school are filled with the sound of pupils' voices.
- 3.9 Pupils of all ages and abilities apply themselves in all areas of school life to maximise their potential, from art and mathematics in the pre-prep to science and working with charities further up the school. Pupils are intrinsically motivated and love to be engaged with their school life. The youngest children in the Nursery display an excellent approach to being in school. They are focused and fully absorbed in the activities on offer. They engage meaningfully with staff and show a willingness to have a go and give of their best. Pupils' determination was exemplified when a pupil in the pre-prep was challenged with mathematics activities that the adult suggested might be too hard, responding with, 'Just watch me!' Older pupils in the prep school showed an excellent attitude towards their design and technology (DT) lessons. They were totally focused and engrossed in their projects. They were able to balance hard work with casual, informal chat creating a purposeful and engaging atmosphere that ensured the best outcomes.
- 3.10 Pupils successfully develop their knowledge, understanding and skills across all the areas of learning, and this is strengthened by access to a wide and varied curriculum and extra-curricular opportunities offering excellent experiences. For example, in DT, older prep school pupils build sophisticated skills in design and tool work, including the casting of pewter and the confident use of planes to put a 45-degree edge on a piece of wood. Pupils display excellent second language skills as shown when pre-prep pupils spoke confidently and with authentic accents about different animals in German. Pupils could name animals and colours in German, place them into a short sentence and answer questions posed. Older pupils show excellent practical skills in science such as when they collected a large volume of accurate data using various technical methods. Dedicated, knowledgeable teaching and strong pupil/teacher rapport provide a firm foundation for learning. In some instances, teaching does not allow older pupils to take a greater lead in their own learning and problem solving. Occasionally the teaching style is too didactic, with information being spoon-fed. This is reflected in the questionnaires where a small minority of pupils did not feel that most lessons included interesting activities or use the time well.
- 3.11 Pupils develop high levels of competence in numeracy and apply their knowledge and skills in mathematics effectively to other areas of learning. For instance, pupils plotted dramatic tension against page number in order to graphically illustrate its rise and fall in one scene from *Journey's End*. The youngest children have an obvious enthusiasm for learning about number concepts and applying their new knowledge and the older pupils demonstrate a firm grasp of the material covered. Nursery children showed great confidence in their number recognition up to ten as they played a fishing game, identifying cardboard salmon with specific numbers of dots, whilst older pre-prep pupils showed an excellent understanding of four-digit place value. Older pupils confidently manipulate fractions and percentages, benefitting from work that is set to meet their individual needs through the setting system for older prep school pupils.
- 3.12 By the end of Reception, most children are working at age-related levels of attainment with some exceeding them. Data show that progress remains well ahead for children who take the same test nationally. During their time in the pre-prep significant numbers of pupils, including those with SEND and EAL, make more than one year's progress over the course of the academic year. By the time pupils reach Year 7, those who have progressed through the school, including those with SEND and EAL, are attaining at levels above and often well above other pupils who take the same test nationally. Pupils' progress is in line with, and sometimes above, this good level of attainment. Evidence from lesson observations and scrutiny of their work confirms this. This positive picture is supported by most parents in the questionnaires who felt that teaching enables their child to make progress. Comparative data for progress for older prep school pupils is not yet available.

- 3.13 Pupils develop good study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills. For example, when testing the hardness of a range of materials in science, more able prep pupils were able to hypothesise, test their predictions, evaluate the experimental evidence and then draw conclusions. They were also able to evaluate critically and suggest improvements to the method used. Another group of prep school pupils predicted confidently which shaped objects would fall through water the fastest. Development of study skills is most effective in lessons where pupils are enabled to propose, test and critically evaluate their own ideas. For older age groups, pupils demonstrate stronger study skills when teaching encourages a greater degree of independent learning. This means that the school has only partly met a recommendation from the previous inspection.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils respect and value diversity within the school. They show high levels of interest, respect and appreciation for their own and other cultures and traditions, and demonstrate sensitivity and friendship towards those from different backgrounds and traditions. Religious education lessons and assemblies help the pupils to understand and respect diversity. Pupils from a variety of backgrounds willingly share their knowledge and experience with their classmates, who greatly appreciate their input. Pupils demonstrate and verbalise a sense of genuine pride in the ethnic diversity of the school community. Their interactions and conversations are respectful of their differences. Pupils in the pre-prep recognise that the diversity, 'makes the school a nicer place' and the boarders enjoy celebrating one another's cultural festivals. In the questionnaire almost all parents feel that the school actively promotes these values and all pupils who responded feel that the school encourages them to respect and tolerate other people.
- 3.16 Pupils develop high levels of self-knowledge and self-esteem, and a mature self-confidence. They understand how to improve their own learning and performance and are not afraid of making mistakes. They are very well prepared for the next stage of their lives, both within school and in the wider world. In the questionnaires, an overwhelming majority of parents feel that school helps their child to develop skills for their future. Committed staff support for pupils, and strong relationships among pupils, contribute to their excellent personal development. Pupils have a mature understanding of self and demonstrate confidence, resilience and discipline in all areas of the school. Boarders benefit from the supportive and inclusive environment in the boarding houses which strengthens their sense of self-worth and belonging. Pupils in the pre-prep are motivated to extend their learning by choosing activities that they know will stretch them, whilst older pupils identify opportunities to develop personal performance and resilience through sport. Pupils of all ages feel good about their particular skills and talents. This was demonstrated in a music lesson in the pre-prep where pupils volunteered to stand up and sing solos in front of their peers without fear of criticism.
- 3.17 Pupils have an excellent ability to, and derive pleasure from, working collaboratively with each other to solve problems in the classroom. They demonstrate highly successful skills of cooperation in their social groups, such as by supporting a worried classmate with her learning of the times tables. Pupils benefit in this area from the opportunities which the school's leadership and management provides for collaborative working, in the classroom, on the games field, during educational visits, in the drama studio and on stage. In discussion with pre-prep pupils, they showed enormous respect and praise for each other's efforts. When one child spoke of being proud of her work, another said that she was also proud of her, showing a high level of social awareness for their age. Pupils collaborate very well and show an excellent understanding of the need to be inclusive in all areas of school life. Interactions in class, socially and as members of the wider school community, demonstrate this strength. Younger children understand the concept of compromise whilst older pupils are able to negotiate skilfully.

- 3.18 Pupils know how to stay safe, including online, and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. The pupils are well fed at school and learn about healthy eating as part of the curriculum. The personal, social and health education curriculum addresses well-being issues including mental health, and the school counsellors support pupils as necessary. Physical activity is encouraged and enabled through the physical education and games curriculum, the extensive extra-curricular programme and the ample play space which is available at play times. The need for regular exercise and a balanced diet is well understood from the Nursery where children share food in a picnic and for older pupils in the pre-prep where not eating too much sugar is well grasped. Pupils' understanding about nutrition is excellent as exemplified in science as they looked at sports people and then determined what type of diet would best suit their chosen sport, their training regime and associated lifestyle.
- 3.19 Pupils develop a strong spiritual understanding and a deep appreciation of non-material aspects of life, whether religious, philosophical or other. They value the moments of reflection which they experience during periods of quietness, such as when reading or practising yoga. The school takes care to create opportunities for calm and peace such as in the library, during assemblies and in services. Pupils benefit from and increase their sense of place and belonging through their appreciation of the beauty of the school site. Boarders regularly take the opportunity to celebrate and enjoy their surroundings. One group was totally engrossed when taking photographs of the blossom and the sunset and others enjoy flower pressing and the beauty of the natural world, openly sharing their experiences and thoughts with one another. Pupils speak passionately about the views across the paddock to the castle and cathedral, knowing that it makes them feel good inside. Pupils enter the cathedral with a sense of awe and wonder and during services they can be seen gazing and appreciating the majesty of the setting, deepening their spiritual understanding.
- 3.20 Pupils have an excellent understanding of right and wrong, and they understand and value the school's ethos and associated rewards and sanctions. School leaders and managers ensure that suitable frameworks and procedures are in place so that pupils can feel comfortable in their environment and can take a measured approach to their own moral development. They accept responsibility for their own behaviour, particularly towards others, and have a well-developed sense of fairness. Staff model moral, respectful and fair behaviour expertly. Assemblies, special events and visitors further extend the moral awareness of the pupils who demonstrate an excellent understanding of their responsibilities as part of a community. Their strong moral compass contributes to the harmonious relationships both in boarding and the whole school community. The strength of the pupils' moral awareness is shown in their exemplary behaviour around the school. This view is supported by both parents and pupils in the questionnaires where almost all of both groups who responded, felt that positive behaviour was a feature of the school.
- 3.21 Pupils' contributions to both the school and wider communities are excellent. Charitable work is frequent and often pupil-initiated, such as the successful initiative to raise money for a pupil with a heart condition, where pupils arranged a swimathon and a collection of hats and gloves to sell. They demonstrate an excellent understanding of how their efforts can make a difference highlighting their well-developed sense of social responsibility. Pupils instinctively focus on the needs of others as a key element in their work and they understand that the act of giving strengthens social bonds. They raised money for a local children's hospice, citing this as a significant contribution to the local community. They understand their roles in a supportive, caring society. Pupils readily take on roles and responsibilities within the school and appreciate how such duties strengthen social cohesion. The opportunities given to pupils meets a recommendation from the previous inspection. Boarders support one another socially, emotionally and academically during their time in the boarding houses.

3.22 Pupils are excellent decision makers and are encouraged to do so through a variety of academic and extra-curricular areas. They enjoy making decisions and understand that skilful selection of the options before them will benefit not only themselves but others around them. Older prep school pupils demonstrated the mature decision-making skills that they have developed in a lesson on sex and relationships where in discussion about family planning, consent and sexuality they showed their understanding that such decisions are important determinants of their future happiness. Pupils instinctively work well together and listen to each other and this supports an effective decision-making process. This was exemplified in the prep school when excellent collaboration between two team members ensured that appropriate decisions were made about a design and construction project.

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 form times 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

Mr Graham Gorton	Reporting inspector
Mrs Elizabeth Bell	Compliance team inspector (Bursar, IAPS school)
Mr Dominic Crehan	Team inspector (Former head, IAPS school)
Mr Ben Purkiss	Team inspector for boarding and team inspector (Head, IAPS school)