



ISI Independent
Schools
Inspectorate

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

Gresham's Prep School

April 2023

Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	10
4. Inspection Evidence	13

School's Details

School	Gresham's Prep School			
DfE number	926/6003			
Registered charity number	1105500			
Address	Gresham's Prep School Holt Norfolk NR25 6EY			
Telephone number	01263 714600			
Email address	prepoffice@greshams.com			
Head	Mrs Cathy Braithwaite			
Chair of governors	Mr Michael Goff			
Proprietor	Gresham's school			
Age range	2 to 13			
Number of pupils on roll	410			
	Day pupils	385	Boarders	25
	Pre-prep	136	Prep	274
Inspection dates	18 to 20 April 2023			

1. Background Information

About the school

- 1.1 Gresham's Prep School is a co-educational independent day and boarding school. Founded in 1555, the school is associated with the Worshipful Company of Fishmongers. It belongs to a charitable foundation and is governed by the charity's trustees alongside the associated senior school, which is located nearby. The school comprises two sections: Pre-prep, for pupils aged from 2 to 7 years and prep, for those aged 7 to 13 years. Boarders are accommodated in two separate boarding houses for males and females.
- 1.2 Since the previous inspection the leadership team has been restructured to reflect the organisational structure within the pre prep and prep sections of the school.

What the school seeks to do

- 1.3 The school's aim is to provide a happy, caring and inclusive environment which enthuses pupils with a desire to learn and develop skills for the future. It seeks to instil pupils with confidence and self-respect, enabling them to become responsible, compassionate young people who have a sense of duty towards community and the wider world.

About the pupils

- 1.4 Pupils come from professional, business and farming backgrounds living within a 25-mile radius of the school, with a very small proportion from overseas. The school's own assessment data indicate that the ability of pupils is above average. The school has identified 76 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, of whom 66 receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 16 pupils, whose needs are supported by classroom and specialist teachers. Data used by the school have identified 66 pupils as being the most able in the school's population and the curriculum is modified for them, including 47 of these pupils because of their special talents in sport, music, art, dance and drama.

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.

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 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils have excellent communication skills and collaborate successfully.
- From the early years onward, pupils are happy, energetic and enthusiastic learners.
- Pupils develop excellent knowledge, skills and understanding. Their speaking, listening, reading and writing are highly developed.
- Pupils apply their excellent study skills to great effect in lessons and written work.

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

- Pupils demonstrate very high levels of self-confidence and resilience.
- Pupils have a strong appreciation of right and wrong and make excellent choices about their behaviour and learning in school.
- Decision making of all groups of pupils is of the highest quality.
- Pupils work well together by participating fully in the life of the school.

Recommendation

3.3 The school is advised to make the following improvements.

- Enable pupils to contribute more fully to the lives of others beyond the school and local community.

The quality of the pupils' academic and other achievements

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

3.5 Children settle quickly and confidently into the EYFS. Almost all children achieve a good level of development which is above the national figure. Reception children are very well prepared for the Year 1 curriculum. The proportion of pupils achieving at or above age-related expectations has been consistently rising over the past three years. An overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that their child's particular individual educational needs are met and that teaching, including any online provision, enables their child to make progress. All of the pupils who responded agreed that their teachers know their subjects well. Leaders and trustees successfully drive a culture of high expectations, enabling pupils to do their best as well-rounded individuals. Leaders work together effectively to ensure that every pupil is known as an individual. This

enables pupil to make strong progress in their learning. For example, Year 7 pupils deepened their knowledge about how to analyse a graph over time in a science lesson. They progress from drawing a graph using direct experimental measurements to the identification of anomalies and the production of straight-line graphs. There are no discernible differences in the achievement of different groups of pupils. Pupils who have special educational needs and/or disabilities (SEND) make consistently good or better progress from their individual starting points. The most able pupils make strong progress across a range of subjects because they effectively develop their thinking and understanding through the provision of additional challenge in lessons.

- 3.6 Pupils' communication skills are excellent throughout the school. Pupils of all ages demonstrate high levels of ability to speak, listen, read and write. Nursery children join in with familiar stories recalling the ends of sentences and predicting what may come next. In Year 4 French, pupils' pronunciation is enhanced through songs and games. Pupils are highly articulate, persuasive speakers by the time they reach Year 8. They routinely and confidently justify their opinions with facts or examples, holding the listener's full attention. Pupils use subject-specific vocabulary accurately, exemplified in Year 5 pupils' use of the term 'arthropometrics' when measuring sunglasses made in design technology to ensure they would fit the wearer.
- 3.7 Pupils across the school read very well. Year 1 pupils enjoy choosing books from the library and talk positively about their choices. By the time they reach Year 2, pupils read with fluency and clear understanding. Those in Year 6 write and confidently perform speeches on topics such as the importance of education, following a focus on Malala Yousafzai. Pupils in Year 7 English competently described 11-year-old Parvana as the protagonist in the initial paragraphs of *The Breadwinner*. Older pupils use their inference and comprehension skills to understand text and to extract information. For example, Year 7 pupils used high-quality vocabulary, personification and embedded clauses to write a description of characters from *The Taming of the Shrew*. Pupils use peer assessment very powerfully, sensitively and respectfully to assess and improve each other's work.
- 3.8 Pupils' attitudes towards learning are excellent. Boarders demonstrate particularly high levels of initiative and independence by taking increasing charge of their laundry and personal belongings. Those who spoke to inspectors said that being organised directly affects their daily lives as learners. Pupils arrive in classrooms ready to learn and make progress. They understand how to improve their work and how to support each other independently before asking the teacher. Year 3 and 4 pupils know what they must do to be successful, explaining clearly what they are working towards and how it connects with their previous learning. Pupils are highly motivated by the headteacher's 'Grasshoppers' award where their achievement in a piece of work, activity or event is publicly celebrated by the school and their own families. In Year 6 mathematics, pupils demonstrated high levels of motivation and engagement whilst measuring angles in the outside courtyard.
- 3.9 Pupils of all ages demonstrate excellent knowledge, skills and understanding across the curriculum. Year 1 pupils used their well-developed phonics knowledge to write informative sentences about Neil Armstrong. Year 2 pupils develop excellent creative skills, such as through the use of construction blocks to represent different buildings during their 'To infinity and beyond' topic. In Year 4, pupils demonstrated excellent historical knowledge of castle defence features such as the ramparts, the moat and the effectiveness of the drawbridge as well as how castles were attacked using a siege tower. Year 7 Latin pupils aid their reading and translation of Latin texts by making language links with French. Year 8 History pupils enthusiastically talked about historical characters: such as the aviator Amelia Earhart and why they were memorable.
- 3.10 Pupils' study skills are excellent from the Nursery onwards, where children used their observations of the wind to devise different ways in which to control a toy windmill's rotations. During topic work, Year 1 and 2 pupils independently discuss and share what they know and what they want to know about areas of interest. Year 4 pupils estimated the length and width of different sport's courts and objects in the playground before recording their results using trundle wheels or tape measures. From Year 5 onwards, pupils develop higher-order study skills through projects and research. In a Year 8

history lesson pupils hypothesised about the trustworthiness of internet research and the need to cross check information using reliable sources. Older pupils analyse different viewpoints and practise constructing persuasive arguments during 'balloon debates' on topics such as climate change.

- 3.11 Pupils have an excellent understanding of numeracy in mathematics and other areas of learning. Nursery children demonstrate high levels of numerical understanding, ranging from counting the scoops in an 'ice cream' made in the outdoor kitchen, to accurately counting and drawing the number of spots on a butterfly. Pupils in Year 2 practised writing multiplication problems, such as three times five spontaneously linking it to division. They also explained the concept of am and pm during discussions about shift work on an oil rigger. Year 5 pupils confidently discussed how and why coordinates change when translating and reflecting triangles. In Year 6 history pupils constructed a timeline for filling lifeboats on the Titanic and worked out the percentage chance of survival.
- 3.12 Pupils develop excellent ICT skills. In Year 1 they use cameras independently on an almost daily basis, to record evidence of their challenges in class. They also make excellent use of the interactive whiteboard to share their ideas and model their responses. Whilst comparing large countries in Year 4 geography, pupils were unsure of what continents were. They used the internet quickly to display a map of continents and identified the largest country in each one. Pupils' learning is greatly enhanced in design and technology through the use of programmes to draw accurate designs and the use of three-dimensional printers. Pupils in Year 5 history produced an Aztec menu using different font sizes and embedded photographs to make it look mouth-watering. Pupils in Year 8 make more than expected progress in coding and make effective use of a range of apps to prepare them for transfer to senior school.
- 3.13 Many pupils achieve success in music and participate with enthusiastic joy in the school chapel choir, particularly the pre-prep super singers. More than fifty pupils excelled in recent national music examinations with two-thirds attaining distinction or merit. Almost twenty pupils achieved national awards in junior mathematics challenge and eleven pupils finished in the top 10% of a national computing challenge. Pre-prep pupils gain awards in ballet, judo, horse riding, skiing and gymnastics. Prep school pupils achieve success in dance national associate programmes and many sports. Females are IAPS national athletics champions in relay races and regional finalists in netball. They are also IAPS winners and county cup winners in under 13 hockey. Under 13 males are IAPS regional winners in hockey and the under 11s county cup winners. In cricket, the under 13 females are indoor county champions and males are regional winners. Individual pupils have represented the school in national athletics, swimming and there is UK representation in the dance world cup. Pupils of all ages share their success in art projects in annual art exhibitions. Older pupils excel in art, drama and music through termly Year 7 or Year 8 school productions, such as *Bugsy Malone* and *The Mystery at Magpie Manor*.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils of all ages have outstanding levels of confidence. They develop an excellent understanding of their strengths and weaknesses, demonstrating a strong sense of self. In the EYFS, children follow school routines very well and listen respectfully to each other and adults. They play together, take turns and share equipment harmoniously. In pre-prep pupils enjoy child-on-child friendly massage techniques called 'animal massage'. This develops their sensory skills and gives them high levels of confidence. Boarders spoke of their increased resilience resulting from opportunities to take responsibility for themselves and request support with prep when necessary. The pre-prep golden rules '*be kind, be honest, work hard*' and the prep values of respect, resilience and responsibilities (the three Rs) are at the heart of the work of the two schools. They underpin everything that is done. Pupils speak knowledgeably about why they are important and look forward to being chosen as a value champion for the term and being nominated by pupils for the overall kindness champion award. Older

pupils are mature, thoughtful and sensible individuals. They are very well prepared for their next steps at senior school, both academically and in their personal development.

- 3.16 Pupils have an excellent moral understanding. They have high expectations of themselves and others when referring to right and wrong and the respect for school rules. They take responsibility for their own behaviour and act accordingly. Year 7 pupils who spoke to inspectors reflected that there can be two very different opinions and actually two people may be just as right but in different ways. They learn to appreciate others' points of view and seek to come to a compromise. Pupils are very courteous, polite and mix together extremely well. Playtime is also a collaborative time, when pupils look out for each other and play happily together. Any potentially poor behaviour is tackled straight away, often by pupils themselves, who explain to their classmates why the behaviour is wrong. They step aside for each other in the corridor and thank adults for their help. In a Year 8 religion, philosophy and ethics lesson, pupils discussed maturely how mitigating circumstances might affect decisions made by a judge in serious cases. Relationships are extremely positive and there is a culture of respect and tolerance throughout the school. Pupils are quick to apologise and know when they have done something wrong.
- 3.17 Pupils' social awareness is excellent and the school is a very supportive community. Pupils listen to each other and share their ideas confidently. All members of the school help new arrivals to settle quickly. A very large majority of pupils who responded to the questionnaire agreed that the school teaches them how to build positive relationships. A similar number of parents who responded agreed that the school's relationships and sex education prepares their child effectively for life in modern society. Boarding pupils are fully aware of the necessity to appreciate each other for who they are and learn to get on even if they have minor differences. Pupils have an excellent ability to work with others and solve problems, notably during Year 2 athletics when pupils challenged themselves to time their run to pass the baton in relay races.
- 3.18 Pupils' decision-making is excellent. They have a highly developed understanding of the need to make decisions and the impact these have both in the short- and long-term. Boarders value the many opportunities to make decisions, both on a daily basis and through more formal channels such as boarding prefects' meetings. Pupils develop their self-awareness and their understanding of others' viewpoints through discussion and debate from a young age. They talk about their learning with others and the importance of opportunities to debate and share ideas, including constructive criticism. As a result, pupils are not afraid of getting things wrong, seeing mistakes as a way to learn more. Pupils make meaningful decisions about their work, such as when Year 6 pupils choose to investigate their own ideas and exhibit these at the school science fair. In Year 6 personal, social and health education (PSHE), pupils reflected thoughtfully on their roles and responsibility to make choices to benefit their health and wellbeing. Year 8 pupils presented how they would choose their own business and make it a success as part of an MBA programme.
- 3.19 Pupils have a highly developed ability to reflect on the non-material aspects of life. This was particularly evident in the awe and joy shown by Reception pupils during a learning walk in the woods searching for signs of spring, and in the comments of Year 8 pupils when discussing architecture and aesthetic engineering achievements. Pupils appreciate their own senses in the pre-prep sensory room. In tutor group assemblies, pupils enjoy listening to classical music. Pupils who spoke to inspectors said that the teamwork involved in being in a choir helps create exciting harmonies and beautiful music. Year 7 pupils who spoke to inspectors said that art helped them to relax, improved their wellbeing and become more creative at home. Older pupils engage effectively in bush craft and use the woods and make fires and manage risk. Year 7 and 8 pupils are highly motivated by weekly inspirational speakers, as part of the inspire to inquire (i2i) initiative. They told inspectors that this has helped improve their spiritual understanding about how to succeed now and in the future.
- 3.20 Pupils make a positive contribution to the life of the school. The clear aims and guidance for boarding prefects supports them in modelling and discussing how all can contribute to the boarding house being a home. Year 7 pupils organise house activities such as a quiz and those in Year 8 plan the school fete

together. Pupils volunteer to join the school council, and older pupils develop a school community spirit in team games and competitions. They are motivated by the mentoring of younger pupils and buddy schemes at the school. Pupils appreciate that many people are less fortunate than themselves both in the United Kingdom and further afield. They frequently raise funds, mostly initiated by pupils, for local and national causes. The whole school was involved in a five-kilometre run and the money raised went to the earthquake appeal. Older pupils explained that Year 4 were given opportunities to pick up litter on the beach. Pupils who spoke to inspectors said that opportunities to get involved in the wider community are limited. They could explain the positive impact of these initiatives and would like to see more opportunities of this nature.

- 3.21 Pupils of all ages have an excellent appreciation for those of different backgrounds and cultures. Pupils are proud of their heritage and different cultures are celebrated in assemblies and festivals. Boarders develop a deep appreciation and understanding of their housemates through the culture series in their houses, such as when Hungarian pupils shared their history during Hungarian revolution day. Pupils learn about different cultures within the curriculum, such as in the study of a Brazilian artist within the Year 2 topic on chocolate. Pupils are reflective and thoughtful, recognising that we are all different but all human. They demonstrate outstanding levels of respect, tolerance and understanding. They read a rich variety of culturally diverse and LGBTQ+ related texts and express their opinions eloquently. For example, Year 8 pupils studying *Everybody's Talking about Jamie* when he walks into the water and dresses up in his mother's clothes.
- 3.22 Pupils of all ages have an outstanding grasp of how to stay safe. They understand how to be physically and mentally healthy as a result of visits from the local police, discussions about the contents of plates over lunch and the need for their boarding houses and dorms to be sacrosanct safe spaces. A significant majority of the parents who responded to the questionnaire agree that the school provides a safe environment to learn and a similar number of pupils agreed that school is a safe place to be. All pupils are reminded about signing out at the end of the day and they are diligent about doing it. Pupils are very aware of the importance of acting in a safe manner and say that they are happy and safe in school. Pupils in the prep school have enjoyed sessions on bullet journals, which has encouraged them to organise their resources efficiently and enabled them to become more organised in their learning which helps reduce anxiety. Pupils know how to stay safe on the internet, understanding what bullying is, including cyber bullying. Pupils have good access to a wide range of sporting activities. They understand very well how to keep themselves fit and healthy and about the importance of a balanced diet. Pupils' understanding of healthy diet and lifestyle is enhanced through gardening clubs, eco-club and bee-keeping initiatives.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff, with the chair of governors and 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 Desmond Dunne	Reporting inspector
Mrs Sarah Gillam	Compliance team inspector (Headteacher, IAPS school)
Mrs Katharine Meunier	Team inspector (Former head, BSO school)
Mr Jonathan Dunn	Team inspector for boarding (Former deputy head, ISA school)