



ISI Independent
Schools
Inspectorate

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

Brookes Cambridge School

September 2019



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School's Details

School	Brookes Cambridge School			
DfE number	935/6065			
Address	Brookes Cambridge School Flempton Road Risby Bury St Edmunds Suffolk IP28 6QJ			
Telephone number	01284 760531			
Email address	office@brookescambridge.org			
Principal	Mr Graham Ellis			
Proprietor	Mr David Rose			
Age range	2 to 16			
Number of pupils on roll	79			
	Day pupils	73	Boarders	6
	EYFS	18	Lower School	31
	Upper School	30		
Inspection dates	24 to 26 September 2019			

1. Background Information

About the school

- 1.1 Brookes Cambridge School is an independent, co-educational day and boarding school for pupils aged between two and sixteen years. The school is part of the Brookes Education Group, which owns and administers international schools. The UK director of the school reports to the group's global board.
- 1.2 The school is organised into three sections: the Early Years Foundation Stage (EYFS), which includes children aged two to five years, the lower school for children aged five to eleven years, and the upper school for pupils aged eleven to sixteen years. Boarders are accommodated on two gender-separated floors in the boarding house. Pupils may board full-time, weekly or flexibly. Since the previous inspection, the age range has been raised from thirteen to sixteen years, boarding has been introduced, additional classrooms and boarding accommodation have been built and the school has a new principal.

What the school seeks to do

- 1.3 The school aims to provide a caring environment in which pupils have opportunities to learn about themselves and discover their passion. It strives to unlock pupils' potential and deliver exceptional educational learning experiences through the school's three pillars of character, connecting and creativity.

About the pupils

- 1.4 Pupils come from a range of professional and farming backgrounds, mostly from white British families living within a 15-mile radius of the school. From data provided by internal assessment the school judges its pupils to be of average ability. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 10 of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. Four pupils have English as an additional language (EAL) but they do not require any extra support for their English. Data used by the school has identified 9 pupils as being more able in the school's population and there are 26 pupils who show significant talent in sport, drama, art or music. The curriculum is modified to meet their needs.

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 REGULATORY 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.

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 does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.

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 standards 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 promote good behaviour and bullying is prevented so far as reasonably practicable. Health and safety requirements are met, 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' 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 school has a suitable safeguarding policy. The staff recruitment policy has not always been followed with regard to seeking staff references before appointment. The management of health and safety does not always organise fire drills to be held once a term in boarding time, nor does the school ensure that full records for the administration of medicines are completed. Boarders do not have access to a person outside of the school who they may contact about any personal problems or concerns, nor are they provided with the telephone number of the Office of the children's Commissioner. The standards on administration of medicines, external contact details for boarders and child protection are not met and represent a failure to safeguard boarders.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-11 and 14-16, 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 4-6 and 9-10 are met, but those in paragraphs 7 (safeguarding), 8 (safeguarding of boarders), 12 (fire safety), NMS 2.3 (external contact details for boarders), 13 (first aid), NMS 3.1 and 3.4 (administration of medicines) and NMS 11 (child protection) are not met.**

Action point 1

- the school must ensure that it has regard to KCSIE by checking references on staff before they commence work [paragraphs 7(a) and (b), 8(a) and (b); NMS 11 and 14.1; EYFS 3.4 and 3.9].

Action point 2

- the school must ensure that it organises fire drills to be held once a term in boarding time. [paragraphs 8(b) and 12; NMS 7].

Action point 3

- the school must ensure that medicines are administered and recorded in a competent manner [paragraphs 8(b), 13; NMS 3.1, 3.4; EYFS 3.46].

Action point 4

- the school must identify at least one person other than a parent, whom boarders may contact directly about personal problems or concerns and it must also provide boarders with a contact number for the Office of the Children's Commissioner [paragraph 8(b); NMS 2.3].

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 14.2-14.6 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 needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is 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 pupils with education, health and care plans or English as an additional language. This 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 standards relating to the provision of information [paragraph 32] and statement of boarding principles 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 standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor does not always ensure 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.

2.20 Leadership and management of boarding does not always ensure that the required policies and records are maintained and effectively monitored.

2.21 The standards relating to leadership and management of the school in NMS 13.2, 13.6, 13.7 and 13.9 are met, but those in paragraph 34 and NMS 13.1, (proprietor’s monitoring of boarding) 13.3-13.5 (knowledge and skills, fulfilment of responsibilities and promotion of pupil well-being) and 13.8 (records in Appendix 2) are not met.

Action point 5

- the governors must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities for the well-being of all pupils [paragraph 34 (1)(a), (b) and (c)]; NMS 13.1, 13.3-13.5 and 13.8].

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'.

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 good.

- Pupils' success in creative and physical pursuits is supported by their excellent foundation in Montessori learning.
- Pupils with SEND at all stages make good progress and support for these pupils by both their peers and staff is exemplary.
- More able pupils are not sufficiently challenged in all lessons because tracking and monitoring is not yet used effectively to plan for these pupils.
- Boarders' attitudes are extremely positive and they report that they are able to develop initiative and independence through being part of the boarding community.

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

- Pupils social awareness is excellent as a result of the harmonious and respectful relationships that characterise the school environment.
- Pupils have high levels of moral conscience and the kindness and support they show towards one another is outstanding.
- Boarders learn to co-exist very successfully with a range of personalities and nationalities.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure more able pupils' needs are better met by tracking and monitoring their progress more effectively, to support planning for their learning.

The quality of pupils' academic and other achievements

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

3.5 Pupils' success in creative and physical pursuits is highly supported by their excellent foundation in Montessori learning. All pupils gain confidence in performing to an audience as a result of the many opportunities they have to take part in drama. For example, older pupils develop their performance and production skills through staging Shakespearean plays in the school grounds. Pupils gain musicality through their specialist-taught music lessons, extra-curricular clubs and tuition offered in a range of instruments. Nursery children were entranced when using percussion instruments to signify raindrops and thunder; well-paced, knowledgeable teaching supported their high achievement. School sports teams are successful in a range of competitive activities including inter-house competitions and matches. Imaginative art is displayed throughout the school and it is evident that pupils are encouraged to be adventurous and to take important risks. Older pupils showed excellent creativity in the use of colour when painting porcelain figures using stimulating material based on Fauvism. In discussions, pupils expressed their considerable enthusiasm about the many opportunities they are given to be involved in the musical, sporting and creative activities which take place in school.

3.6 Throughout the school pupils are successful in developing a good foundation of knowledge, skills and understanding in all subjects. This is underpinned by a balanced curriculum, small class sizes and a team of dedicated teachers. Children in the EYFS are effective learners, who approach their self-chosen activities with confidence and determination. Whether making mud castles or writing words independently, they concentrate well and show developing perseverance. Older pupils are well-motivated and show a determination to improve. They think logically and can apply their knowledge throughout the curriculum.

- 3.7 All pupils in the questionnaire reported that teachers help them to learn and progress. In the EYFS all children are making good progress consistent with their age and development. Throughout the rest of the school, pupils' attainment is not measured by National Curriculum tests or any other standardised tests which are externally marked. However, lesson observations, interviews with pupils and scrutiny of their work, together with the school's own data, demonstrate that attainment is good in relation to national age-related expectations. This good level of attainment indicates that, from their starting points, pupils also achieve a good rate of progress over time. In many lessons observed, progress was more rapid where particularly stimulating work had been set. Extension opportunities to provide challenge for the more able pupils were not always evident in lessons and this is because, as yet, tracking and monitoring is still in its infancy and is not used sufficiently effectively to identify their needs. Pupils with SEND make good progress and support for these pupils from both their peers and staff is excellent. Their individual needs are met in all lessons. Pupils with English as an additional language (EAL) progress well. This is particularly evident within boarding, where boarding staff are very aware of the learning requirements of the individual boarders and they support and monitor their progress very effectively. In the questionnaires all boarders who responded agree that boarding helps them with their academic work.
- 3.8 Pupils achieve good standards in mathematics as a result of assured and supportive teaching. Younger pupils can read the time on clocks, on the hour and half past, and can sequence times in order from earliest to latest. Pupils can calculate efficiently, developing a secure understanding of computation and data handling. The oldest pupils showed good knowledge and understanding in selecting the most appropriate graph to chart the average number of bubbles emitted by pondweed over a period of time. In discussions pupils reported that they gain further confidence and speed of calculation in mathematics through online learning and also through the popular 'times tables challenge', which is an annual school event. This was confirmed in the mathematics lessons observed by inspectors.
- 3.9 Pupils show good competence in information and communications technology (ICT). EYFS children can use tablets, computers and programmable toys competently, junior age pupils can handle coding, key board skills and data bases well, and older pupils are successful in programming, making presentations and producing spreadsheets. Pupils' skill development in ICT is enhanced by the excellent facilities and equipment recently provided by the Brookes Group of directors.
- 3.10 Pupils demonstrate high levels of communication and they are able to articulate their views and ideas competently. Children in EYFS make an excellent start with reading and writing and they were observed practising their phonic sounds very successfully; their rapid progress was enabled by the individual teaching they receive. Younger pupils read fluently and enjoy sharing stories with one another. They take pride in their written work and present it with increasingly accurate punctuation. The scrutiny of older pupils' work in history evidenced good standards in written English. Letters to home from the trenches in Bordeaux by top junior age pupils were neatly presented and showed a good understanding of grammar, spelling and paragraphs. Older pupils were observed working with an excellent level of focus and clear enjoyment in reading their chosen books. Pupils' love of reading is supported by weekly visits to the London reading bus, with its diverse range of reading material.
- 3.11 Pupils develop good study skills and techniques as a result of the many opportunities provided within the curriculum. Encouraged by their teachers, older pupils successfully use their chosen revision techniques to prepare for examinations. Senior pupils appreciate the study periods that are built into the timetable and boarders benefit considerably from the time allocated during the evening where boarding staff are available for support. Older pupils were observed debating amongst themselves whether teenagers are indeed, lazy, aggressive and have an easy life. They were successfully able to use their higher order thinking skills and emotional intelligence to challenge the views of others. In discussions older pupils described intelligently how in science, they were tasked independently to devise and subsequently implement their own method to identify suitable heat insulators.

3.12 Throughout the school, pupils are both motivated and conscientious and their attitudes to learning are good whether they are working individually, in pairs, or as a group. In all lessons observed, pupils settled to work purposefully and calmly. Their success is a result of the evident ethos of working hard and following clear instructions. In a topical affairs lesson, groups of pupils worked diligently to discuss climate change inspired by the words of the teenage environmental activist, Greta Thunberg. Their strong collaboration and respectful support of one another was outstanding and they applied themselves wholeheartedly to the activity. Boarders' attitudes are extremely positive and they report that they are able to develop initiative and independence through being part of the boarding community.

The quality of the pupils' personal development

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

3.14 Pupils' social awareness is excellent as a result of the harmonious and respectful relationships that characterise the school environment. Pupils work together co-operatively, recognising and respecting social differences and similarities. From an early age, pupils enjoy taking on roles and responsibilities within the school community. Strong leadership skills develop from EYFS where children eagerly volunteer to give out scissors and older pupils take active roles such as prefects, house and sports captains and members of the school council. Boarders report that weekend activities strongly support their social interaction, with trips to trampolining and indoor climbing centres being amongst the most popular.

3.15 Pupils develop strong spiritual awareness as they move through the school, increasing their understanding through assemblies, reflection time, and mindfulness. Visiting speakers such as famous cricketers, provide inspiration and pupils report that they find their Remembrance Day activities spiritually uplifting. Children in the EYFS delight in their woodland environment. Younger pupils are sensitive and empathetic to the plight of animals becoming extinct in the rain forest. In discussion, junior age pupils described their love of working outside in the breeze surrounded by trees and nature, and older pupils were observed creating a delightful sense of mood and atmosphere when planning their own musical compositions.

3.16 Strongly supported by the religious studies curriculum, pupils learn to respect and value diversity and they show excellent sensitivity and tolerance to those from different backgrounds. Customs and views are shared freely across different cultures present in school and the diversity within the pupil body enables a clear understanding and appreciation of a range of faiths. This is particularly evident within the boarding community where boarders of different nationalities happily live and socialise together as one family. Pupils gain a further appreciation of diversity through the strong links with the Chinese and Russian Brookes schools from where groups of pupils visit for several weeks sharing their culture with the school community. In line with the school's early years Montessori approach, the youngest children independently investigate and learn about different faiths through a range of multi-cultural resources. All parents who responded to the questionnaires agree that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.

- 3.17 From an early age, pupils make sensible decisions and they appreciate how these decisions can affect both them and other people. Children in the EYFS learn quickly and successfully how to be independent in their thoughts and choices. They choose what to do in their woodland environment, whether it be using the rope swing, tree climbing, or pretending to be pandas, their activities facilitated by the many exciting resources available to stimulate and encourage them. Excellent decision-making under pressure was observed in inter-school senior school rugby and netball fixtures, and this was strongly supported by very effective coaching to ensure pupils understood the key components of the games. Pupils have to make individual and group decisions in the many house competitions which range from swimming galas to 'Brookes Got Talent', and they understand how their choices will impact upon the rest of their team. Boarders are required to make decisions about their own activities for the evening ahead which often involve games outside, such as basketball and football. The school council also provides a useful forum to encourage decision-making and pupils throughout the school make suggestions about what changes the school may like to consider, such as different meals or school trips.
- 3.18 Pupils actively contribute to the lives of others in the school, the local community and the wider world, guided very effectively by the constant application of the school's three pillars of character, connecting and creativity. All staff who responded to the questionnaires agree that pupils readily help and support one another both in lessons and around the school. Children in the EYFS show considerable care for one another on a daily basis and they learn kindness and consideration through the role models set by their teachers. Older pupils willingly spend time with their younger peers, hearing them read or organising playground activities. They develop a strong appreciation of those in life who are less fortunate and they work hard to support local and world-wide charities. Pupils gain compassion and a sense of pride from participating in community events such as singing at a local nursing home and in the town centre at Christmas, and visiting the local church for services.
- 3.19 Pupils have an excellent understanding of how to stay safe and healthy and why it is important to be active. They reported in interviews that they are regularly educated in the dangers of social media and they sign a declaration that they will use ICT responsibly. Older pupils were observed showing considerable maturity as they discussed the appropriateness for their well-being of watching films that have an unsuitable age rating. All pupils show an excellent understanding of what constitutes a balanced meal and they particularly enjoy the popular meat-free Monday. Enthusiastic pupil gardeners gain a good insight into organic farming as they join with members of the local community to grow fresh vegetables in the school garden. They are proud that their produce is cooked and served to their peers. Pupils benefit from the effective mindfulness and well-being strategies that are used in-between lessons to calm the mind, reflect and prepare for learning. They gain a strong insight into environmental issues from being a member of the eco club, and through such initiatives as attending a conference alongside 860 other pupils from around the world to debate 'the question of our throw-away culture'. Pupils social, emotional and physical needs are fully understood and well met by staff; the pastoral needs of the pupils are firmly at the heart of the school.
- 3.20 Pupils have high levels of moral conscience and the kindness and support they show towards one another is outstanding. They accept responsibility for their own behaviour using restorative justice as a means to put right a wrong. In discussions, pupils articulated their understanding and appreciation of this new initiative of restorative justice recently introduced by the school's leadership. In the questionnaires, all pupils who responded agree that the school expects them to behave well and their excellent behaviour was apparent throughout the inspection. The impact of boarding on pupils' personal development is evident in the excellent quality of relationships that are forged between the boarders and the boarding staff. Boarders learn to co-exist very successfully with a range of personalities and nationalities and they present as tolerant and caring individuals. Older pupils understand and respect systems of rules and laws as a result of the many opportunities that are provided in citizenship lessons to study local government and develop an understanding of politics.

3.21 Pupils throughout the school display excellent confidence and self-awareness, values which are actively encouraged by staff. All boarders who responded to the questionnaires agree that boarding helps them to become more confident and independent. Pupils gain considerable self-awareness as they learn to overcome new challenges through opportunities provided during residential trips, competitive sporting events, equestrian activities and orienteering exercises. Older pupils willingly make presentations to their peers in a range of subjects, their confidence boosted by a culture where there is no fear of failure. Following the Montessori ethos, Nursery children make a good attempt to cut up their own food at lunch time, showing tremendous perseverance when piercing a sausage with a fork to keep it still, or pouring their own glass of milk. All parents who responded to the questionnaires agree that the school helps their child to develop skills for the future and the school successfully meets its aim to produce self-confident lifelong learners.

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 the proprietor and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support area. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Bridget Windley	Reporting inspector
Mrs Sue Duff	Deputy reporting inspector
Mr James Kazi	Compliance team inspector (Under master, HMC school)
Mrs Bridget Forrest	Team inspector (Former senior teacher, IAPS school)
Mr Jay Piggot	Team inspector for boarding (Head, HMC school)