



**ISI** Independent  
Schools  
Inspectorate

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

**Twyford School**

**March 2022**

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### School's Details

<b>School</b>	Twyford School			
<b>DfE number</b>	850/6008			
<b>Registered charity number</b>	307425			
<b>Address</b>	Twyford School High Street Twyford Winchester Hampshire SO21 1NW			
<b>Telephone number</b>	01962 712269			
<b>Email address</b>	twyford@twyfordschool.com			
<b>Headteacher</b>	Mr Andrew Harvey			
<b>Chair of governors</b>	Mr Colin Howman			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	399			
	<b>Day pupils</b>	291	<b>Boarders</b>	108
	<b>EYFS</b>	70	<b>Pre-prep</b>	63
	<b>Prep</b>	266		
<b>Inspection dates</b>	1 to 4 March 2022			

## **1. Background Information**

### **About the school**

- 1.1 Twyford School is an independent co-educational day and boarding school situated in the village of Twyford. It was founded as a boarding preparatory school for male pupils in the early nineteenth century and became co-educational in 1983. The school comprises an Early Years Foundation Stage (EYFS), a pre-prep and a prep. The school is a charitable trust administered by a board of governors.
- 1.2 Since the previous inspection the school has appointed a new chair of governors in January 2020, a new headmaster in September 2020, and has extended its provision to cater for two-year olds.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### **What the school seeks to do**

- 1.4 The school aims to promote an enduring love of learning, where excellence is recognised and each child is respected as an individual, feeling safe and unconditionally valued within a traditional Christian ethos. It seeks to give pupils the confidence to make mistakes and the space to put them right, whilst enabling them to extend themselves making use of technology as a means of increasing systematic enquiry.

### **About the pupils**

- 1.5 Pupils, including boarders, come from a range of diverse family backgrounds from within a 20-mile radius of the school. Nationally standardised assessment 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 82 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, of whom 51 receive additional specialist support. No pupil has an education and health care (EHC) plan. The school has identified 20 pupils as having English as an additional language (EAL), five of whom receive additional support for their English. The school modifies the curriculum for pupils it identifies as the most able in the school's population.

## 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 statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school and relationships 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. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised 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 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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 are highly articulate and confident communicators.
  - Pupils' attainment is outstanding. Pupils make strong progress over time.
  - Pupils have a well-developed, strong and broad set of knowledge, skills and understanding from across the whole curriculum.
  - Pupils' achievements in sports, curricular and extra-curricular activities and events are excellent.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are deeply self-aware.
  - Pupils are highly collaborative and supportive of each other particularly in boarding.
  - Pupils understand how to stay safe, fit and well, both physically and mentally.
  - Pupils are kind to one another, demonstrate excellent behaviour and strong moral understanding.

#### Recommendations

- 3.3 The school should make the following improvements:
- Enable pupils to further develop their independent learning skills.
  - Strengthen pupils' short-term progress in lessons.

#### The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils demonstrate excellent communication skills. They are highly articulate and speak with confidence and accuracy. For example, during an assembly, older prep pupils gave compelling and clear explanations about books which inspire them. Pupils' listening skills are sophisticated, enabling focused attention and effective learning in lessons. For example, younger prep pupils confidently recalled key facts from an account of ancient Britons they had been read. Pupils are passionate readers, often choosing to read challenging books in their own time. Younger pre-prep pupils demonstrated advanced reading skills when sharing their own thoughtful book reviews. Pupils are effective writers, showing understanding of audience. Older pupils' analyses of a poem about an eagle are complex and nuanced for their age. Pupils are effective language learners with older pupils conversing with excellent fluency for their age in French in preparation for oral examinations. Pupils



are highly effective in applying their communication skills to other curriculum areas including in discussions, debates and assemblies. Older prep pupils, for example, demonstrated detailed understanding and knowledge of vocabulary related to the English Civil War.

- 3.6 Pupils' academic achievement is outstanding, reflecting successful fulfilment of the school's aim to recognise excellence while promoting an enduring love of learning. Attainment in the years 2018 and 2019 is high compared to that of the national average for maintained schools. Children in the Early Years Foundation Stage (EYFS) attain well above national age-related expectations by the end of their reception year. Most Reception children meet their early learning goals in all areas. The oldest pupils attain well above national expectations. Pupils with SEND attain at least in line with their peers and consistently above national averages. Pupils of all ages make strong progress. In questionnaire feedback almost all parents agreed that pupils' individual needs are met effectively, and that teaching enables their child to make progress. Inspection evidence supports this view. In particular, pupils with SEND make strong progress as a result of the school's culture of acceptance and leaders' extensive provision of support. Pupils' performance in lessons is often good in relation to their age. There are, however, a small number of occasions when pupils' short-term progress in lessons is not as strong as that seen typically. This is as a result of some teaching that gives pupils limited opportunities to engage independently with their learning. Pupils are highly successful in securing places for their onward education, with many leaving to go to highly selective senior schools. A significant number of pupils gain scholarships for academic achievement, the arts and sport. Pupils confirmed both in discussions and from questionnaire feedback that they feel well-prepared for the transition to their next school.
- 3.7 Pupils display advanced skills, knowledge and understanding in all areas of learning. Younger prep pupils' extensive scientific knowledge enables them to accurately identify light sources from around their classroom. Middle-year prep pupils make confident use of hacksaws in design technology to accurately cut out wooden parts for their powered buggies. Pupils have highly developed physical skills. EYFS pupils demonstrate strong hand-eye coordination skills while assembling cubes to build towers. Middle-year prep pupils demonstrate fluent swimming skills when practising their front crawl for water polo. Pupils successfully apply these skills across different areas of the curriculum. For example, pre-prep pupils' secure learning from science and technology enabled them to create effective pulleys to lift logs in the woodland learning area.
- 3.8 Pupils have strong mathematical knowledge. Pupils in the EYFS count with confidence to twenty and most are able to recognise numbers up to a hundred. Across all age groups, pupils' mathematical understanding is secure. Older prep pupils demonstrate excellent understanding by using mental strategies, key skills and knowledge to find solutions to complex numerical problems. Older pre-prep pupils in the woodland learning area realised that longer branches would better support the structure of dens they were building. Pupils are highly competent and fluent in their use of mathematical skills. For instance, younger prep pupils showed fluency when recalling their multiplication tables and related division facts. Pupils are highly effective in applying these skills to other areas. For example, younger prep pupils confidently completed accurate and well-drawn bar graphs showing which surfaces in a science experiment caused the most friction for a moving object.
- 3.9 Pupils have excellent attitudes to learning and engage actively in lessons. Pre-prep pupils of all abilities are keen to share their favourite books and to write book reviews. Pupils are highly productive when working on their own, as seen when middle-year prep pupils were creating intricate and interesting mind maps about local environmental issues. Pupils are also highly productive when working together. For example, younger prep pupils worked successfully in pairs and small groups to accurately sequence a story from history. Pre-prep pupils are highly focused in the woodland learning area, listening attentively to instructions before successfully undertaking tasks independently.
- 3.10 Pupils strong study skills enable them to successfully inform their own learning by drawing information and ideas from a wide range of sources. In geography, older prep pupils of all abilities confidently synthesise and analyse information gleaned from various resources including online, videos and books, to accurately identify the environmental issues that traffic cause. Pupils successfully organise

their work, such as in their well-presented reports on rivers from around the world. These reports also demonstrate clear and independent thinking. In religious studies (RS), older prep pupils demonstrate effective and sensitive reasoning when considering ethical dilemmas, successfully drawing on previous learning to inform their opinions. Younger prep pupils confidently drew on a wide range of resources to find out and explain relevant information on the Amazon to produce accurate and interesting posters. The most able use a variety of study techniques when undertaking independent revision, including the use of graphical learning strategies and colour coding of notes. Pupils often successfully overcome challenges as a result of leaders' provision of support through learning hubs to which pupils can self-refer. Older prep boarders in discussion explained that boarding gives them opportunities to plan and organise themselves successfully with the helpful support of boarding staff.

- 3.11 Pupils of all ages are very physically active and achieve high standards in a range of sports provided by school leaders and governors. Pupils achieve considerable success in county and national competitions in cricket, netball, football, hockey and swimming. Many pupils receive individual instrumental lessons with some of those achieving high standards in external grade examinations for their age. A large number of pupils both in the pre-prep and in the prep school participate in public speaking classes, again achieving notable success in external examinations. Pupils achieve notable success in academically oriented events outside of the school curriculum. Teams of pupils have successfully competed in UK Maths Challenges and general knowledge quizzes and have won prizes in history competitions. They succeed highly in the broad and varied extra-curricular programme provided by the school.
- 3.12 Pupils are highly competent and confident users of digital technology, use of which underpins much of their classroom learning. Older prep pupils' excellent coding skills enable them to successfully create applications designed for younger pupils, linking animal sounds to appropriate images. Younger prep pupils skilful use of presentational software and database applications enabled them to create their own card games to support their learning. Pupils are highly effective in applying their information and communication technology (ICT) skills to other curriculum areas. Pupils of all ages make confident use of digital devices, such as tablet computers. Pre-prep pupils successfully use digital cameras to take images, to review and improve the outcomes. Middle-year prep pupils made highly proficient use of an application to record scripts they had written about famous people, further adding musical backing tracks to create interest.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are deeply self-aware and can reflect effectively on their own learning. In discussions, older prep pupils explained that in an English task to collate facts about set texts, initial feedback from staff resulted in further concerted efforts to improve. The pupils said that they felt considerable pride subsequently in the excellent outcomes they achieved. Pupils are self-confident and persevere when faced with a challenge. Pre-prep pupils showed considerable determination as they strove to find ways to secure a rope to a log in the woodland learning area. Older prep pupils successfully recognise those experiences which help them to develop their self-esteem, such as having a pet or undertaking a favourite hobby. Pupils have a suitably well-developed understanding of how to judge risk. Middle-year prep pupils immediately identified the danger of injury to their fingers from using a mouse trap in a design technology project and hence the need to take extra-care. Younger prep pupils demonstrated strong understanding of how they could improve their project work, showing tenacity and determination when successfully undertaking independent research.
- 3.15 Pupils are highly aware socially. Middle-year prep pupils demonstrated strongly developed collaborative skills when acting out a scene from a book in small groups, by successfully taking on roles, planning and writing scripts before performing to their peers. Older prep pupils sensitively support pre-prep pupils with their reading and middle-year prep pupils enthusiastically show younger

prep pupils how to use the science labs when they first enter the prep school. Almost all parents who responded to the questionnaire agreed that the school enables pupils to successfully develop teamwork and social skills. Inspection evidence supports this view. Boarders are tolerant of each other and value those who bring diversity to the boarding community, such as those from other countries. Older prep boarders spoke positively of how boarding has taught them how to be independent and the importance of building positive relationships. Pupils are modest about their own achievements whilst highly supportive of others who achieve success, such as being selected to play for county sports teams or gaining scholarships to their senior school. They also show awareness and empathy towards those with particular challenges, as seen in ICT when higher ability middle-year prep pupils gave highly effective support to their peers with SEND to create backdrops for a game.

- 3.16 Pupils make a significant contribution to others, the school and the community. They acknowledge their own privilege and recognise the challenges faced by those with less. Middle-year prep pupils demonstrate a mature understanding of why people may have to live in a danger zone, such as close to a volcano, and the effects this might have on their emotional well-being. Pupils in all year groups have formed positive and supportive links with a local home for the elderly. They took part in online carol services, sending Easter videos, and writing cards and letters during the recent pandemic. Pupils on the school council actively nominate charities to be supported each year and plan events, such as a sponsored pancake race, to raise money for local and national charities. Pupils are environmentally aware for their age. Middle-year prep pupils in geography demonstrated excellent understanding of the importance of caring for the environment by writing letters to the local council highlighting local traffic issues and offering sensible solutions for the council's consideration. They show high levels of emotional maturity when taking on roles such as peer supporters, actively looking out for pupils who may need help. They also understand the need to be tolerant of each other at times of stress such as during examinations. Pupils with responsibilities fulfil these with great success by taking on duties and roles in the school such as captains of sport, prefects, members of the school councils or the Year 8 council. Pre-prep pupils show excellent responsibility when clearing up after break swiftly returning resources to the correct storage areas.
- 3.17 Pupils are highly moral and most willingly take responsibility for their own behaviour. In discussions, they were able to relate the school's clearly stated values to the approach taken to disciplinary situations. They are enthusiastic in engaging in debates about ethical issues. For example, older prep pupils demonstrated excellent understanding of ethics when discussing emotive topics to do with life and death. Pupils understand the need at all times to be impartial. For example, pre-prep pupils give match reports that are balanced and show good sportsmanship. In their questionnaire responses, almost all pupils agreed that pupils are kind and show respect to each other. Observations of behaviour at breaktimes and in all areas of the school confirm that pupils are well-behaved, showing both understanding and respect for the school's code of conduct and values. At lunchtimes older pre-prep pupils enthusiastically take responsibility for clearing their tables. EYFS pupils in mathematics show excellent behaviour following instructions accurately, and interacting with considerable consideration towards one another.
- 3.18 Pupils of all ages demonstrate a very secure understanding of how to stay safe online as a result of leaders' strong focus on teaching e-safety awareness. All pupils who responded to the questionnaire said that they understand how to stay safe when online. Pupils recognise the need for privacy settings and the importance of not sharing personal information. They demonstrate a clear understanding of how physical activity benefits their well-being and health. Middle-year prep pupils demonstrated in physical education strong understanding of the need to keep fit by undertaking regular exercise. In discussions pupils showed a clear understanding of the importance of maintaining good mental health and that sharing concerns with others may help this. Pupils' high levels of independence and resilience do not preclude their willingness to accept support when required. Older prep pupils identified practical methods to manage stress such as turning to a friend or a trusted adult.

- 3.19 Pupils are highly aware of and curious about cultures different to their own. Middle-year prep pupils demonstrate excellent understanding of world religions and accurately identify similarities and differences between them. Pupils also recognise how the values of and the contributions made by world religions relate to the values held by British society. They appreciate the importance of democracy in modern life, such as when electing school council representatives. Older prep pupils spoke confidently and maturely about current affairs and the importance of empathy and placing oneself in others' shoes. Pupils listen to each other's views on topics and are able to disagree highly respectfully when their views conflict. Boarders demonstrate an excellent understanding of discrimination, describing it to inspectors as holding irrational views. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.
- 3.20 Pupils' spiritual understanding is well-developed. They appreciate non-material aspects of life. For example, older prep pupils in discussion stated clearly that they would rather be happy than have material wealth. Their strong aesthetic awareness enabled middle-year prep pupils in music to give vivid and emotional responses both through writing and imagery when listening to Mendelsohn's Hebrides overture. Pupils are deeply aware of the diversity of religious beliefs. Pre-prep pupils were keen to share their knowledge about different holy books from world religions. Pupils participate in chapel services with profound respect for the Christian foundation of the school, participating appropriately in prayers and sung responses. They demonstrate mature appreciation that there is a spiritual and philosophical dimension to the human experience. For example, in discussion, middle-year prep pupils explained how they had used techniques of questioning from classical philosophy to inform their debates about what makes for a good life.
- 3.21 Pupils are confident when making decisions. Pre-prep pupils in mathematics make excellent choices of follow-on tasks appropriate to their level of challenge. Older prep pupils in religious studies showed considerable judgement in the choices of arguments they posed in a debate about complex ethical issues. Younger prep pupils in a science lesson made important decisions on how to stay safe and avoid burns when using candles. Pupils understand the importance of taking time to consider all options when making life-changing decisions, such as choosing which schools to apply to for the next stage of their education. Some older prep pupils explained in discussion how they had chosen to give up one sport in order to prioritise another in preparation for scholarship applications to their senior schools.

## 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 and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assemblies. Inspectors visited the boarding house 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 Matthew Lovett	Reporting inspector
Mr David Williams	Compliance team inspector (Director of estates and compliance, IAPS school)
Mr Jonathan Burnet-Harris	Team inspector for boarding (Deputy head, IAPS school)
Mrs Joanna Hubbard	Team inspector (Executive head, IAPS trust of schools)