



ISI Independent
Schools
Inspectorate

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

Cranleigh Preparatory School

November 2022

Contents

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		9
The quality of the pupils' personal development		11
4. Inspection Evidence		13

School's Details

School	Cranleigh Preparatory School			
DfE number	936/6017			
Registered charity number	1070856			
Address	Cranleigh Preparatory School Horseshoe Lane Cranleigh Surrey GU6 8QH			
Telephone number	01483 542058			
Email address	reception@cranprep.org			
Headmaster	Mr Neil Brooks			
Chair of governors	Mr Adrian Lajtha			
Age range	7 to 13			
Number of pupils on roll	320			
	Day pupils	254	Boarders	66
	Juniors	176	Seniors	144
Inspection dates	15 to 17 November 2022			

1. Background Information

About the school

- 1.1 Cranleigh Preparatory School is an independent co-educational day and boarding school. Founded in 1882, it is situated opposite Cranleigh School, sharing many of its facilities. The schools are registered as a charitable trust and are overseen by the same governing body. The headmaster has been in post since September 2018. The school comprises the lower school for pupils in Years 3 and 4, the middle school for pupils in Years 5 and 6 and the upper school for pupils in Years 7 and 8. Since the previous inspection the boarding accommodation has been refurbished, and there is a new science, art, food technology, and design and technology building. The learning support department has relocated to bespoke accommodation and the performing arts space has also been refurbished.

What the school seeks to do

- 1.2 The school's core aims are for each pupil to achieve a strong sense of service, an empathetic approach, and a strong sense of teamwork, as well as fulfilment of potential through hard work. It seeks to put the learning experience of the individual pupil at the heart of everything it does and to provide a stimulating learning environment that enables pupils to identify, embrace and implement new ideas.

About the pupils

- 1.3 Pupils come from families with a range of professional and business backgrounds, mostly from those living within a 25-mile radius of the school. There are international children at the school, all of whom have a base in the UK. Nationally standardised test data provided by the school indicate that the ability of pupils is average in the lower and middle school, and above average in the upper school. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 35 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language for three pupils, and all receive additional support. The needs of pupils identified as being the most able in the school's population are met through the curriculum.

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. 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](#).

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 associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 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 well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

Key findings

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

- Pupils are greatly ambitious and approach their learning with enthusiasm.
- Pupils have outstanding communication skills; they are extremely articulate and listen carefully.
- Pupils acquire excellent knowledge, understanding and skills across the areas of learning.
- Pupils are highly competent users of information and communication technology (ICT), using this confidently across the curriculum to enhance their learning.

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

- Pupils have an extremely secure understanding of right and wrong, recognising the impact their choices will have on others.
- Pupils exhibit a strong sense of teamwork as well as high levels of social awareness.
- Pupils display an exemplary understanding of how to stay safe and maintain a healthy lifestyle.
- Pupils' decision-making abilities are excellent.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen older pupils' self-knowledge by providing additional information and guidance on careers.

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 are greatly ambitious and approach their learning with enthusiasm. In line with the school's aims, they are inspirational and are eager to achieve to the best of their ability. They are attentive, diligent and well-behaved, engaging actively in their learning in all areas. For example, Year 4 pupils demonstrated a superb attitude to the learning, paying consistent attention to the teaching points in a swimming lesson focusing on a 'whole-part-whole' approach to front crawl. Pupils relish the opportunity to work collaboratively and to lead where possible, as seen in a Year 7 mathematics lesson where pupils helped one another to understand how to calculate the area of shapes using algebraic formula. They have benefited from leaders' decision to alter the shape of the day as this provides time for them to ask questions about their learning. Boarders show excellent independence through looking after themselves in terms of their own laundry and personal hygiene. This extends into managing their time after school and in deciding how to approach academic work and prep.
- 3.6 Pupils have outstanding communication skills. They are articulate and demonstrate excellent speaking and listening skills, such as during tutorial times and in their lessons. They are confident and expressive, making themselves consistently clear. For example, Year 5 pupils succinctly recalled their prior learning on earth and space in a science lesson, whilst pupils in Year 8 shared excellent knowledge of poetic devices through the game of 'articulate'. Across the school, pupils demonstrate a love for reading, encouraged through the well-stocked library and initiatives such as the 'Awesome Book Awards'. Lower-school pupils are immensely proud of their badges acquired for reading. Pupils' written work is of a generally high standard, as evidenced in their books seen during the inspection. Boarders demonstrate excellent communication skills showing a real appreciation of the activities, food and choices they can make. They are extremely polite and display a high degree of confidence, enhanced by the happy and genial atmosphere in the boarding house.
- 3.7 Pupils acquire excellent knowledge, understanding and skills across the areas of learning, benefiting from the wide range of opportunities to use their skills in individual and collaborative project work. They have a solid understanding because learning is made relevant and, in most cases, fun. For example, in a Year 3 history lesson, pupils confidently decoded hieroglyphs and were eager to use them to write on their own cartouche. Pupils in Year 6 French quickly grasped the negative form of 'il y a'. In an amusing Latin lesson, pupils in Year 7 took up the challenge of providing the forms of 'rex', whilst not yet familiar with it, and many did with great success. Pupils with SEND display well-developed subject skills because teachers use appropriate strategies to help them achieve the learning objectives. Pupils, including those identified as more able, enjoy extending their knowledge and understanding in a variety of areas, for example by exploring whether astronauts really landed on the moon, by electing to attend the newly introduced 'Launch Programme'. Across the school, pupils display highly developed practical, creative and aesthetic skills as evidenced in art and design and technology. Boarders displayed strong levels of knowledge helped by the variety of staff who were available for homework clinics. All parents who responded to the pre-inspection questionnaire agreed that the range of subjects is suitable for their children.
- 3.8 Pupils are highly competent users of ICT, using this confidently across the curriculum to enhance their learning. This was seen when Year 2 pupils used computers to compose their version of Tchaikovsky's Sugar Plum Fairy. Digital art offers creative endeavour and delight, as explained by a Year 5 pupil. Scholarship pupils in Year 8 demonstrate a highly secure understanding of how to program in python. Pupils' skills have been enhanced due to leaders and governors integrating ICT into the broader curriculum and ongoing investment in hardware, which successfully addresses a recommendation made in the previous full inspection. Pupils' knowledge across all subjects has been enhanced further through use of an interactive learning platform as an assistive resource to support pupils' self-evaluation. An excellent example of this was an ICT lesson on coding, where pupils recorded and uploaded a video explaining how they had completed the first section of the task. Boarders confidently

use computer tablets for research, such as for their ISEB Project Qualification assignments and to keep up with world news.

- 3.9 Pupils' overall attainment is excellent, as evidenced by their high levels of success in Common Entrance examinations at 13+. Results from standardised tests and internal assessment show how pupils make considerable progress over time. Teachers use these data highly effectively to track pupils' progress and shape their learning experiences accordingly. As a result, by the end of Year 8 pupils have made excellent progress. Pupils with SEND and pupils with EAL make rapid progress due to the whole-school approach. They are very well supported in class as well as receiving high-quality intervention provided by specialist teachers. Those pupils identified as more able and talented benefit from early intervention. They are suitably challenged and supported to help them fulfil their potential. Pupils feel that they make progress, relative to their potential, with support as needed. Boarders report that prep clinics in boarding time increase their confidence and attainment, and access to art rooms and music practice rooms help them work towards graded exams. All parents who responded to the pre-inspection questionnaire agreed that the boarding experience has helped their children's progress.
- 3.10 Pupils demonstrate excellent study skills. Their ability to analyse, hypothesise and synthesise is extremely well developed, as demonstrated in their performance in the ISEB Project Qualification in Year 7. Research is undertaken with interest, and pupil-led enquiry facilitates ownership of knowledge and understanding sought and secured. Higher-order skills are present and shared, with many pupils achieving excellent levels of cognition. For example, Year 4 pupils took delight in discovering why a 'blue torch cactus' is named as such, whilst those in Year 8 perceived probable guilt felt by a war photographer, in the face of such human suffering, through an advanced poem study. Pupils across the age range embrace opportunities to engage in independent research, as seen in design and technology, where Year 6 pupils expertly researched how best to advertise the clocks that they are making. Boarders are especially independent, recognising the skills that they had to make their own decisions. They are competent in using computer tablets and in looking up information. It is evident from this that the school has fulfilled the recommendation from the previous integrated inspection.
- 3.11 Pupils are very successful in scholarships and competitions. They participate extensively in a broad range of co-curricular activities, with great success. For example, in sport, pupils represent the school in national competitions, such as for hockey, with some chosen to play for regional and national federations. Pupils are skilled and highly successful in team games. Year 7 pupils were observed playing at a very competent level in a rugby match against another school. Likewise in music pupils who belong to orchestra and choirs have been selected to sing for national choirs, with one pupil recently becoming a chorister at Guildford Cathedral. An excellent performance level in music was demonstrated during the inspection by pupils across the year groups during an informal concert, where a performance by a Year 5 pupil on guitar showed confidence and virtuosity. The school places a high value on co-curricular achievements and provides support for pupils in their individual talents. Many pupils gain scholarships to their next school, for example for academics, art, music and sport. Boarders with talents in art and music had a high level of success and felt helped by the environment.
- 3.12 Pupils develop high levels of competence in numeracy. They think logically and demonstrate a secure understanding of concepts, helped by the introduction of *Maths Mastery* across the school. Pupils' enthusiasm for mathematics is clear. This is seen through their excitement to engage in activities such as when pupils in Year 4 read time to the nearest minute and excitedly recalled the 'fun Friday maths' sessions. Those in Year 5 worked purposefully, demonstrating very good number skills whilst working on a task involving perimeter and area. Year 7 pupils ably offered algebraic formulae in finding the area of shapes, to include a tricky quarter-circle, with success. Pupils enjoy the opportunities provided for problem solving and, when appropriate challenge is provided through tasks matched to their ability, achievement and progress are rapid.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have an excellent moral understanding. They recognise right from wrong, understand the impact their choices will have on others and why sanctions are needed, as explained by pupils in Years 5 and 6 during discussion with inspectors. In a Year 4 lesson on the topic of bullying, pupils clearly explained the difference between intentional behaviour and accidental behaviour. Pupils understand the need for rules, both in school and within the wider world and can reflect on the importance of British values and the rule of law. For example, pupils in Year 8 demonstrate a good grasp of English law being part of the system of British values. Pupils are highly committed to the school code of conduct, which was introduced by the school leadership team since the previous inspection and, as a result, behaviour is generally of a high standard. This was evident across the school during observations in class as well as at break and lunch times. Boarders have a clear sense of right and wrong and respond well to the 'ticks-for-tuck' reward system.
- 3.15 In line with one of the school's aims, pupils exhibit a strong sense of teamwork as well as high levels of social awareness. They collaborate well to succeed, such as when competing in sports. The family atmosphere that pervades the school ensures that pupils of all ages socialise well and support each other; for example Year 8 prefects act as positive role models to those that are younger and especially enjoy reading with Year 3 classes. Pupils believe there to be excellent relationships with most teachers. They gave excellent examples of the house system which, they feel, works very well. Pupils in Years 3 and 4 proudly recounted their successes in house matches and competitions. Boarders have a strong sense of being part of a family and mix well across the age groups, helped by the leaders' and governors' decision to refurbish and reorganise the boarding accommodation.
- 3.16 Pupils exhibit a notably strong understanding of how to stay safe and maintain a healthy lifestyle. They know who to turn to should they have any concerns, including the option to use the 'let-me-know' boxes. They are very clear on the rules to follow regarding online safety. For example, pupils in Years 7 and 8 fully understand and, in many instances, appreciate the system for monitoring the amount of screen time which is one of the school's efforts to promote good and safe practices. Pupils know that a healthy diet is important, illustrated by the choices that they make at mealtimes. They fully embrace the sporting opportunities, recognising that an active lifestyle is good for them, for example pupils in Years 5 and 6 explained how 'sport and exercise are important here'. This is promoted by the school whose aim is to make sport part of every pupils' daily routine. Pupils are aware of the need to share any concerns regarding their mental health or those of their peers as they are taught about the importance of raising any health concerns they may have. Boarders understand the different elements that keeping healthy entail and how they affect their performance in school.
- 3.17 Pupils' decision-making abilities are excellent. They understand that the decisions they make are instrumental in determining their success and are aware of the impact that decisions have on themselves and others. For example, pupils in Years 5 and 6 could explain how their 'learning for life' lessons help them to make a correct choice regarding adopting a healthy lifestyle. Pupils understand that the choices they make regarding their studies help them to succeed. Many make positive choices to attend clinics during lunch time or complete their prep in school, and Year 7 pupils decide upon their own topics in humanities. Boarders are fully involved in making decisions about their boarding experiences. For example, they choose the menu on Thursdays and make sensible, popular decisions.
- 3.18 Pupils demonstrate outstanding self-knowledge, self-esteem, and confidence. They have a high level of self-understanding from a young age. They can express their feelings and opinions articulately and have a strong sense of self. The school's pastoral ethos supports this aspect of development extremely well. Pupils fully embrace the school's 'carrot' reward system and are extremely proud of the badges they have earned. They understand that reward comes from hard work and show an excellent understanding of how to improve their work through target sheets. They are disciplined and recognise the importance of resilience and the need to learn from mistakes. Boarders have a strong sense of

independence. In the pre-inspection questionnaire, a small minority of pupils in Years 7 and 8 and their parents disagreed that suitable advice about choices of subjects or careers are provided by the school. Inspectors concluded that whilst this is covered in the 'learning for life' curriculum, in Year 7, there is limited exposure in Year 8. Nevertheless, pupils have a very strong sense that they are well prepared for their senior school.

- 3.19 Pupils' aesthetic awareness is wholly evident in their high-quality artwork and how they enjoy the many opportunities to participate in music and drama events, such as when pupils in Years 3 and 4 fully engaged in a recent production of *Beegu* by a visiting professional theatre company. Pupils showed a good understanding of spirituality and demonstrated some knowledge of other faiths. For example, Year 8 pupils were able to share their philosophical understanding of the human cost and suffering in warfare through some highly emotive and skilled poetry appreciation. Different roles and perspectives were explored and appreciated at a deeper level of contemplation. Across the school, pupils fully appreciate the non-material aspects of life, relishing the creative, aesthetic, and physical opportunities which are given high priority within the life of the school.
- 3.20 Pupils fully understand the importance of service to others, a fulfilment of one of the school's core aims. They all understand their role in contributing positively to the lives of others, from developing good friendships to taking on roles of responsibility, such as being a prefect or an anti-bullying ambassador. Pupils on the school council take their responsibilities seriously and work well as a body to improve their school. Likewise, boarding leaders represent boarders' views in meetings, ensuring that they are involved in decisions made about the boarding community. This successfully fulfils a recommendation from the previous full inspection. Pupils are aware of their place within a wider world. They are empathetic and mindful of the needs of others beyond the school and engage in activities to support a variety of charities and the local community. Pupils in Year 8 enthusiastically explained their responsibilities, such as on the charity leadership team. Across the school, pupils are fully engaged in choosing charities to support and thoughtfully expressed how their support makes a difference. During the inspection period, pupils were excitedly preparing to bring in coins for a fundraising initiative for Children in Need. More locally, pupils proudly explained their involvement in a local litter pick.
- 3.21 Pupils fully embrace diversity, whilst they recognise that their school community has its limitations in this respect, given its location and surrounding demographic. They have a desire to learn about their own and other cultures, with pupils in Years 3 and 4 explaining how they learn about festivals from cultures different to their own. Pupils' awareness and high levels of tolerance have been nurtured through the proactive approach that leaders have taken to ensure that there are sufficient opportunities for pupils to learn about a wide range of cultures and discuss issues through assemblies and the curriculum, such as by writing about inspiring historic figures during Black History Month. During discussion with inspectors, upper-school pupils recognised how the school uses assemblies and tutor times to help them appreciate difference and discussed what they have learnt respectfully.

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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and a singing practice. Inspectors visited boarding houses and 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

Miss Jacqueline Scotney	Reporting inspector
Mr Paul David	Compliance team inspector (Headmaster, IAPS school)
Mrs Deborah Shephard	Team inspector (Former head of seniors, IAPS school)
Mr Crispin Cole	Team inspector for boarding (Deputy head, IAPS school)