



ISI Independent
Schools
Inspectorate

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

Packwood Haugh School

March 2023

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School's Details

School	Packwood Haugh School			
DfE number	893/6006			
Registered charity number	528415			
Address	Packwood Haugh School School Road Ruyton-XI-Towns Shrewsbury Shropshire SY4 1HX			
Telephone number	01939 260217			
Email address	hm@packwood-haugh.co.uk			
Headteacher	Mr Robert Fox			
Chair of governors	Mr Tim Haynes			
Proprietor	Shrewsbury Schools			
Age range	4 to 13			
Number of pupils on roll	224			
	Day pupils	175	Boarders	49
	EYFS	12	Juniors	126
	Seniors	86		
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Packwood Haugh School is a co-educational preparatory school for day and boarding pupils situated on a rural site of 66 acres near Shrewsbury in Shropshire. The school is a charitable trust administered by a board of governors who are its directors and trustees. Boarding is provided for male and female pupils in separate houses. Facilities for children in the Early Years Foundation Stage (EYFS) and Years 1 and 2 are provided in a separate pre-prep department called Acorns situated within the grounds. Since the last inspection the school merged with Shrewsbury School and is part of the Shrewsbury School family of schools. A new Headmaster was appointed in April 2019.

What the school seeks to do

- 1.2 The school aims to provide an excellent all-round education in a happy, supportive and safe environment. It seeks to enable each child to discover and develop their own talents, to develop key personal skills and to prepare pupils to thrive in the next stage of their education and in life beyond.

About the pupils

- 1.3 The majority of pupils come from professional families in the local area, with a few coming from overseas. Standardised test data provided by the school indicate that the ability of the pupils is above average when compared to those taking the same tests nationally. The school has identified 47 pupils as having special educational needs and/or disabilities including communication, sensory, emotional and mental health needs, 38 of whom receive additional specialist support. No pupils have an education, health and care (EHC) plan. English is an additional language for 19 pupils, 15 of whom receive specialist support for their English. Data used by the school have identified 43 pupils as being the most able in its population, and the curriculum is modified for them with many taking scholarships to senior schools.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. 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 2022 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils are excellent communicators who show outstanding skills; they are articulate, use vocabulary appropriately and confidently and listen well from a very young age.
- Pupils' understanding of the many uses of computer science is excellent. They use computers competently and achieve highly.
- Pupils' attitudes to learning are excellent. They show extremely high levels of perseverance and commitment in lessons.
- Pupils of all ages show high levels of knowledge, and skills and excellent understanding in lessons and discussions.

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

- Pupils have excellent social skills, collaborating with great success in and outside the classroom.
- Pupils make a significant contribution to the life of the school and fulfil meaningful responsibilities with diligence and commitment
- Pupils develop high levels of self-confidence, self-esteem, self-discipline and resilience which are reflected in their learning.
- Pupils have an excellent awareness of the need for respect and tolerance for all people and cultures.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to make the best possible progress in all subjects and year groups by ensuring that all marking, feedback and planning consistently reflects the best practice evident in many areas.

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' communication skills are excellent, encouraged by the high expectations of their teachers. They speak confidently and knowledgeably, as seen when Year 2 pupils explained the adapted features of polar bears. Pupils listen to others attentively and with respect from an early age. They read for enjoyment at advanced levels for their ages and are adept at sourcing information. They write

imaginatively, with high levels of originality in creative writing lessons and produce succinct and informative pieces when recording experiment results. Pupils display wide ranging, advanced vocabulary and use it appropriately in context. In a Year 8 English lesson pupils deepened their writing skills when producing tense dialogue. Pupils in Year 4 effectively changed speech to dialogue when creating a play script. In the EYFS during a phonics lesson, children consistently made the sounds and suggest words with the target blend. Year 8 pupils display an excellent knowledge of the circumstances of WW1 and speculated as to communication lines, giving a clear overview of the conflict.

- 3.6 Pupils' knowledge of computing and information and communication technology (ICT) is excellent. Pupils develop their skills rapidly and benefit greatly from the specialist teaching and facilities provided by the school. Pupils use computers assuredly and show high levels of digital literacy. They select wisely the most suitable IT medium to support them in the presentation of their individual work and produce high-quality projects, information sheets and presentations. They make effective use of their skills to undertake personal research, and in the upper part of the school their learning and progress is accelerated by the provision of individual devices. A challenging coding lesson enabled pupils to apply logic and reasoning with great success to give effective commands to create a game with two variables. Year 3 pupils understand what to do in order to run a video and use online quizzes, submitting assessment answers and retrieving their results confidently. Lower ability pupils use the immersive reader function knowledgeably to aid their learning. Boarding pupils use computers highly competently for accessing activities during the evenings, supervised by highly knowledgeable adults.
- 3.7 Pupils of all ages exemplify excellent attitudes as evidenced by their endeavours in lessons and activities during the inspection. Pupils display well-developed levels of initiative and a clear understanding of how to work independently and collaboratively. When working in groups, pairs or individually they show great respect for each other and are highly productive. This was seen in a Year 2 French lesson where pupils worked together to help each other select the most suitable adjectives for describing characters. Pupils collaborate well when sharing resources and when working together to achieve a common goal. In a Year 5 mathematics lesson pupils worked collectively to complete substitution tasks. Excellent initiative was observed in a Year 8 science lesson where pupils were absorbed and engaged in tabulating experimental results on a spreadsheet. Year 1 pupils were eager and keen to sit and practise their subtraction on a number line. An excellent selection of research projects demonstrate pupils' abilities to focus and work independently to produce an x-ray box, projects on famous scientists, models of Watt's steam engine and a computer presentation on life in the trenches. In the pre-inspection questionnaire the vast majority of pupils who responded confirmed the school encouraged them to work independently and take initiative in their learning. The majority of parents agreed that the school equips their children with the team-working, collaborative and research skills they need in later life.
- 3.8 Pupils attain highly, particularly in mathematics and English, by the time they reach the top of the school. They demonstrate high levels of knowledge, skills and understanding, supported by the school's wide-ranging integrated topic approach in the pre-prep. Year 2 pupils wrote reflectively when recording experiments on insulation and waterproofing of penguins. Those in Year 3 understood the terms associated with forces, explaining clearly what is meant by air resistance and how it slows a parachute down. Under 9 pupils enjoyed a tournament of tag rugby against six other schools, showing advanced skills for their age, with good positional play and confident running and defending. Pupils display extremely high levels of perseverance and commitment in lessons as seen in a Year 7 French lesson where pupils successfully recalled vocabulary to follow instructions for making crepes. Less able pupils respond well to the support offered to them in class which enables them to produce results in line with the rest of the class. This was observed in a Year 3 mathematics lesson where pupils persevered to draw fraction cakes to reflect their understanding. Year 6 pupils discussed knowledgeably the various parts of a book, analysing the biography, plot and protagonists skilfully.
- 3.9 Pupils of all abilities make excellent progress over time and achieve standards well above average for their age by the time they leave the school. Assessment is used well to promote progress, and pupils'

needs are catered for through well-planned lessons. Pupils with EAL and SEND make consistent and continual progress in all subjects against the assessment criteria they are given. Pupils make excellent progress in sports and respond well to the teachers' input. In a games lesson, all pupils listened well, applied the teacher's advice and displayed excellent communication skills, working closely together for the benefit of their team. They make sustained progress in their understanding and improve their handling skills in rugby. Pupils respond positively to the teachers' marking. When success criteria are clearly identified and informative feedback given, pupils respond positively and make good progress as a result. Progress is limited in a few subjects, because planning does not make effective use of assessment data and feedback does not give pupils a clear indication of how to improve. Pupils achievements are, in part, due to the leadership's effective analysis and use of data.

- 3.10 Pupils achieve at high levels in all aspects of school life and enjoy their numerous successes. They have a healthy level of competitiveness and are aspirational in their achievements. They enjoy wide-ranging success in sporting fixtures and compete convincingly against local schools. Many pupils are part of the Shropshire county cricket squad, and the senior girls' team has competed at national level. Pupils perform expertly in the varied musical opportunities offered by the school. They perform in choirs and orchestra as well as achieving great success in individual instruments as heard in the sensitive and skilful playing at the beginning of assembly. Pupils gain scholarships in a wide range of subjects at a number of selective schools. In interview, pupils spoke positively about the range of extra-curricular activities available for them to enjoy and extend their skills. Pupils' excellent academic and extra-curricular achievements owe much to the governors' provision of excellent, much-appreciated facilities which offer plentiful opportunities for pupils to develop their talents.
- 3.11 Pupils develop excellent numeracy skills over time. They are active learners in lessons and show a clear understanding of mathematical vocabulary. Pupils manipulate numbers with ease from an early age, due to the continuous provision of opportunities in the EYFS for them to develop their numeracy skills and to experiment independently with number. They show high levels of understanding of a wide range of mathematical topics, as seen in Year 2 pupils' number sentences using 'x' to match an array made using natural materials. In a year 4 maths lesson, pupils showed high levels of competency when exploring lines of symmetry in regular polygons. Year 6 pupils were well versed in the meaning of the terms expression and simplification and quickly grasped the concept of like terms. Pupils use their mathematical skills effectively in several areas of the curriculum and readily explain how mathematics is used in their daily lives. This was evident in a Year 6 science lesson when pupils used graphs skilfully to record how long different volumes of water take to boil.
- 3.12 Pupils' study skills are excellent that by the time they reach the top of the school they are highly analytical and competent learners. Pupils demonstrate advanced problem-solving techniques as seen in a Year 3 mathematics lesson where pupils hypothesised and predicted how fractions are created, whilst extending their learning with appropriate practical activities. In a Year 6 Latin lesson pupils responded well when encouraged to access higher-order vocabulary for themselves. In a Year 2 French lesson pupils used excellent reasoning skills to explain the need to make adjectives either male or female when describing characters. Pupils work effectively with a range of resources in order to develop their thinking and reasoning skills. In a Year 1 mathematics lesson pupils estimated the difference between two numbers and sat quietly whilst independently using a number line to verify their calculations. Pupils are confident when analysing information and ask and answer challenging and thought-provoking questions. This was seen in a Year 8 biology lesson where pupils discussed their practical work on testing aerobic respiration.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop high levels of resilience, self-confidence and self-discipline, fostered by the values of sharing, being respectful and honesty as espoused in the 'Packwood Way' and the emphasis placed

on these by the staff throughout the school. Pupils know how to improve their own learning and performance and set high targets which they invariably achieve, particularly when the marking is constructive and gives clear next steps. Leadership helps pupils to fulfil the aim to prepare pupils to thrive in the next stage of their education. In response to the questionnaire a significant minority disagreed that feedback and marking help them to improve, and inspection evidence found this to be supported when marking is simply congratulatory in style. Pupils have a very positive understanding of themselves and conduct themselves appropriately. During interviews boarders confirmed that the boarding experience has helped them to develop their self-confidence and independence. Pupils initiate conversations with visitors with ease and converse on an equal level with each other and adults. They speak positively about the use of the boarders council as an important communication tool for all the boarders. Pupils of all ages show excellent powers of self-awareness and are extremely well prepared with skills to allow them to move through their school life and on to successful careers.

- 3.15 Social development and collaboration in pupils of all ages is excellent and they form productive relationships with their peers. Teachers' planning allows pupils to work co-operatively and build close social bonds through opportunities to work individually, in pairs or small groups. This fosters greater learning through their ability to listen to and work with other pupils. Pupils show respect for each other and they listen attentively and with interest to what other pupils have to say. They value the contributions of their peers to help foster progress and greater understanding. These attributes were evident when Reception children worked well in pairs to construct sentences using picture cards of their target words. Older pupils help the younger children effectively particularly in boarding. Boarding staff promote a strong sense of community amongst the boarders by ensuring they integrate fully in mixed age groups. These many opportunities help pupils to develop into considerate and empathetic young people. High quality relationships exist amongst the vast majority of pupils. An example of this was seen when Year 8 pupils collaborated well in small groups when discussing relevant sources in History, focusing on WW1 war poets.
- 3.16 Pupils' contributions to the school community are extensive and valued by all members of the school. They enjoy being involved in fund raising and speak empathetically about others less fortunate than themselves. Pupils engage with the local community through harvest festival and attendance at Remembrance Sunday, where the heads of school lay a school wreath. Pupils are actively involved in the strong outreach programme, organising and attending sports tournaments with local primary schools. Pupils demonstrate a sophisticated understanding of the challenges that face the world, discussing their charitable fund raising for Ukraine and national charities with understanding and respect. Boarding captains are seen as positive roles within the boarding house and pupils benefit greatly from the peer mentor training which enables them to encourage younger pupils to be the best they can be. In interview, overseas boarders commented positively on the welcome they receive and how quickly this helps them to integrate into school life. Pupils in Year 8 are excellent supportive peer mentors and aspire to monitor roles. Pupils in year 7 are confident buddies for new pupils. and aspire to monitor roles in Year 8. Those interviewed commented enthusiastically about successfully preparing sporting events for the pupils in Acorns.
- 3.17 Pupils show high levels of respect and ensure inclusivity for pupils of all backgrounds and traditions. They have a well-developed knowledge of their own culture and the cultures of others, fully accepting diversity in their multi-national environment. They show impressive levels of tolerance and sensitivity to those from different faiths or cultural backgrounds, speaking openly about respecting difference and accepting people for who they really are. Pupils show empathy and understanding of different cultures and religions. This was evident when Year 6 pupils spoke with maturity about a recent PHSE lesson about viewing differences between people positively. In response to the pre-inspection questionnaire, all pupils who responded felt that the school treats pupils fairly, regardless of their sex, faith, race or needs. In interview, pupils spoke most positively about how everyone is treated fairly in the school community. They commented enthusiastically about their interest in other pupils' faiths and cultures, discussing with understanding an assembly by an overseas boarder about bereavement in their religion. Boarders' strong appreciation of their own and others' cultures is fostered by the

opportunity to enjoy suppers on themes, including St Patrick's Day and Burns night. In the questionnaire almost all parents agreed that the school actively promotes values of democracy, respect and tolerance.

- 3.18 Pupils' sense of spirituality is good, although in some instances their appreciation of the non-material aspects of life is limited with little time given to the appreciation of the arts and music or time to reflect. They understand and appreciate the faiths and cultures of other religions and speak empathetically about tolerance and harmony. When they have the opportunity to do so, pupils sit and reflect sensibly and can explain how reflection time helps them to appreciate how to improve their work. In a Year 4 registration period, pupils discussed what they are grateful for and include family and friends. In an art lesson, all pupils engaged in experimenting with bright colours in their work, inspired by the painting of Louis Bleriot's Homecoming. They found Delauney's interpretation using colour and concentric circles awe inspiring and discussed their observations with great maturity. Pupils appreciate the success of other pupils and freely offer praise and congratulations. Children in the EYFS develop a natural awe and wonder for the world through the woodland learning environment.
- 3.19 Pupils behave extremely well from an early age. They respond well to the ethos of the school and speak informatively about the Packwood Way. Pupils' moral understanding is excellent and where behaviour is not in line with expectations, action is taken to help them improve their understanding of right and wrong. Pupils conduct themselves sensibly and courteously around the school, and their classroom behaviour is excellent, giving them great opportunities for productive study. They take responsibility for their own behaviour from an early age and take a lead role in progressing their learning. Pupils are thoughtful and kind, and frequently consider their own actions within the school code of behaviour. Boarders demonstrate a strong loyalty to their house, encouraged by effective disciplinary guidelines.
- 3.20 Pupils make decisions effectively and assuredly due to a large number of opportunities existing for them to do so. They make wise decisions based on a clear knowledge of right and wrong and speak enthusiastically about the support they receive from adults in order to do this. They appreciate, by the time they reach the top of the school, that the decisions they make can help determine their future success. Year 8 pupils know they have to be responsible and manage their time effectively with the support of the form teacher and boarding house staff. Boarders make sensible choices about their evening activities and benefit from the opportunity to build friendship groups across the age range. In a Year 4 geography lesson all pupils made careful and considered decisions about whether to use arable, mixed or pastoral techniques when designing a farm. Year 2 pupils demonstrated excellent decision making when choosing the appropriate method of measuring centimetres, metres and larger distances.
- 3.21 Pupils' understanding of how to stay safe and healthy in all its forms is excellent. They talk informatively about the regular advice they receive about healthy eating, computer safety and safeguarding procedures. Pupils are determined to stay safe and healthy and exhibit excellent knowledge about what this means, benefiting from opportunities in school to improve their lifestyle and the balance of life. During discussions with inspectors, pupils spoke about being well-equipped to make good life choices and about choosing healthy food for their lunch. They are adamant that they are safe at school, both in the physical and online environment and that there is always someone to talk to. Pupils in a Year 4 science lesson showed an excellent understanding of online safety and how they should protect themselves and others. Pupils have a highly developed sense of awareness for their own and other people's mental health and well-being and appreciate all the systems and procedures available to support them in school.

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/assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Paul Easterbrook	Reporting inspector
Mr David Williams	Compliance team inspector (Former Headmaster, IAPS school)
Mr Chris Ward	Team inspector for boarding (Headmaster IAPS school)
Mr Andrew Gough	Team inspector (Former Headmaster IAPS school)