

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

The Downs, Malvern College Prep School

November 2018



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SCHOOL'S DETAILS

School	The Downs, Malvern College Prep School			
DfE number	884/6000			
Registered charity number	1120616			
Address	The Downs, Malvern College Prep School Brockhill Road Colwall Malvern Worcestershire WR13 6EY			
Telephone number	01684 544100			
Email address	information@thedowns.malcol.org			
Headmaster	Mr Alastair Cook			
Chair of governors	Rev'd Ken Madden			
Age range	2 to 13			
Number of pupils on roll	246			
	Boys	132	Girls	114
	Day pupils	203	Boarders	43
	EYFS	19	Years 1 - 2	24
	Juniors	125	Seniors	78
Inspection dates	27 to 29 November 2018			

1. Background Information

About the school

- 1.1 The Downs, Malvern College Prep School, is a co-educational day and boarding school for pupils aged two to thirteen years. Founded in 2008 following the merger of The Downs Colwall and Malvern College Prep School, the school is situated in the Malvern Hills. It is a charitable trust managed by a board of governors.
- 1.2 The school comprises three sections: pre-prep, juniors and seniors. The boarding house accommodates full, weekly and occasional boarders from Year 3.
- 1.3 Changes to the school since the previous inspection include the building of two new classrooms, a new science laboratory, and the refurbishment of the boarding house, the music technology suite and the school memorial hall. A new early years outdoor facility was opened in 2017.

What the school seeks to do

- 1.4 The school aims to provide a first class education in a secure, caring and disciplined environment. It seeks to enable every pupil to fulfil their unique potential academically, creatively, physically, socially and spiritually.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds. Some of the boarders come from overseas. The school's own assessment indicates that the ability of the pupils is above average. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyscalculia, all of whom receive additional specialist help. Fifteen pupils have a statement of special educational needs. English is an additional language (EAL) for 10 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 13 pupils as being the most able in the school's population, and the curriculum is modified for them and for 21 other pupils because of their special talents in music and sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to 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.
- 2.8 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.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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

- 2.10 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.
- 2.11 **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

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include 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.

2.15 The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 The standards 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Pre-Prep (Early Years)	Nursery and Reception
Pre-Prep (Years 1 - 2)	Years 1 - 2
Juniors	Years 3 - 6
Seniors	Years 7 - 8

Key findings

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

- Pupils, including those with SEND or EAL, make excellent progress from their starting points because of the impact leadership has on pupils' achievement.
- Pupils' successes such as in music, drama, art and sporting events, and including their academic studies, are excellent.
- Pupils are confident and exhibit outstanding communication skills.
- Pupils are enthusiastic learners who relish being actively engaged in lessons.
- Pupils need more opportunities to apply their information and communications technology (ICT) skills efficiently to support their learning across the curriculum.

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

- The pupils demonstrate a high level of maturity and a strong sense of pride in both the school and boarding communities.
- Pupils' behaviour is excellent throughout the school. They demonstrate high levels of self-confidence and self-awareness.
- Pupils have a clear understanding of right and wrong.
- Pupils have a strong appreciation of their own culture and that of others.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Strengthening pupils' ICT skills, by providing more opportunity to practice and apply these skills in lessons across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 A large majority of pupils, of all abilities, achieve at a high standard across the curriculum. They make rapid progress as they move through the school. Senior leaders demonstrate an impressive range of skills. They have robust systems for checking pupils' progress, making sure that assessments are accurate. Teaching, learning and assessment across the school are of a very high quality. This is because teachers and leaders have a shared commitment to providing a first-class education. Pupils' high attainment is facilitated by close monitoring and the rigorous analysis of data.
- 3.6 In their pre-inspection questionnaire responses and during interviews, almost all pupils agreed that the school provides them with the opportunity to learn and to make progress. They make excellent progress from their starting points. This includes those with EAL or SEND because individual education plans are effectively used for children who receive one-to-one support. Separate individual support plans also provide effective information for class teachers on how to support those in need during lessons. Pupils identified as being the most able make progress beyond age-related expectations as a result of the school providing specialist programmes and enrichment activities. Pupils are very well prepared for the next phase of their education, with a considerable number gaining scholarships to their destination schools each year.
- 3.7 Pupils' high levels of motivation and engagement in lessons result in exemplary attitudes towards learning throughout the school. Pre-prep pupils show well-developed independence and demonstrate the ability to plan and structure their learning, above age related expectations, such as when using junk modelling to create farm tractors. Older pupils are actively encouraged to use initiative, as shown by excellent individual displays in a history lesson about the Great Exhibition. Pupils in all year groups demonstrate very good ownership of their learning. This is exemplified by the completion of independent project work during the summer holidays in the form of a school art competition. Pre-prep pupils very skilfully produced poster paintings and drawings whilst older pupils worked on larger canvases to produce very well researched and presented work using more than one media. Pupils are very self-motivated to maintain or improve upon their previous score in the weekly attitude grades written in their pupil planners. Pupils expressed high levels of enjoyment for residential trips and the outdoor learning programme. They confidently demonstrate willingness to take risks with their learning, confident that they will be credited for having the courage to try.
- 3.8 Pupils' progress with knowledge and understanding is excellent. Children in the Nursery and Reception successfully develop very good language, mathematical, social, physical and creative skills. Open-ended activities are used to develop their ability to think effectively for themselves, look for patterns, identify problems, make decisions and reach their own solutions. Nursery children creatively explored the effect of rain on sugar-coated sweets to make rain paintings. Standards in modern foreign languages and science are very high. This was noted in pupils' books and interviews when pupils talked excitedly about using their language expertise when in cafes during foreign holidays and the lively discussions about concepts in science lessons. In a Year 7 Spanish lesson, pupils were able to understand and write sentences showing structures, such as use of verb endings, well above the national average. Pupils very capably use taught music and artistic skills to the full when required make the scenery and props for school productions, such as *Charlie and the Chocolate Factory*.

- 3.9 From the early years, pupils' speaking, listening, reading and writing are very well developed. The youngest children use their excellent knowledge of letters and sounds to read and spell to a level beyond that expected for their age. This language development continues through Year 1 and 2 when they effectively apply systematic phonic knowledge to quickly become independent readers. Observation of pupil books across Years 1 and 2 show that they make significant progress in writing. Older pupils spoke about their achievements in learning with articulacy and passion. Their outstanding oral fluency stems from the considerable range of opportunities given to all when participating in the classroom. Many achieve success in the London Academy of Music and Dramatic Art (LAMDA) programme. Pupils of all ages show excellent communication skills in productions, class assemblies and presentations of class learning. Pupils demonstrate high levels of respect for the views of others, and listen attentively while others speak. They are able to eloquently argue their point of view. Boarders benefit significantly from guidance offered in a more informal setting and are astute in their understanding of social situations.
- 3.10 Pupils of all ages are highly engaged and comfortable sharing their mathematical strategies. In pre-prep, children demonstrated outstanding numeracy skills. Nursery children confidently use finger actions to illustrate correct number recognition. They show excellent learning of basic numeracy skills, such as carefully counting objects from 1 to 10 or counting backwards from 12. Reception children confidently used square-, triangle-, circle- and oval-shaped templates to complete a shape hunt of objects around their classroom. Older pupils demonstrate above average ability in mathematical tasks. For example, in Year 4 History, pupils were weighing and calculating the current value of spices carried west along the silk routes. In mathematics lessons, Year 4 pupils' learning is rapid and well above age-related expectations because misconceptions are quickly and sensitively corrected. A positive culture of sharing mistakes and learning from them is evident throughout the school. Years 5 and 6 apply their mathematical skills very well when participating in national mathematics competitions. Year 8 pupils spoke very enthusiastically about constructing mathematical shapes in science to explain the relationship between speed, distance and time.
- 3.11 Pupils up to and including Year 6 demonstrate good ICT skills. They can use software confidently to manipulate information and present their work. Year 2 used the interactive whiteboard effectively to generate words for their Nativity stories. Year 4 used excellent internet research skills when putting together an interactive display about rivers in geography. However, Years 7 and 8 are only periodically taught ICT, and their learning is mostly accessed through activity clubs or Saturday hobbies. These pupils enjoy developing an in-depth understanding of programming skills, such as when they programmed a parachute device to land an egg the longest distance away in egg race challenges. Overall pupils do not consistently apply their ICT skills as well as possible across the curriculum because teachers are under-confident with integrating technical computing skills into their lessons.
- 3.12 Pupils are highly effective in assimilating and applying significant levels of knowledge and understanding through study skills. In pre-prep, pupils show well-developed independence when playing co-operatively. Year 2 pupils' research skills were excellent when creating a learning wall about explorers which demonstrated individual learning. Older pupils very effectively challenge each other during paired and group work in modern foreign language lessons. In a science lesson, pupils shared excellent examples of mind maps and flash cards they had devised to help them with an upcoming test on micro-organisms. In religious education (RE), pupils expanded their learning effectively when discussing the theme of human rights and social justice. Peer marking in history is of a very high quality, allowing pupils to critique the work of others and highlighting positive traits in their work, as well as offering suggestions for improvements.

- 3.13 All the parents who responded to the questionnaire agreed that the school offers a suitable range of subjects and extra-curricular activities. This was observed during the inspection across a very wide range of daily activities and hobbies. Pupils achieve considerable successes in many spheres of school life. Sporting successes are numerous. Both boys and girls enjoy competing at a local, regional and national level for rugby, cross-country and hockey. Individual pupils have recently qualified for the IAPS Championships in athletics for running and javelin. Year 8 boys were recently proud winners of a regional rugby sevens competition. Combined age group science teams were winners and runners-up over the last two years in the Salters regional science festival. Many pupils achieve musical success in graded examinations as a result of the large number of music lessons and musical groups on offer.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 As they progress through the school, pupils demonstrate a high level of maturity and a strong sense of pride in both the school and boarding communities. They feel safe and happy. Most parents, including parents of boarders, who responded to the questionnaire, said that the school successfully supports their children's personal development. This was confirmed by documentation and implemented procedures observed during the inspection. All pupils who responded said that the school expects them to behave well. Almost all said that the school helps them to develop strong teamwork and social skills, as well as helping them to be confident and independent learners. This was confirmed by observations in lessons and during a range of extra-curricular activities.
- 3.16 Pupils make sensible and thoughtful decisions throughout the school. The capacity for decision making is well established in pre-prep where children confidently choose from a range of activities, supported by gentle guidance and encouragement from staff. For example, young children shared toys and equipment willingly and co-operatively. In the Reception class, they showed excellent patience when taking turns to play with sand, making sandcastles or pies in containers using shells as chocolate drops. Older pupils make excellent decisions about the way they plan and organise their learning. They understand the impact these may have on their future success and well-being. Pupils talked about enthusiastically choosing their own individual end product for design technology projects. Pupils demonstrate they can make effective corporate decisions which impact on school life as a result of meaningful participation in the school council, and are proud to exercise this influence, for example consulting with form tutors over the way pupils' attitudes are graded. In their pre-inspection questionnaire responses, some boarders noted a desire for more time to decide what they would like to do in the evenings. However, in discussion with boarders they said that they receive very good guidance from the new house parents who are very mindful of the pupils' workload and aware of the times they return to the boarding house after extra-curricular activities.
- 3.17 Pupils show a very well-developed sense for the broader aspects of life and frequently reflect on the beauty of the world around them. Year 7 pupils talked enthusiastically about the mountainous landscape seen during their walk on the Brecon Beacons. Outstanding artwork abounds across the school and pupils talked about paintings being the representation of the original painter's ideas and thoughts, sometimes containing hidden meanings. Recent visits to places of worship enhance pupils' learning of RE. Pupils demonstrate inward pleasure through the various charity initiatives they organise. They say that they enjoy quiet moments of reflection in the designated area of the meadow and were moved by the recent commemoration to recognise the loss of life in the First World War, during the recent 100th-year remembrance day.

- 3.18 Pupils benefit significantly from opportunities to develop resilience and self-reliance, finding new levels of determination and motivation. They relish opportunities to work together, particularly in sports teams, drama productions and music ensembles. During the inspection, more than thirty pupils from Years 6 to 8 were observed performing with a range of instruments in an informal concert for family and friends. Pupils' high levels of self-understanding are commendable, owing to the pastoral care provision offered by staff. Many demonstrate resilience, such as on the games field and when tackling extended writing tasks. Pupils have a very good understanding about actions they might take to improve their learning. They assiduously follow teachers' guidance on how to achieve these targets. Many pupils improve their personal development greatly when taking advantage of flexi-boarding arrangements at some point in their time at the school. Supported through a well-designed induction programme, boarders quickly gain self-confidence and self-reliance, and exercise increasing levels of independence as they progress through the school.
- 3.19 Leadership effectively supports staff in building positive relationships with pupils and their parents. As a result, pupils feel confident to report any instances when expectations are not met. Pupils have a very keen sense of what is right and wrong, and spoke positively about the guidance the school gives them. They are very respectful towards one another, staff and visitors. They conduct themselves sensibly and courteously around the school, and their classroom behaviour is exemplary, giving them every opportunity for productive study. Pupils show a high level of understanding that the school's positive behaviour strategies will help them to improve, should they make a mistake.
- 3.20 Weekly pre-Prep assemblies celebrate the younger pupils' excellent work as a class team when performing for their parents. It is highly valued by parents, evident by the numbers who attend. Nursery children showed excellent development of social skills when using balloon bombs of paint to explore colour mixing. They use very good role-play skills to make soup in the mud kitchen. Pre-prep pupils co-operate very well with each other when riding bikes, with some riding together on larger seated trikes, during break and lunch. Across the rest of the school, pupils display high levels of collaboration and shared learning. They successfully solve challenging problems together or when effectively working well together when reading either different characters from a script in *Romeo and Juliet* or from *Macbeth*. Pupils' social awareness is strengthened by boarding where pupils from different ethnic and religious backgrounds mix harmoniously. Pupils gain excellent teamwork and collaboration skills from participation in sports events, themed curriculum days, residential trips and an after-school activities programme where mixed year groups support one another. High levels of teamwork are required of them during house competitions.
- 3.21 Pupils identify strongly with their school community and those around them. Pupils actively involve themselves in supporting local and global charities, including cancer and children's organisations. Pre-prep pupils have been actively involved since 2014 excellently supporting the work of a charity that has built a school in Africa. Year 6 very effectively organised an event to raise money for a disability charity. Older pupils show exceptional care and guidance for younger pupils, such as serving lunch and routinely holding doors open for one another. Pupils express themselves clearly when talking about the value of the various roles of responsibility available to them. They understand the process of election for positions, such as head girl and boy, and house captains. They confidently articulate the results of recent sports events and achievements in assemblies, and others are confident to perform pieces of music at the beginning of assemblies.
- 3.22 Pupils place high value for their own cultures and live in tolerance of pupils who come from varying religious, ethnic and social backgrounds. They view this diversity in a very positive light, particularly in boarding, where pupils embrace it and learn about other cultures. In so doing, they are sensitive to the differences of other pupils. Pupils form outstanding positive relationships with each other. High expectations are in place which include mutual respect for one another. In a Year 6 RE lesson, pupils spoke positively of their different cultural and religious experiences. The music curriculum frequently makes very good links to music from other cultures, such as Year 6 studying music from Indonesia.

- 3.23 Pupils show an excellent understanding of the need to stay safe and to keep healthy. All pupils who responded to the questionnaire and during interviews stated that they understand how to keep safe online. Through PSHE lessons and assemblies, pupils have a knowledgeable awareness of 'stranger danger'. They feel confident in being able to share concerns with either a trusted member of staff or directly with the school's senior leadership. The pupils confidently stated that 'the circle of care' system provides a means to help and guide them. They develop a keen awareness of how to stay safe in certain areas of the school, such as the science laboratories, play areas and around the miniature railway. This provides opportunities for pupils to strive for a 'blue-necker' when they can show that they can check rails and participate in basic engine maintenance. They aspire to become 'red-neckers', but this requires full knowledge of driving and how to check oil points to ensure full steam ahead. Pupils have a thorough understanding of how to adopt a lifestyle which will benefit them as they mature. They appreciate the need for exercise and talk about the benefits of a healthy diet in detail. Almost all are appreciative of the value of physical education and games in promoting active lives to further their overall well-being.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and three other governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, house meetings and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Desmond Dunne	Reporting inspector
Dr Paul Thompson	Compliance team inspector (Deputy high master, HMC school)
Mr Jonathan Wadge	Team inspector (Headmaster, IAPS school)
Mr Phillip Scriven	Team inspector for boarding (Pastoral head and houseparent, IAPS school)