



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Lanesborough School

December 2019



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School's Details

School	Lanesborough School			
DfE number	936/6047			
Registered charity number	312028			
Address	Lanesborough School, Maori Road, Guildford, Surrey GU1 2EL			
Telephone number	01483 880650			
Email address	office@lanesborough.surrey.sch.uk			
Head	Mrs Clare Turnbull			
Chair of governors	Mrs Sarah Creedy			
Age range	03 to 13			
Number of pupils on roll	344			
	EYFS	45	Years 1 to 2	64
	Years 3 to 6	215	Year 8	20
Inspection dates	03 to 05 December 2019			

1. Background Information

About the school

- 1.1 Lanesborough School is an independent day school, currently for pupils aged between 3 and 13 years, and from September 2020 aged 3 to 11. It is registered as a single-sex school for male pupils. Lanesborough is part of the charity which also incorporates the Royal Grammar School Guildford. The trustees of the charity act as governors but there are separate committees to cover the academic focus at each school. Lanesborough acts as the choir school for Guildford Cathedral. Since the previous inspection a new sports hall and performance studio has been provided, and considerable refurbishment has taken place, notably in the music facilities, library and classrooms and the pre-prep.

What the school seeks to do

- 1.2 The school's aim is to provide a supportive and caring community in which pupils thrive and are happy; where success is valued and rewarded; where pupils are encouraged to express their opinions with confidence and good manners; and where there is an aspiration to fulfil the potential of every pupil in art, drama, music, sport and extra-curricular activity, and of every pupil's learning.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds, mostly from families living around the Guildford area. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 41 pupils, whose needs are supported by their classroom teachers. Data used by the school identify pupils as being the most able in different subjects and they are provided with extension activities in lessons. Pupils with special talents in specific areas, particularly music, have the curriculum adjusted for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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 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. 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.

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](#), [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, 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 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.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 **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 are met.**

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

- 2.9 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.10 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.11 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any 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.

2.14 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.15 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.

2.16 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.17 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.

2.18 The standard relating to leadership and management of the school [paragraph 34] is 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>
Shell	Reception

Key findings

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

- Pupils develop excellent artistic and exceptional musical skills as they move through the school, and the quality of choral performance is outstanding.
- All pupils achieve offers of places or scholarships at their first-choice senior schools when they leave at the age of eleven or thirteen.
- Pupils improve their knowledge, skills and understanding at an increasing rate as they move through the school, and the use of data is increasingly contributing to this.
- The youngest pupils soon develop strong communication skills, using a rich vocabulary for their age; the sophistication and depth of all pupils' descriptive writing is a strength of the school.
- Pupils' progress is supported by planning for those of different ability and need, although occasionally extension work lacks the difficulty merited by the potential of the most able.

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

- The school very successfully achieves its aim to be a supportive and caring community; pupils thrive and are happy, and demonstrate the school's values of empathy and confidence.
- Pupils distinguish clearly right from wrong, both in their own behaviour and in the context of moral decisions which confront others.
- Pupils have an excellent awareness of the non-material aspects of life and are open to the spiritual impact of music and literature.
- Self-reflection is at the core of pupils' approach to their work in all areas; they are positive yet self-critical and accepting of advice from adults and their peers.
- All pupils develop a strong social awareness and evince a deep loyalty to what they invariably describe as 'our school'.

Recommendations

3.3 In the context of the excellent outcomes the school is advised to consider the following improvements:

- Advance the academic progress of individual pupils by more critical and proportionate use of assessment data as more becomes available.
- Ensure that even more pupils make consistently high progress by developing the variety of challenge work to an even greater extent for the most able.

The quality of the pupils' academic and other achievements

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

3.5 The school convincingly satisfies its aim that the potential of every pupil's learning is fulfilled by the time they leave. All Year 8 or 6 pupils achieve offers of places at either the Royal Grammar School or other schools with equally demanding entrance requirements. The record of scholarships shows how strongly those with the highest levels of academic ability or particular talent in music, art and sports develop their aptitudes. Data provided by the school indicate that pupils are achieving at a high level compared to those of the same age taking the same tests nationally. The most recent EYFS profile has yet to be moderated, and the school has recently changed its assessment and tracking system. As a result, data cannot yet be used to gauge with validity the detailed changes in pupils' attainment over time. Inspectors judge that all children reach good levels of development at the end of the EYFS; and

almost all pupils make at least expected progress, and about a half either higher or much higher than expected progress in the following years.

- 3.6 Data suggest that there is little difference in the progress of those of the highest ability, with SEND or those with EAL. In discussions SEND pupils spoke compelling about the quality and amount of support they are given both inside and outside lessons, and in their responses to pre-inspection questionnaires almost all parents concurred that their child's particular individual educational needs are met effectively. The current data system helps to recognise pupils' differing abilities and styles of learning. Occasionally this information is not fully reflected in the planning of lessons, with more able pupils finishing tasks quickly, and others leaving them incomplete because tasks selected do not match their needs. Against that background, in the questionnaires the vast majority of parents and pupils agreed or strongly agreed that teaching helps pupils to learn and make progress.
- 3.7 Pupils develop their knowledge, skills and understanding at an increasing rate as they move through the school. Pre-prep pupils correctly compared mass and volume, and the more able interchanged grams and kilograms and chose appropriate units of lengths to make other measurements. In conversation, Year 5 pupils showed sound knowledge of the scientific method, and could identify which variables to control, and which to vary in a hypothetical investigation. By Year 6 and Year 8 they have developed strong and critical experimental approaches, for example explaining clearly why it was more effective to add alkali to acid than vice versa during neutralization.
- 3.8 Pupils show a strong spatial awareness. Pre-prep pupils mapped their playground with accuracy. In geography younger pupils learnt to identify points on a square grid: and in Year 6 pupils accurately related distance and visibility between points from Ordnance Survey maps, and time zones from degrees of longitude. The youngest pupils seize opportunities to explore vertically in the pre-prep playground and start to develop a perception of relative speed on the popular pedal cars. Their skills develop quickly through meticulously planned sports coaching, which often accentuates the need to evade rather than collide, and quickly builds confidence. In this area amongst others, the governors' and leadership's investment in sporting facilities and in the teaching of small groups has had a direct impact on the pupils' physical development. In conversation many pupils identified "sport" as the area in which they had most improved since joining the school. Pupils reach a high level in many areas, and the school enjoys consistent success in county cricket, rugby and swimming competitions.
- 3.9 Pupils develop excellent artistic and exceptional musical skills as they move through the school. Pupils' skills when working in two and three dimensions are gradually developed, supported by a curriculum that balances the need for precision without stunting creativity. Younger pupils showed good imagination in creating ceramic insects of different size and shape to create a collection following Anna Colette Hunts' *Swarm*, aided by teaching that allowed them to explore for themselves the most effective techniques. Pupils are awarded art scholarships to senior schools and regularly win or are placed in local art competitions. All pupils show an eager commitment to singing in a range of styles, responding positively to the introduction of specialised music teaching at all ages and the high profile given to voice and instrumental teaching by the school's leadership. The outstanding quality of performance demonstrated by older pupils when rehearsing Andrew Carter's *A Maiden Most Gentle* was underpinned by direction that encouraged and accentuated the interdependence of the various voices, and the importance of leaning into musical phrases, which pupils quickly picked up. Many pupils are awarded music scholarships to senior schools and distinctions in high grades on keyboard, string and wind instruments in external music examinations. Currently pupils study at junior conservatoires or have been selected for national instrumental ensembles.
- 3.10 Pupils develop strong communication skills and hence the school successfully achieves its aim that pupils express opinions with confidence and good manners. Nursery children recalled to the class what they had made outside, describing confidently that they created swans and a nest out of twigs. Older pupils reflected that opportunities to perform in pre-prep drama and musicals had developed their confidence in the spoken word. The vast majority of pupils of all ages are careful listeners, almost certainly as a result of the school's 'active listening' initiative. In conversations, older pupils frame

responses around the recent contributions of others, in this way progressing discussions towards consensus rather than disagreement. Most exemplify pupils' advice that 'good listening people look at the person who is talking and listening to what they are saying.'

- 3.11 The sophistication and depth of pupils' descriptive writing is a strength of the school. The scrutiny of books evidences an early understanding of simile, metaphor, alliteration and personification, for example "his teeth are as sharp as a sword" or "sea urchins sticks to rocks like a boy sticks to chocolate". More able older pupils created sophisticated descriptions of the character of *Scrooge*, "crashing his feet on the icy pavement to interrupt the sweet singing". SEND pupils were well supported with sheets of possible synonyms and almost constant help which enabled them to move beyond the descriptive. In their writing and speaking, pupils display an advanced range of descriptive vocabulary for their age. Older pupils rarely fail to find the 'right' word. They have a compendious general knowledge. In a science lesson a question expecting the answer 'He invented the light bulb' triggered in pupils a detailed treatise on Edison's work on power generation and film. Pupils are avid readers of fact and fiction. Discussion and examination of reading logs, and of pupils' own book reviews demonstrate this, and the critical nature of their reading.
- 3.12 By the time they leave pupils have become confident users of number. Top year pupils are extremely agile numerically, mentally manipulating with accuracy *cgs* and *mks* units in speed-time calculations, and then using approximations to calculate the length in metre of a light year. At this age pupils were unafraid to 'take an educated guess', and then check to see if their answer worked. In a mathematics lesson, SEND pupils successfully developed their own strategies to move from two steps to three steps in 'what is my number?' calculations, to devise algebraic equations. In history books, pupils showed a good feel for orders of magnitude in discussing the speed of population growth following the Black Death.
- 3.13 Pupils deploy information communication technology (ICT) appropriately and with assurance in a way that helps develop their skills and understanding, modelling the highly effective use of software by their teachers. Younger pupils adeptly adjusted font size to produce a shaped Christmas poem, and used interactive whiteboards successfully to review work on factors with the class. Top year pupils used voice technology to improve their French pronunciation, and documentation shows evidence of more able pupils showing a good mastery of coding and creative software in music and other arts.
- 3.14 Pupils develop good study skills. Younger pupils placed facts about the Battle of Hastings accurately in sequence, and the more able were able to draw evidence from the Bayeux Tapestry to empathise with the feelings of Norman soldiers. Pupils generate a plethora of ideas, but sometimes discussion is curtailed by the perceived need to move the lesson forwards. Year 3 pupils showed excellent reasoning in ordering a set of pictures showing the fossilization of a dinosaur from death to the present day, and the most able put the chronology in the context of the pressure from rising and falling sea levels. Older pupils showed good understanding of scientific method in investigating whether bees and/or wasps use acid to sting, or which toothpaste best reduces plaque. Cathedral choristers show an innate high level of thinking skills in their approach to demanding choral work. The school's chess team has recently qualified for the national under-19 competition.
- 3.15 Pupils' excellent attitudes to their studies reflect the frequent reference made in teaching to the school's learning habits. Pupils make good use of the chance in many lessons to reflect on what they have learnt, and what they have found difficult, and respond thoughtfully to the detailed comments of their teachers in books. In the questionnaires most pupils said that feedback and marking helps them to improve. Pupils work as effectively whether independently or in collaboration with others and are unafraid to take academic risks. They thrive on good natured competition, often working at their best in lessons 'against the clock'.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 The school very successfully achieves its aim of being a supportive and caring community where pupils thrive and are happy. Pupils articulate in their approach the school's values of empathy and confidence. For example, older pupils analysed what is implied in *The Jungle Book* by Kipling's description of a 'a voice as soft as wild honey dripping from a tree'; they shared in a mature way that their own diverse experiences of life would result in different conclusions. Self-reflection is at the core of pupils' approaches to every aspect of school life. They are positive yet self-critical and accepting of advice from adults and their peers. They treat competition as a spur to progress, rather than an opportunity to enhance personal status. Pupils remarked in discussing the symbols of Christmas, "If you blow out anyone's candle it doesn't make yours shine any brighter". By the time they leave pre-prep, and at 11 or 13, pupils are well prepared for the next stage of their education.
- 3.18 From an early age, pupils make their own choices. They are well prepared for making decisions that will significantly determine their success and well-being in the future. Pupils in Nursery identified that they were hot and that in order to cool down they needed to take off their jumpers. Pupils in pre-prep make choices about equipment, take risks, and choose behaviours that comply with the expectations of their friends and adults, enabled by a well-resourced play area. In lessons, pupils are used to choosing their own techniques in art, or successfully selected an invention to promote by writing a persuasive promotional argument.
- 3.19 Pupils have an excellent awareness of the non-material aspects of life and are open to the spiritual impact of music and literature. In discussion pupils reported that the positive influence of the school's mindfulness programme meshed with their corporate worship. Younger pupils reflected in the silence of an assembly, whilst older pupils identified the meaning of Elizabeth's I's statement that she had no wish to have a window into men's souls. Pupils reviewing *The Diary of Anne Frank* wrote that they had been moved by her counsel to "not think of all the misery but of the beauty that still remains." In the context of a trip to the World War I cemeteries pupils spoke of their concept of gratitude to previous generations. Pupils of all ages enjoy singing, but in rehearsal pupils identify deeper significance, for example identifying the sense of 'something else' when the different parts produced a moving harmony when one note was prolonged in a musical suspension.
- 3.20 Pupils distinguish clearly right from wrong, both in their own behaviour and in the context of moral decisions which confront others. The pre-prep's 'golden rules' are used by pupils to formulate their attitudes to their relationships with others so that playground behaviour is good, and pupils share and take turns without prompting. In a personal health and social education lesson a story of a goat and a shopkeeper was cleverly crafted to allow pupils to express forthright opinions about prejudice and stereotyping. Pupils identified the importance of evidence over assumption and argued that such scenarios could and would not happen at their school. Older pupils drew on the story of Cain and Abel to debate cogently whether sin was part of humanity. Their contention that, if sin is always punished then it 'closes the space for learning', and therefore in a school pupils would be too scared to fail, showed moral awareness well beyond their years. Others argued that mankind is unable to resist temptation. In discussions many pupils said they valued the 'Lanesborough Rose' and other reward schemes used by staff and all felt that the school is a community where success is valued and rewarded.
- 3.21 All pupils develop a strong social awareness and evince a deep loyalty to what they invariably describe as 'our school'. They work effectively with others, including to solve problems and achieve common goals, notably in music, sport and drama. Younger pupils demonstrated their cognisance of how individual voice, body language and eye contact can influence the impression given of all actors on a stage. Pupils feel that the 'buddy' system and charities afternoons demonstrate where co-operation between pupils had made a difference. Pupils respond with enthusiasm to the school's emphasis on collaborative work in lessons, helping each other without favour. Reception pupils combined to build

a marble run: without discussion some pupils held the tall structure vertical whilst others stabilised its base, and others pooled their skills to create a crenelated moat and drawbridge. In the questionnaire almost all parents concurred that the school helps their children to develop strong teamwork and social skills. Inspection evidence supports this view. The integrity with which every pupil treats the common school values is manifest in their exceptional manners. Pupils' appreciation of their place in the world drives an enthusiasm to contribute to their school, and to the wider community. Most significant is the core contribution of the school's choristers to the cathedral liturgy. By virtue of their age, pupils are limited in their ability to organise substantial events, but they provide a rich source of fund-raising ideas, for example for local food banks, children's and cancer charities. Pupils' links with local schools draw on their strengths in music, languages, maths and reading.

- 3.22 Pupils' open approaches to those who are in some way different from themselves derive from the school's values of tolerance and respect. Pupils are both sympathetic and empathetic to peers with disabilities, SEND, or those they perceive as having a difficult time. In discussion older pupils, asked what they meant by the term respect, finally agreed that it meant giving time to talk to and listen to common ground. They expanded to show their understanding, gained from their exploration of different faiths, that many creation stories all start with nothing, from which one being created order. Pupils have created letters, as if written by World War I British soldiers fighting alongside those from Muslim countries, which reflect on others' bravery and spiritual practices. Other pupils research and write thoughtfully about women who have made an impact on history. Older pupils show a sophisticated understanding for their age of how to identify a country's culture, citing education, art, music, religion, food and language. They enhance their understanding by contrasting cultural elements of the UK and India.
- 3.23 Pupils have an excellent understanding of how to stay safe, and how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. At lunch they described the components of a balanced diet intelligently, and in an ensuing discussion showed an informed perspective on current debates about the eating of meat. Pupils engage positively in formal physical education and games sessions, understand the need to develop balance, flexibility and strength, and valuing the measures of progress used to track their improvement. Pupils participated sensibly and with focus to the physical warm-up before an extended choir rehearsal, and understand how the quality of voice relies on correct posture. Pupils spoke positively about the school's continuing initiative to sustain their mental well-being, and its impact in enabling them to approach challenges calmly.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor / chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house / form meetings / assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Stephen Cole	Reporting inspector
Dr Zoe Dunn	Compliance team / team inspector (head, IAPS school)
Dr Pamela Edmonds	Team inspector (head, IAPS school)