



ISI Independent
Schools
Inspectorate

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

Terra Nova School

June 2022

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School's Details

School	Terra Nova School			
DfE number	895/6006			
Registered charity number	525919			
Address	Terra Nova School Jodrell Bank Holmes Chapel Crewe Cheshire CW4 8BT			
Telephone number	01477 571251			
Email address	office@tnschool.co.uk			
Headmaster	Mr Paul Campbell			
Chair of governors	Mrs Eleanor Lees-Jones			
Age range	2 to 13			
Number of pupils on roll	297			
	Day pupils	285	Boarders	12
	EYFS	74	Juniors	118
	Seniors	105		
Inspection dates	7 to 10 June 2022			

1. Background Information

About the school

- 1.1 Terra Nova School is a co-educational day and boarding school for pupils aged between three and thirteen years. It is a charitable trust overseen by a governing body composed of members from a variety of backgrounds. In September 2021 a new headmaster and a new chair of governors were appointed.
- 1.2 The school was founded in 1902 as a boarding school for boys and moved to its current location near Holmes Chapel in Cheshire in 1939. The pre-school accommodates the under-fives; pupils aged between five and eight years attend the junior prep school and then move on to the senior prep school. The school offers weekly or flexi-boarding from Monday to Friday to pupils in Year 3 and above. The single boarding house is located in the main school building.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to ensure that pupils' talents are recognised and nurtured, and their individual learning needs are met so that they fulfil their potential. The school strives to be a place where all pupils acquire the character virtues that lead to success in school and beyond.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, most living within a fifteen-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average when compared to those taking the same tests nationally. The school has identified thirty-two pupils as having special educational needs or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language for two pupils, whose needs are supported by their classroom teachers. Pupils with high potential are catered within and beyond curriculum time, to ensure they are challenged and stretched.

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils are excellent communicators; they are highly articulate and confident speakers and listen and respond maturely.
- Pupils have excellent knowledge, skills and understanding and achieve highly in both academic and other areas.
- Pupils do not develop individual thinking skills as deeply as they might.

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

- Pupils' moral understanding is highly developed, and they show an empathetic understanding of, and respect for, other cultures.
- Pupils' social development and collaboration skills are excellent and relationships with each other are highly positive.
- Throughout the school pupils demonstrate a high level of self-understanding, self-confidence, self-discipline and resilience.
- Pupils' spiritual understanding and appreciation of the non-material aspects of life are less well developed.

Recommendations

3.3 The school should make the following improvements:

- Develop pupils' study skills by providing more opportunity for independent work and allowing pupils to take increased leadership of their learning.
- Ensure that pupils develop a deeper spiritual understanding and appreciation of the non-material aspects of life.

The quality of the pupils' academic and other achievements

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

3.5 Throughout the school pupils make excellent progress over time and achieve highly in all areas. This was confirmed through lesson observations, scrutiny of pupils' work, and the school's own assessment data. In the Early Years Foundation Stage (EYFS), children make rapid progress in relation to their age and development, so that the majority attain well above national age-related expectations by the end

of Reception. Next steps in learning are clearly identified and shared with parents, enabling them to reinforce learning at home. Older pupils have enjoyed considerable success in recent years in gaining places and scholarships at their first choice of senior school, many of which have rigorous academic selection criteria. Pupils with SEND make equally good progress, and often outperform expectations, benefitting from the effective specialist support they receive. Excellent progress was seen in most lessons; for example, children in the EYFS rapidly assimilated the concept of position, while young pre-prep pupils were able to make up a given amount using a range of coins. Year 4 pupils showed a very good grasp of descriptive language and literary devices when writing a description of Oliver Twist's emotions when first meeting Fagin. Older pupils made equally rapid progress when learning about soil formation in an environmental science lesson on the school farm. Pupils' progress is enhanced throughout the school by the very detailed and thorough tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs. Almost all parents who responded to the pre-inspection questionnaire agreed that the range of subjects provided is suitable and most parents and pupils said that teaching enables pupils to learn and make progress. A large majority of parents agreed that boarding helped their child's progress. In discussion boarders felt that prep time and support from boarding staff helped them to achieve further academically.

- 3.6 Pupils develop excellent knowledge, skills and understanding across all areas of learning, including aesthetic and creative education, in response to the well-planned and broad curriculum. In the EYFS, children made excellent progress when distinguishing letter sounds phonetically before reading a word fished from the sandpit. In the questionnaires a minority of pupils said that not all lessons were interesting. In discussions pupils clarified that they had recently been doing much revision ahead of school and entrance exams and this had influenced their responses. Inspectors found that in almost all lessons, teaching, well-chosen, challenging tasks and probing questions, all informed by strong subject knowledge, encourage pupils to think deeply about issues. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. For example, in a Year 7 science class, pupils built on previous knowledge of methods of reproduction when evaluating the relative merits and disadvantages of populating a newly colonised planet by sexual or asexual means. Most parents agreed that the school benefits from strong governance, leadership and management. This contributes to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. Most pupils agree that their skills and knowledge improve in lessons and that teachers help them learn.
- 3.7 Pupils' communication skills are excellent throughout the school. Pupils are confident and articulate speakers, and enjoy opportunities for public speaking, such as presenting reports in achievement assemblies. Pupils read well and this skill is promoted in the timetabled reading lessons. Reception children have a good understanding of the sounds letters make and their writing and speaking skills develop rapidly as they grow in confidence and maturity. They were able to accurately write a list of items they needed for their holiday including their flipflops and toothbrush. Pupils write fluently in a range of genres. Young prep school pupils, for example, were adept at identifying literary devices used in persuasive writing such as rhetorical questions and assertions. As pupils progress through the school, they write with increasing fluency and sophistication. Following a study of Maya Angelou's poem *Caged Bird*, pupils used sophisticated adjectives, adverbs, metaphors, similes and alliteration to describe how a caged animal might feel compared to one living in the wild. Pupils use technical language confidently and competently. For example, younger prep-school pupils used appropriate terms such as moksha when studying Hinduism, while older pupils used the correct terminology in geography to describe various river erosion processes such as abrasion and hydraulic action.
- 3.8 Pupils are very competent mathematicians, successfully using their excellent calculation skills both in mathematics and across the curriculum. Children in the EYFS were observed to count with confidence beyond 10 and to add, subtract and recognise written numbers, and Reception children showed their ability to double numbers swiftly and accurately in their heads. Young prep-school pupils demonstrated excellent addition and multiplication skills when computing a specified number from a list of other numbers. Year 6 pupils showed their deep understanding of Pi and Pythagoras' theorem

when working out the distance covered along an 'assault course' which had a variety of rhombuses and circles on it. Pupils are comfortable using their skills across a wide range of other subjects. For example, younger pupils used a tape to precisely measure their height and arm length, while older pupils could calculate density from different volumes and masses. Pupils of all ages are adept at understanding data and can represent their findings in accurately drawn graphs.

- 3.9 The development of study skills is inconsistent throughout the school. In English, pupils are given many opportunities for free writing, and they greatly enjoy this, showing excellent imagination, a wide vocabulary and accurate use of grammar. Comprehension exercises provide pupils with the chance to develop their analytical skills. In history, senior pupils showed excellent analytical skills when evaluating source material, and then writing a well-reasoned justification for who had the strongest claim to the throne of England in 1066. However, in general, opportunities for pupils to develop their study skills through independent research and free writing are rare and learning is often too closely directed by the teacher.
- 3.10 Pupils of all ages competently use a broad range of ICT skills, as well as specific computing skills such as coding. Year 1 pupils could accurately type a sentence and then skilfully use a trackpad to highlight it and change font and text colour. Young prep-school pupils hugely enjoy using a computer program to test their knowledge of times tables and could use their notebooks to research information about the river Mersey. The range and complexity of their skills increase as they move through the school. Older pupils are adept at using spreadsheets and can create and embed graphs within text. Pupils' use of ICT for remote learning has strengthened their familiarity with a range of programmes and consolidated their ICT skills.
- 3.11 Pupils are successful in an extensive range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, good sports facilities, and specialist sports coaching. Teachers' encouragement and challenge empower pupils' achievements through enrichment activities. Pupils are successful in individual external music examinations. Drama is an important part of school life with many pupils enjoying success in speech and drama exams and in school plays. Many pupils have been successful in local competitive arts festivals. School teams of all ages are successful in a variety of local and national competitions, and exceptionally talented pupils represent regional and county teams in a range of sports, including hockey, football, cricket, and rugby.
- 3.12 From the earliest age, pupils are enthusiastic and ambitious learners, with a genuine desire to succeed. They are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. They are resilient and confident in the classroom, approaching every task willingly and with a high degree of motivation. Children in the EYFS greatly enjoyed honing their fine motor skills, by making and pouring tea, or when making a beach in a bottle using sand, coloured water and seashells. Pre-prep pupils were fully engaged when designing bags and T-shirts to publicise their campaign to stop deforestation. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of one another's views. Mutual support between pupils is a strong feature of the school. Pupils were frequently observed supporting their peers, such as when they listened respectfully while their peers gave presentations on a range of topics in assembly. A scrutiny of work from pupils across the school showed that almost all work was neatly presented and kept in a very orderly manner, clearly labelled and thus aiding revision.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout the school, day and boarding pupils demonstrate high levels of self-confidence and self-understanding. Pupils of all ages are very aware of where they are in their learning, and older pupils' responses to written marking reveals that they know the steps they need to take in order to improve their own learning and performance. They value the detailed oral feedback provided by teachers, and

enjoy giving and receiving assessment from their peers, as seen in a Year 6 drama lesson where pupils gave sensitive analytical feedback on each other's performances. Pre-prep pupils showed excellent self-editing skills by adding adjectives to sentences to make them more interesting, while older pupils showed a mature understanding of what they needed to do to improve their work in design technology. Pupils display resilience and determination in their work, as was seen in a senior games lesson where pupils showed good perseverance when practising their cricket skills, something which several did not find easy. Boarders develop independence and responsibility within a caring and supportive environment, and new boarders are quickly made to feel part of the boarding community. A large majority of parents said that boarding helps their child's personal development.

- 3.15 Pupils' spiritual understanding and their appreciation of the value of the non-material is the least well-developed aspect of their personal development. Pupils develop a good understanding of the world's major religions through a strong RE and personal, social and health education (PSHE) programme, as well as regular assemblies. Year 1 pupils showed a sensitive understanding of spiritual beliefs when discussing the importance of ritual in the observance of Shabbat in the Jewish religion. Younger pupils enjoy the opportunities afforded them in the woodland learning environment which increases their understanding of nature. However, opportunities for pupils to think about spirituality and to reflect are limited. In discussion pupils were unsure about these concepts, and even when encouraged and prompted by inspectors were unable to articulate their understanding of spirituality or explain how and why they would value non-material aspects of life.
- 3.16 Pupils are self-disciplined, and display excellent standards of behaviour and respect, towards each other and adults in school. Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all parents and pupils agreed that the school actively promotes and expects good behaviour. Pupils are well-mannered and support the school rules and behaviour policy. The development of their moral values begins in the EYFS where children learn to share, take turns and be polite to staff and each other. Pre-prep pupils were highly motivated to be selected as 'super star of the day' and so win the right to sit on the 'proud cloud' cushion. In interviews, pupils reported that there is hardly any bullying, and that when relationship issues arise between pupils, the school's pastoral care systems help them to resolve them. Pupils develop strong relationships derived from the ethos of the school which is based on mutual respect. This is demonstrated in the relationships observed both within the boarding house and pupils of different ages, with older prep pupils acting as buddies to younger children.
- 3.17 Pupils practise their decision-making skills from an early age with Reception children able to select which activity they will do. Year 2 pupils chose their own designs for a deforestation T-shirt, while in an extra science lesson older pupils successfully chose the level of challenge they would attempt, enabling them all to make strong progress. Those pupils not involved in sports fixtures can choose to work on the school farm instead of games. A small minority of pupils felt that the school did not listen to their views. Inspectors found that the school council effectively communicates the views of pupils to the school management which often acts upon its suggestions for example altering the school uniform so that girls may now wear trousers. It is also an active decision-making body, for example selecting which charities the school will support, and choosing fund raising activities. Over time pupils become adept at making choices and are increasingly aware of their ramifications.
- 3.18 Pupil's social awareness is excellent. The school culture encourages relaxed relationships and social confidence, and this helps to create an extremely harmonious and happy community. Children in the EYFS were observed socialising happily, working well with others and solving problems together, for example swapping bricks when building a toy aeroplane. Pupils collaborate well in every aspect of school life, both in boarding and in lessons. They acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, such as when Year 2 built a model of Tower Bridge using straws and sticky tape. In interviews, pupils spoke very positively about working together as a team in sports competitions, in drama and in the choir. In most lessons pupils were seen to work collaboratively to good effect. Pre-prep pupils worked well together when

discussing in pairs why Paddington Bear felt nervous about going to live with the Browns. Senior pupils showed excellent collaborative skills when producing scale models of the set for the school play *Alice in Wonderland*. Almost all parents agreed that the school equips their child with the team working and social skills they need in later life.

- 3.19 Pupils display an excellent understanding of the cultural diversity within the school, particularly within the boarding house. Boarders commented in discussion that they built strong relationships with each other regardless of their background. This attitude is engendered by the strong school culture embodied by school leaders and governors. The school widens pupils' experience of diversity such as through Year 2 pupils saying good morning in a range of languages. Pupils treat one another with kindness and consideration within a community that is calm, convivial and inclusive. Almost all parents felt that the school encourages an atmosphere of respect and tolerance. Pupils show a thorough understanding of the values that characterise good citizenship, which they acquire through a comprehensive PSHE programme. The school has enabled the strong development of pupils' understanding and respect for different groups by arranging events such as World Afro Day, International Women's Day and a visit from the police during Gay pride week. In discussions pupils showed an excellent understanding of what diversity, inclusion, and tolerance mean in practice.
- 3.20 Pupils make a significant contribution to the school community through roles such as prefects, acting as buddies for younger pupils or producing the school magazine. The active school council exercises a very effective pupil voice which puts forward ideas for improvements in the school community. Year 3 pupils were very proud of their finger knitting which will result in an art installation in the playground for the benefit of all. Pupils show a mature understanding of how they can help those less fortunate than themselves. They provide practical support for the local community by singing carols at a local care home, and boarders volunteer and clear litter and leaves on some weekends. Pupils raise funds for range of local, national and international charities, through activities such as car washing and selling poppies for Remembrance Day.
- 3.21 Pupils of all ages show a good understanding of healthy living and almost all parents, and most pupils agreed in the questionnaire that the school encourages them to adopt a healthy lifestyle. The youngest children understand the importance of hygiene and eating a balanced diet. They discuss healthy lifestyles in PSHE and science lessons which covers topics such as the importance of vitamins. In the questionnaire, a small minority of pupils said that they couldn't speak to an adult if they were worried about something. However, in discussions, pupils said that they had someone they could talk to should they have any worries or concerns, reflecting the emphasis which the school places upon mental health. The school's *Listening Tree* poster, which is prominently displayed round the school, identifies a number of people that pupils can talk to including teachers, the school counsellor and the independent listener. Pupils acquire the skills they need to manage stress and maintain their emotional well-being, and are aided in this by the school's well-being sessions, and the regular visits and talks by the school counsellor. The school runs a girls' group which offers drop-in support for any that feel they need it. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and opportunities for recreation within the extensive grounds. A very large majority of pupils said that the school teaches them about safety, and they understand how to stay safe online.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and 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 William Ibbetson-Price	Reporting inspector
Mr Garry Leeson	Compliance team inspector (Compliance manager, ISA school)
Mrs Sarah Fisher	Team inspector (Headmistress, IAPS school)
Mrs Claire Grant	Team inspector for boarding (Senior mistress, IAPS school)