



**ISI** Independent  
Schools  
Inspectorate

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

**Saint Ronan's School**

**May 2022**

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## School's Details

<b>School</b>	Saint Ronan's School			
<b>DfE number</b>	886/600			
<b>Registered charity number</b>	1066420			
<b>Address</b>	Saint Ronan's School Water Lane Hawkhurst Kent TN18 5DJ			
<b>Telephone number</b>	01580 752271			
<b>Email address</b>	info@saintronans.co.uk			
<b>Headmaster</b>	Mr William Trelawny-Vernon			
<b>Chair of governors</b>	Mr Andrew Ross			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	462			
	<b>Day pupils</b>	379	<b>Flexi-boarders</b>	83
	<b>EYFS</b>	78	<b>Pre-prep</b>	76
	<b>Prep</b>	204	<b>Seniors</b>	104
<b>Inspection dates</b>	18 to 20 May 2022			

## 1. Background Information

### About the school

- 1.1 Saint Ronan's School is a co-educational, independent day school which offers flexible, part-time boarding options during the week from Year 4. The school is a registered charity, and the trustees form the governing body. Founded in Worthing in 1883, the school relocated to its present site in Hawkhurst, Kent in 1946. It is set in parkland and landscaped grounds, with boarding provision located within the main mansion. The school comprises the nursery; the pre-prep, consisting of Reception, and Years 1 and 2; and the prep school for Years 3 to 8. Since the previous inspection an extension has been built to provide additional classroom space and facilities for engineering and design, art, science and computer science.
- 1.2 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

- 1.3 The school aims to provide an excellent all-round education with inspiring teaching that promotes learning and achievement. It seeks to work alongside parents to encourage the pupils' spiritual, moral, social and cultural development, ensuring they are pastorally well supported.

### About the pupils

- 1.4 Pupils come from families who live within 20 miles of the school and who have professional or business backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. There are 45 pupils who have been identified by the school as having Special Educational Needs and/or disabilities (SEND) which include dyslexia, dyspraxia, and attention deficit disorder (ADD). No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, whose needs are supported by their classroom teacher. Data used by the school identifies the most able in the school's population, and provision is made to allow them to explore subjects in greater depth, developing their interests, abilities and talents.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 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, 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. 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	Year 5
Midway	Year 6
Upper	Year 7
Remove	Year 8

#### Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are eager to learn, they work exceptionally well together and confidently take leadership in their learning.
  - Pupils demonstrate outstanding oracy skills; they are highly articulate and confident in their use of language from an early age.
  - Pupils achieve highly across the curriculum, both in the classroom and in sport, the performing and other arts.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate an acute understanding of right and wrong and a mature appreciation of the importance of kindness.
  - Pupils are highly confident and self-assured, yet possess a conspicuous level of humility.
  - Pupils mix with ease across all age groups and are extremely supportive of each other in a highly collaborative atmosphere.

#### Recommendation

- 3.3 The school should make the following improvement:
- Ensure that the older pupils gain a well-developed appreciation of career paths available to them in later 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 Attainment of pupils across the school is high. A large majority of the youngest children achieve a good level of development by the time they leave the early years setting and this attainment continues throughout the school. The school's assessment data and detailed tracking system show that pupils of all ages make good short and long-term progress, with no discernible difference in the achievement of male and female pupils. Evidence from a scrutiny of pupils' work and observation of lessons confirms this picture. Those with SEND make good levels of progress alongside their peers due to teaching which includes detailed planning, and effective individual support. Pupils make strong progress across the curriculum due to the subject knowledge and clear instructions which support different learning styles, provided by their teachers. More able pupils make excellent progress, supported by the choice of challenges available in subjects across the curriculum and the effective use of targeted open-ended questioning by their teachers.
- 3.6 Pupils' knowledge, skills and understanding across all areas of learning develop extremely well, through the provision of a broad curriculum and extra-curricular opportunities in fulfilment of the school's aim to provide pupils with an excellent all-round education. Pupils acquire excellent skills and knowledge within a highly positive working environment which is characterised by excellent relationships between pupils and their teachers. Year 8 pupils confidently analysed their previous learning in a geography revision lesson and eagerly accepted the challenge to create a 'revision rap.' Specialist teaching provides pupils with challenging and motivating opportunities, as seen in a Year 6 art lesson when pupils were representing silver birch bark by exploring felting techniques and used sewing machines with great confidence.
- 3.7 Pupils' study skills develop effectively over time, so that by the time they leave the school, they are highly analytical and able learners. Pupils from a young age demonstrate advanced problem-solving skills seen when pupils in a Year 3 maths lesson persevered and applied different strategies when solving addition problems with three-digit numbers. Pupils are confident when analysing information, presenting it in different forms and asking and answering challenging and thought-provoking questions. This was seen in a Year 8 geography lesson where pupils discussed their research on climate change with great insight. Year 7 pupils work effectively on research topics of their choosing, hypothesising and analysing a range of materials to complete their extended independent projects on topics such as how climate change is impacting the world. In the pre-inspection questionnaire, every pupil who responded confirmed that the school encourages them to think and learn for themselves, and the vast majority of parents agreed that the school equips their children with the team-working, collaborative, and research skills they need in later life. Pupils of all ages concentrate, focus, and behave extremely well and contribute to a good learning atmosphere where they can practise and develop their excellent study skills in a nurturing environment.
- 3.8 Pupils demonstrate excellent communication skills, their outcomes nourished by teachers' high expectations of pupils throughout the school. From the youngest age, they communicate effectively with each other, articulating their views and opinions clearly and listening respectfully to each other's thoughts and suggestions. Children in the EYFS were heard expressing their preferences confidently and sharing resources whilst pretending to be builders. Older pupils listen attentively, speak succinctly on a range of subjects, and respond to others with engagement, empathy and understanding. For example, Year 6 pupils shaped their responses maturely in an English lesson when explaining their interpretations of the actions of a character in *Tuck Everlasting* and Year 8 pupils eloquently presented their own technically accurate lyrical raps about factors that affect the climate. Pupils' written and reading skills are very well developed, older pupils produced excellent analytical writing as seen in Year 7's writing about the consequences of the Norman conquest. Year 2 pupils wrote imaginatively, confidently applying new vocabulary to their character description, supported by a well-structured lesson and a good pace set by the teacher.

- 3.9 Pupils' numeracy skills develop rapidly as they progress through the school. By the time they leave, pupils display excellent knowledge and understanding and apply their mathematical skills with confidence in other areas of the curriculum. This can be attributed to teaching which provides clear explanations, excellent modelling, and a range of activities to meet the individual needs of pupils. In a mathematics lesson, older pupils successfully solved a variety of challenging algebra questions, working with a partner. Year 5 pupils expertly calculated the advantages and disadvantages of 'special offer' scenarios, using their understanding of lowest common multiples to solve practical problems. Children in Reception confidently used their advanced knowledge and familiarity of a 100 number square to count in 10s and to calculate one more and one less. Younger pupils are highly competent in numeracy, and were seen to apply their knowledge of numbers effectively to add the correct number of candles on a menorah in their religious education lesson.
- 3.10 Pupils acquire good skills in ICT, learning to use different programmes to present information during their pre-prep years. As they move throughout the school, they also develop increasing confidence in coding, benefiting from specialist computer science lessons and access to a range of equipment. Older pupils use their ICT skills to record their progress or present their work, and many in Year 7 have used their ICT skills to present their individual research projects. Pupils of all ages use computer programmes and online resources effectively to reinforce their understanding across other areas of the curriculum. This was seen in a Year 6 geography lesson where pupils accessed online resources to analyse and present their findings on economic activity in different countries.
- 3.11 Pupils are highly successful in academic and many other achievements. Many pupils gain places at competitive selective schools, including a significant number being awarded academic and other competitive scholarships. Pupils achieve considerable success in academic, sporting, cultural and artistic competitions, as well as external music and speech and drama examinations and through extra-curricular clubs. Pupils achieve success across a rich variety of activities supported by the school; teams succeed in sporting fixtures against other schools and individual pupils play cricket, hockey and cross country at a county level. Prep school pupils were witnessed practising highly assured musical performances in numerous ensemble and choral groups, in readiness for a music concert during the inspection. Pupils were excited to discuss with inspectors the full range of successes they had experienced as members of the school community. These cover a vast range of activities, including their involvement in the Eco Engineer's Go-Kart Competition and success in a local pig competition at an agricultural show. Most parents agree that the school provides a suitable range of extra-curricular activities. The school's leadership team and governance have been successful in their aim of providing an excellent range of opportunities to ensure success is available to all. They are highly supportive of pupils' endeavours and active in celebrating their wide range of talents and interests.
- 3.12 Pupils of all ages exemplify excellent attitudes to learning as evidenced by their endeavours in lessons and activities observed during the inspection. They are highly productive and described how much they enjoy working collaboratively and being able to choose the level of challenge appropriate for them using the school's system of self-selection. Pupils realise that decisions they make about the level of the challenge activity they choose enable them to progress at their own level, as seen in a Year 2 maths lesson where pupils chose both the difficulty level of the task and the apparatus to support their learning. Pupils are enthusiastic, highly motivated and successful across the curriculum, supported by 'Ronian Characteristics' of perseverance, imagination and cooperation. Year 5 pupils collaborated effectively to calculate the value of unknown angles, combining their knowledge to solve the problems. In a Year 1 lesson, pupils demonstrated an excellent attitude to learning, being eager and enthusiastic to investigate and share facts about caterpillars and butterflies with their peers in science. Year 6 pupils took an active lead in their own learning in an art lesson as the teacher encouraged them to make independent choices in their leaf designs and in science they used their initiative and worked independently to plan and execute their own experiments.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of resilience, self-discipline and self-confidence, fostered by the 'Ronian Characteristics' and the importance placed on these by staff throughout the school. Pupils in Year 5 and 6 build their personal skills as they work towards a school award recognising their development of each personal quality over a two year period. Pupils develop a good level of self-understanding from a young age and they are highly effective at improving their own work through the effective use of self-assessment tools. Year 1 pupils were able to explain to inspectors how they were improving their own written work and older pupils assess their own work and that of their peers to identify points for improvement. During interviews, boarders confirmed that the experience of boarding has helped them to develop their self-confidence and independence and they now feel well-prepared for boarding at their next schools. Pupils are highly motivated and well prepared for the next stage of their lives, helped by the excellent standard of pastoral care that they receive from their teachers and school leaders. However, in questionnaire responses some older pupils felt they did not receive helpful advice about careers and subject choices. Inspectors concurred with this view.
- 3.15 Pupils demonstrate highly-developed decision-making skills. By the time they reach the older classes, they are able to recognise the implications and difficulties of making important decisions and of having the courage of their convictions in deciding which course to follow. Pupils understand that the decisions they make have a bearing on their own well-being and on that of others. They play an active part in decision-making about whole school issues through a vibrant and a well-structured school council which effects positive change such as the construction of an outdoor adventure playground and the demographic choice of charity. They gain experience of democratic systems by choosing and voting for candidates for school council and heads of house. Pupils also learn to make more personal decisions, for example their choice of school uniform, within the permitted parameters, which allows them to express their personality. Boarders make sensible choices about their evening activities and benefit from the opportunity to build friendship groups in their mixed age dormitories.
- 3.16 Social development and collaboration in pupils of all ages is excellent and they form productive relationships with their peers. Younger pupils collaborate effectively, engage in lively discussion, and enjoy successfully completed shared tasks, seen when Reception children worked in groups to find and sequence multiples of 10 up to 100. Older pupils have many opportunities to develop their strong collaborative skills in lessons and during activities. In a Year 7 English lesson, pupils worked effectively in pairs to unlock the meaning of Simon Armitage's poem *Ark* and confidently shared their ideas. Pupils mix with ease across all age groups and are highly supportive of each other as a result of the strong family ethos throughout the school community. Boarding staff promote a strong sense of community and friendship amongst the boarders by ensuring they relax, eat and sleep in mixed age groups. These many opportunities help pupils to develop into highly considerate and empathetic young people who demonstrate a strong sense of loyalty to their school and who work together to fulfil common goals.
- 3.17 The quality of pupils' spiritual development is evident throughout the school. They demonstrate a strong sense of reflection in assemblies and chapel and particularly in the many musical ensembles and choirs they engage in. Pupils develop a strong appreciation of the non-material aspects of life through the excellent access to facilities and programmes to promote spiritual understanding which the school provides. Starting in Reception, younger pupils benefit from weekly outdoor learning activities, through which they acquire a healthy appreciation for all aspects of outdoor life, due to the commitment of leadership and management to taking full advantage of the school's extensive grounds to inspire, challenge and motivate children to learn. Pupils appreciate the chance to have quiet time in the mindfulness garden and to take part in the mindfulness walks around the grounds. Older pupils were observed at registration time, relaxing as they listened attentively to a recording of Vaughan Williams 'The Lark Ascending'. Boarders benefit from quiet reflection time in the evenings by visiting the mindfulness garden.

- 3.18 Pupils are extremely well behaved and show great respect for the school values. They are highly aware of the school's expectations, embodied in the principles of 'What Really Matters' and are able to articulate the importance of these to their lives at school. Pupils of all ages are able to make clear distinction between right and wrong, taking responsibility for their own behaviour and showing respect to their peers as seen in numerous lessons and break times. In interviews, pupils confirmed that there is no tolerance for unkind behaviour and immediate interventions are put in place to address unfavourable actions or help resolve friendship issues. Younger pupils think of others, holding the door open for visitors and showing respect for other pupils work by complimenting their writing and drawing. All pupils and most parents who responded to the questionnaire agreed that the school actively promotes good behaviour. A family ethos where all pupils display and discuss their inherent values of knowing what is expected and how to be kind and respectful is a strong feature of the school community. Boarders demonstrate a strong loyalty for their dorm, encouraged by a simple reward system and effective disciplinary guidelines.
- 3.19 Pupils demonstrate an excellent awareness of the needs of others, in both school and the wider community. Pupils actively involve themselves in supporting a wide range of local and global charities that they select, organising their own fund-raising activities to make a positive difference to others, including raising money for Riding for the Disabled and supporting the Ukraine Relief Fund. Pupils' contributions to the well-being of all within the school are obvious, positive, and highly effective. They are extremely willing to help and support their peers both inside and outside the classroom as seen through the many varied house events. Pupils demonstrate an immense pride in their contribution to the shared geo dome project and are acutely aware that they will all make a small contribution to an exciting building project which will benefit the whole school community. Pupils contribute to the life of the local community, by making poppies for the village Remembrance Day activities and members of the Farm Club showing the school livestock at the local agricultural show.
- 3.20 Pupils are highly inclusive of everyone in the school community and show respect for everyone. They have a well-developed understanding and awareness of British Values. Pupils are supportive of the variety of needs within their peer group and in a Year 6 maths lesson happily explained concepts and supported SEND pupils with their learning. Pupils show great respect for different cultures and traditions through opportunities to learn about different faiths and engage in activities designed to enhance their cultural understanding. This was seen when pupils in Year 5 enacted a Jewish wedding and those in Year 2 celebrated Shabbat. Boarders' strong appreciation of other cultures is fostered by the opportunity to explore different cultures through themed suppers prepared for them, including a Jamaican evening. In the questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils radiate cheerfulness and care for each other. They develop a well-developed understanding of how to be physically and mentally healthy, supported by the excellent PSHE curriculum and the priority attached by the leadership and management of the school to track and support pupils' emotional well-being. Pupils of all ages benefit from regular physical exercise, and a very large majority of parents who responded to the questionnaire said that the school encourages their child to adopt a healthy lifestyle. Pupils across the school feel very well-supported in their mental well-being, and told inspectors that they have many ways to ask for help if necessary. Year 7 pupils demonstrated a mature understanding of the need to look after themselves mentally and physically during their preparation for recent exams. The importance of time for reflection is fully appreciated by the leadership and management team through the development of the mindfulness garden where staff and pupils benefit from this space together. Pupils across the school fully understand the importance of a healthy diet, those interviewed explaining coherently about healthy eating and which items on their plate would be beneficial for their health. Older pupils explained how mediation by the school council resulted in the Friday sweet treats now being served in smaller packets to limit their sugar intake and encourage a healthy lifestyle.

## 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, chapel, and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support 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

Mrs Sue La Farge	Reporting inspector
Miss Bridget Ward	Compliance team inspector (Deputy head, IAPS school)
Mr James Slocombe	Team inspector (Principal, ISA school)
Mr Chris Wardle	Team inspector (Head of pre-prep, IAPS school)
Mrs Gillian Bilbo	Team inspector for boarding (Former Junior School Head, GSA school)