



ISI Independent
Schools
Inspectorate

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

Prior's Field School

September 2022

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School's Details

School	Prior's Field School		
DfE number	936/6010		
Registered charity number	312038		
Address	Prior's Field School Priorsfield Road Godalming Surrey GU7 2RH		
Telephone number	01483 810551		
Email address	office@priorsfieldschool.com		
Head	Mrs Tracy Kirnig		
Chair of governors	Mrs Hazel Morris		
Age range	11 to 18		
Number of pupils on roll	430		
	Day pupils	365	Boarders 65
	Seniors	382	Sixth Form 48
Inspection dates	21 to 23 September 2022		

1. Background Information

About the school

- 1.1 Prior's Field School is an independent day and boarding school, registered as a single-sex school for female pupils. Founded in 1902, it is situated close to Godalming and is a charitable trust overseen by a board of governors. Boarders are accommodated in two houses, one for those in Years 7 to 11, and one for those in Years 12 and 13.
- 1.2 Since the previous inspection, the school has completed the development of a teaching block to accommodate several subject areas including science and music. The chair of governors took up the position at the beginning of September 2022.

What the school seeks to do

- 1.3 The school aims to bring out the best in each pupil according to their abilities and talents through providing an excellent all-round secondary education. It seeks to ensure that pupils achieve individual success in every aspect of their education and school life; develop self-belief, emotional maturity, and respect for all; and become happy, ambitious, and confident members of the community and future world.

About the pupils

- 1.4 Nationally standardised test data provided by the school indicate that the ability of pupils covers a wide range and is at the upper end of the average when compared with pupils taking similar tests nationally. The majority of day pupils come from within a 30-mile radius of the school. Weekly boarders come from further afield and just under one-tenth of the pupils are overseas boarders, from ten different countries. The school has identified 145 pupils as having special educational needs and/or disabilities (SEND). These include dyslexia and autism, and these pupils receive additional specialist help. None has an education, health and care (EHC) plan. English is an additional language (EAL) for 30 pupils, 24 of whom receive additional support. Data and teacher assessment have identified those pupils considered to be the more able in the school's population. The curriculum is modified for them and for pupils who have particular talents in sport.

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. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and 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 GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, 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. Boarders have access to a suitable programme of activities.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the 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 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
Year 1	Year 7
Year 2	Year 8
Year 3	Year 9
Year 4	Year 10
Year 5	Year 11
Year 6	Year 12
Year 7	Year 13

Key findings

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

- Pupils make rapid progress from their starting points.
- Pupils of all academic abilities listen well and, when suitably encouraged, speak confidently in lessons and when presenting to peers.
- Pupils achieve well in extended curriculum and extra-curricular areas.
- Most pupils demonstrate a confident ability to analyse and hypothesise utilising a wide range of resources to do so.
- Most pupils have a positive attitude to their studies but some lack independence in their approach.

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

- Pupils demonstrate excellent social development and awareness overall and enjoy working in teams to achieve a common goal.
- Pupils exhibit respect towards each other, valuing diversity and showing sensitivity and tolerance within the school community.
- Most pupils show strong self-knowledge, self-esteem, self-confidence, self-discipline and resilience.

- Pupils know how to stay physically and mentally healthy and are adept at making appropriate judgements about how to achieve a balanced lifestyle.

Recommendation

3.3 The school is advised to make the following improvements.

- Ensure that all pupils approach their learning independently because all teachers share and implement the most effective methods to encourage this.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' attainment at A level in 2022 was strong, with two-thirds of results achieving an A* or A, or top grade in BTEC examinations. This high level of attainment mirrors the centre and teacher-assessed results in 2020 and 2021 when similar results were achieved. This is a consequence of the pupils' willingness to learn, supported by teaching which shows a high level of subject knowledge combined with helpful learning resources. Results in GCSE match this attainment. In 2022 approximately half of the results were at the highest two grades, and in 2020 and 2021, in the centre- and teacher-assessed assessments, a similar proportion of results were graded at that level. Data analysed show that from pupils' starting points, almost all pupils achieve considerably higher examination grades than expected. For most pupils, this represents rapid progress in their knowledge, skills and understanding as they move through the school. Pupils with SEND and those who have EAL, perform well in most classes, their outcomes and progress being comparable to the rest of the cohort.

3.6 Most pupils can articulate their progress in terms of what is going well, and what could be improved upon. Most parents who responded to the pre-inspection questionnaires felt that their child's individual educational needs are met effectively. Some parents of pupils with SEND commented that, although learning support is excellent, they feel that their children sometimes need more support in some subjects in the classroom. Many pupils' questionnaire responses indicated that teachers help them to learn and give feedback which helps them improve. However, some more able pupils and some with SEND, together with parents of pupils in these groups, expressed dissatisfaction. Some commented that they feel that some teaching lacks sufficient focus for their specific needs, which limits their progress. Pupils' written work and their performance in some lessons supports this view. Teachers do not always vary their approach to enable those who need more support or to motivate those who relish more challenge.

3.7 Pupils demonstrate good knowledge and understanding for their age across all areas of the curriculum. This is particularly evident when they are studying subjects they have chosen. Pupils studying creative and aesthetic subjects demonstrate particular prowess. Their art demonstrates techniques beyond the standard which might be expected of their age and they design pieces of very high quality. Pupils made progress in developing their knowledge further in business studies as a result of well-focused prompting from their teacher. This enabled them to explain key phrases such as internal/external growth correctly in the context of takeovers and mergers. Similarly, in GCSE physics, pupils applied their knowledge with great effectiveness. They used their understanding of the principles of heat transfer to design workable insulation systems to slow the cooling of hot water. They drew well on their understanding of experimental good practice to ensure that the test was fair and would produce reliable findings.

3.8 Pupils of all abilities and ages are excellent communicators. They demonstrate good listening and speaking skills in all areas of learning. They articulate their ideas and participate enthusiastically and clearly in discussion. They develop confidence through frequent opportunities they are given to address their peers. These include presentations in lessons and pupil-led assemblies. Pupils commented that activities such as debating and poetry recitation help them to develop their public

speaking skills. An example of this was when Year 8 pupils prepared and performed confidently a dialogue between Helena and Demetrius from *A Midsummer Night's Dream*. Pupils listen well and with interest to each other. They often make accurate use of subject-specific vocabulary. In GCSE mathematics, pupils explained the process of rationalising the denominator in clear and concise terms. In lessons, pupils answer questions confidently and ask questions willingly. Year 7 pupils showed their understanding by answering questions in French clearly and accurately. Pupils also communicate well within their peer groups. They discuss the development of their ideas convincingly when involved in collaborative projects.

- 3.9 Pupils make strong progress in mathematics. They apply their mathematical knowledge confidently to problem-solving in other curriculum areas. They show good numeracy skills, including those necessary for interpreting graphs and data. They use these adeptly in subjects such as geography, science, business and art. Pupils' algebraic skills are competent. In Year 9, pupils demonstrated mastery of solving linear equations with the unknown value on both sides of the equation. Pupils benefit from the variety of resources which teachers use. These ensure proficient understanding.
- 3.10 Pupils of all ages are competent and confident users of information and communications technology (ICT). They develop strong research skills and use educational software to extend a variety of their skills including languages. Teachers set tasks which include completing exercises from learning applications and resources which give instant feedback to both pupils and the teacher regarding progress. This enables both to understand the necessary next steps to ensure further progress. Pupils have responded well to the improvement in infrastructure supported by the board of governors. They make judicious use of technology to support and enhance their learning in response to the school's 'bring your own device' scheme. Year 7 pupils made good use of online resources in geography to deepen their understanding of the enhanced greenhouse effect. In creative subjects, pupils are highly effective in utilising software packages to manipulate images, and to present and develop their creative ideas. Pupils' sketchbooks and work displayed in the classrooms and corridors show adept use of ICT and design skills.
- 3.11 Many pupils demonstrate strong study skills. Pupils in GCSE chemistry used their knowledge of covalent bonding to hypothesise perceptively about the melting points of different chemicals within a homologous series. In sixth-form computer science, pupils dismantled a computer and identified the rationale for the arrangement of its components accurately. They are respectful in their interactions with one another and with staff, usually listening carefully and attentively. Some pupils make highly astute observations. Most pupils demonstrate the ability to recall information and ideas from a variety of sources and apply them effectively to new situations. However, some pupils' contributions are superficial, providing scant detail and limited analysis. In many subjects, pupils improve their knowledge and understanding through the analysis of exemplar work. Most pupils utilise a wide range of resources to draw upon higher-order thinking skills and demonstrate a confident ability to analyse and hypothesise. They explain the impact of research on the development of their independent study convincingly. Pupils are often highly articulate and ask analytical questions when looking at the next steps to take in their learning. They benefit from being allowed the space and respect to debate and discuss options. For example, in Year 11 textiles, pupils expertly drew upon a number of resources and sources of inspiration in order to design and create their garments imaginatively.
- 3.12 Pupils achieve well in a wide range of extra-curricular activities. Some have achieved notable successes with the support of the school, such as representation nationally in the European ski championships. Opportunities for more general participation in the academic co-curriculum have been more limited by the recent restrictions due to the pandemic, but several pupils have been successful. Some have gained top grades in LAMDA and ABRSM examinations. Others have achieved good levels of success in local and national academic competitions such as the Chemistry and Physics Olympiads and UKMT Mathematics. Art pupils have exhibited their work and participated successfully in national art competitions. Despite interruptions from the pandemic, over 150 pupils have completed a stage of The Duke of Edinburgh's Award scheme in the past three years, 14 of these at gold level.

- 3.13 Pupils' attitudes to learning are positive. They are unafraid to make mistakes. Most thrive within a culture where they feel safe, are encouraged to contribute and ask questions, and where divergent thinking is embraced. Both day pupils and boarders identified that they gain confidence as learners because staff are approachable and respond readily when asked for help. Pupils make progress in the school's open, respectful culture. In aesthetic studies, most pupils direct their own learning and make strong progress. They are proficient in carrying out projects independently with exceptional results. In photography, pupils demonstrated such independence clearly by experimenting with ideas as to how they might create images with the effect they desired. Many pupils show keen curiosity when developing their independent knowledge and understanding. Most pupils have a clear understanding of their level of achievement, and they are focused, demonstrating a clear desire to learn. They participate fully and enthusiastically in learning activities, capable of working alone but enjoying and contributing effectively to collaborative tasks. Often, however, pupils lack the desire for independence because they are not encouraged or given suitable opportunities to develop this trait. This was particularly true for some pupils with additional needs.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The development of pupils' self-understanding is good across all ages. Most pupils have good self-esteem and show strong awareness of their personal strengths and weaknesses. They develop great self-confidence at school and willingly express their views and contribute to discussions. They have self-discipline and are resilient. Many are reflective and able to use strategies to improve their own learning and relationships. Most pupils have a proficient understanding of how to improve their own learning and progress. As they mature, pupils demonstrate strong empathy. This development reflects the effectiveness of the personal, social and health education (PSHE) programme and the impact of care provided by the pastoral team and other staff. Pupils say they feel at ease in discussing their thoughts and opinions because the school provides a non-judgemental environment. Boarders commented on the vibrancy that half-weekly boarders bring to the houses with their differing perspectives on the world around them. They consider this helps to broaden their cultural horizons. Pupils feel that the school encourages them to be unique, with a variety of clubs available to try out. They say that they are encouraged to be different by the school, which celebrates everyone's talents regardless of what they are.
- 3.16 Pupils have strong reasoning and decision-making skills. They understand that their future success depends on their making good choices and decisions. Almost all pupils think for themselves, making appropriate choices and valuing the opinions of others. Most pupils talk confidently about making decisions related to their learning. These include deciding on daily tasks and making choices about future courses of study or activities. Many pupils are accomplished creative thinkers, often particularly successful when working collaboratively on decision-making tasks. They understand that the decisions they make are important determinants of their own success and that of their peers
- 3.17 Pupils demonstrate a quiet, embedded spiritual development. Pupils appreciate the value of every life and accept others of different faiths and none. They show maturity when discussing moral and spiritual aspects of written texts and commenting on current affairs. Pupils articulate clearly how and why a theatre project embraces inclusivity and encourages all to participate. Pupils understand and could explain the meaning of 'spiritual home'. Pupils enjoy sharing team and group experiences such as sport, plays and choirs. Occasionally they seek quiet, for meditation or prayer, and are mindful of the wonder of life and the natural world, particularly in their rural surroundings. Many pupils find inspiration in art or music, both in school and visits to art galleries and professional concerts.
- 3.18 Pupils' excellent moral development is evident in their treatment of each other. This is almost always characterised by kindness and acceptance. When pupils demonstrate verbal unkindness or unfairness, senior leaders are proactive in response. They ensure that pupils identify such lapses in their

treatment of others as wrong. Senior leaders review any desirable changes to guidance for pupils as a result. Pupils' moral awareness is also supported by teaching which reinforces positive moral values. In religious studies, the plight of the Uighurs was discussed fruitfully by staff and pupils in the context of prejudice and discrimination. Governors and senior leaders promote good manners and strong lasting friendship groups as positive contributors to pupils' well-being. When moving around the school, pupils are well behaved and display high levels of responsibility and moral understanding, upholding the ethos of the school. Pupils customarily have a strong sense of right and wrong, justice and fairness. In their response to questionnaires, a minority of pupils disagreed that pupils are always kind and respect each other and a similar proportion felt that they are not treated fairly. However, in discussions pupils explained that there was occasionally misbehaviour by a small number of their peers which they thought should be punished more harshly. However, when reflecting on the actions of others, pupils show appreciation of the importance of tolerance and empathy. They show maturity in altering their opinions after considering the views of others. Pupils understand and respect rules and social codes. They respond positively when shown that their behaviour is unacceptable. Pupils take responsibility for their own behaviour and in caring for their environment.

- 3.19 Pupils are socially aware. As they progress through the school, they develop excellent social skills and develop the ability to work more effectively with others. In the responses to the pre-inspection questionnaire, most parents agreed that the school equips their child with teamworking and other skills they need in later life. Inspection evidence shows that pupils enjoy working together in groups to solve problems and achieve common goals. They are sensitive to the needs of others and become adept at stepping outside of their comfortable friendship zone to collaborate with anyone. Older pupils show unprompted concern for younger pupils and the school has harnessed their positive attitudes in a successful boarding buddies initiative. Boarders say that they have a strong sense of belonging in the community which helps them to work with and support others successfully. They appreciate that they have a collective responsibility to show concern for one another and do so. Pupils display maturity and individuality and are eager to participate. Pupils frequently give each other high levels of support, celebrating and congratulating each other's achievements. They show a clear desire to help each other to raise their individual and collective achievement. Pupils are quick to help others. A plethora of pupil-led clubs and support groups such as the LGBTQ+ group is testament to the strength of pupils' desire to contribute to improving the lives of others. During the year, several pupil-led fundraising events resulted in significant contributions to charities. Recent events have included sponsored 'hat wearing' to support a case of a head injury and making and selling oven mitts in aid of a refugee charity. Many older pupils volunteer for the sixth form outreach scheme. Through this they commit to weekly sessions helping primary school pupils as sport leaders and helping with reading and mathematics. Younger pupils commented that they would like greater involvement with the local community through increased outreach activities. Inspectors found that school leaders have already understood their wishes and a fitting programme is in the advanced stages of planning. Boarders readily take on positions of responsibility, such as in the boarding buddies scheme. Older pupils step up successfully to be boarding prefects. They take their roles seriously and cultivate the caring ethos of the school successfully. Boarders of all ages participate enthusiastically in the numerous activities afforded to them, with craft activities, baking and cake decorating being a particular highlight.
- 3.20 Pupils show a strong awareness of diversity within society and value this. They show a high level of respect, sensitivity, and tolerance to those from different backgrounds, communities and traditions. Diverse groups within the school mix readily. Pupils lead activities and clubs which promote diversity and these are well attended by pupils from across different year groups. This adds to harmony within the school. Pupils say that discussions are interesting when people have a different perspective on issues. Boarders stated that boarding gives them the confidence to speak to people of different nationalities and backgrounds. They celebrate the diversity of the boarding community and welcome international pupils. In art, pupils explore diverse artist research within their sketchbooks successfully. Pupils' work displayed around the school depicts and celebrates a wide variety of different cultures and traditions. This includes reference to indigenous tribes and race, such as a collage response to

recent increased awareness surrounding colonialism and the slave trade. Sixth form pupils showed good awareness of the needs of diverse groups when the consequences of monetary policy for different groups within society were considered in economics.

- 3.21 Pupils know well how to stay safe and develop a strong understanding of how to be physically and mentally healthy. They understand clearly how to stay safe online and are also acutely aware of the potential risk to mental health of any misuse of social media. Pupils thrive in the supportive, safe environment of the school. They are adept at making appropriate judgements on how to live a healthy lifestyle. Pupils show appreciation and well-informed choices as they select from the nutritious meals provided. The pupils' awareness as they discuss selecting from and participating in the large variety of sports clubs and aesthetic activities on offer demonstrates that they know the value of a balanced lifestyle, a healthy diet and exercise. They expertly manage the curricular and co-curricular demands they face in their busy lives.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and 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

Mrs Linda Smallwood	Reporting inspector
Mrs Kate McCarey	Accompanying reporting inspector
Mr Mark Wallace	Compliance team inspector (Head, ISA school)
Mr Robert Teague	Team inspector (Head, ISA school)
Mrs Becky Hayes	Team inspector (Deputy Head, ISA school)
Mrs Nicola Hawkins	Team inspector for boarding (Deputy Head, ISA school)