



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

AMESBURY SCHOOL

SEPTEMBER 2017



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SCHOOL'S DETAILS

School	Amesbury School			
DfE number	936/6052			
Registered charity number	312058			
Address	Amesbury School Hazel Grove Hindhead Surrey GU26 6BL			
Telephone number	01428 604322			
Email address	info@amesburyschool.co.uk			
Head	Mr Nigel Taylor			
Chair of governors	Mr Tarquin Henderson			
Age range	2 to 13			
Number of pupils on roll	339			
	Boys	201	Girls	138
	Day pupils	329	Boarders	10
	EYFS	46	Juniors	293
Inspection dates	19 to 21 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Amesbury School is a co-educational independent day and boarding school for pupils aged between two and thirteen years. Founded in 1870, the school moved to its current site near the village of Hindhead in 1917. It provides occasional boarding experiences for pupils in Years 6 to 8 for one week per term. The school is a limited company and a registered charity. It is administered by a board of governors, who are company directors and trustees of the charity.
- 1.2 The school is divided into three sections: The Early Years Foundation Stage (EYFS) for children attending Pre-Nursery, Nursery and Reception; the pre-preparatory for pupils in Years 1 and 2; the preparatory for pupils in Years 3 to 8. Boarders are accommodated in separated facilities within the main school building. Since the previous inspection, the school's leadership and management, including at governance level, has been re-structured. Outdoor areas for pupils' use have been re-organised, a new visual arts and dance studio have been added to the existing teaching facilities, and the EYFS building has been extended.

What the school seeks to do

- 1.3 The school's aim is to enable every child to develop the necessary skills, aptitudes and abilities to become an emotionally resilient independent learner. Further, it seeks to provide a caring community which encourages pupils' commitment, courtesy, co-operation, tolerance and compassion, and nurtures close partnerships between home and school.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 45 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, physical and specific medical needs, all of whom receive additional specialist help. There are no pupils attending the school with English as an additional language. Data used by the school have identified 26 pupils as being the more able in the school's population, and the curriculum is modified for them and for 128 other pupils because of their special talents in sports, visual and performing arts.

2. REGULATORY COMPLIANCE INSPECTION

Preface

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

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

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

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

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

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

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

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

Key Findings

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

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.6 **The 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

- 2.7 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-Nursery	Nursery

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities make excellent progress during their time at the school.
 - Pupils are highly independent and confident communicators, who keenly articulate their views and opinions to enhance their learning.
 - Pupils have extremely well-developed study skills and relish opportunities for analytical and hypothetical thinking in their learning.
 - Pupils have outstanding attitudes towards learning and enjoy the breadth of the curriculum.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop high levels of confidence and warmly embrace all new challenges.
 - Pupils speak passionately about all that the school provides and the strong support that staff provide.
 - Pupils have an excellent moral awareness and a mature understanding towards the importance of positive behaviour.
 - Pupils' empathy towards the needs of their peers is exemplary.

Recommendations

- 3.3 In the context of the excellent outcomes, the school might wish to consider to:
- Develop existing systems for tracking attainment further to include all phases and present a cohesive picture of a pupil's progress.
 - Extend opportunities for younger pupils to develop their leadership skills.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages and abilities, including boarders, develop high level skills which leads to significant success in their learning during their time in the school. The school does not take part in national curriculum tests, but on the available evidence, such as the school's own framework for data analysis, alongside the use of internal standardised tests, pupils' attainment is well above national age-related expectations. This high level attainment was also observed in the pupils' progress and achievement in lessons, scrutiny of their workbooks and further evidenced during discussions on academic performance with the pupils and staff. In the EYFS almost all children achieve the expected levels in attainment, with a large majority exceeding expectations by the end of their time in the setting. Pupils' excellent achievement is attributed to the careful monitoring by senior leaders and managers to ensure high quality teaching and that the pupils' progress is closely tracked. These processes help to ensure all pupils have the best opportunities to make progress and achieve highly, successfully addressing recommendations from the previous inspection. Whilst comprehensive structures are in place to measure attainment, these do not consistently interlink across all educational phases, such as the EYFS, to enable a clear picture of a pupil's progress over time. In their pre-inspection questionnaire responses, the overwhelming majority of parents comment positively on the range of learning experiences provided, the good progress of their child and the support for their academic needs. Similarly, almost all pupils cite that lessons are interesting, that they can be involved in a good range of activities, and the school gives them the opportunity to learn and make progress. At the end

of their time in the school, a good number of older pupils gains academic and non-academic scholarships to their chosen senior schools.

- 3.6 Pupils develop strong knowledge, understanding and skills across all areas of learning. During discussions, boarders spoke about the impact of their occasional boarding experiences on their academic success, stating that it enables them to be more independent and confident in their approach to learning. Pupils' communication competency is evident in all that they do and facilitated by the broad and balanced curriculum provided. In a geography lesson, pupils displayed excellent knowledge, ably articulating how tectonic plates can rub against each other to produce earthquakes, demonstrating their secure understanding of previous learning. Pupils of all ages take pride in their written presentation and enjoy writing in a variety of styles, such as creative stories about a pick-pocket and preparing a newspaper report on the death of Wat Tyler following the peasants' revolt of 1381. In the EYFS, children can confidently name the many initial sounds they have remembered from a previous activity. They write their names with correct letter formation and keenly embrace the challenge of blending sounds together to make simple words. Pupils with special educational needs and/or disabilities (SEND) make rapid progress from their starting points because of the timely support strategies that are quickly instigated by staff. This results from the different teaching approaches to meet their needs within lessons. During discussions, pupils with SEND speak proudly about their achievements, such as being confident now to read aloud accurately, which they had once considered an impossible feat. In a tennis lesson the use of balloons rather than small tennis balls, enabled SEND pupils to make considerable progress with ball control skills. More able pupils relish the challenge that vibrantly paced lessons provide, and the opportunity to share and extend their knowledge. In French, older pupils capably extended comparative sentences and younger pupils, during topic work, were enthusiastic in recounting facts learnt in a previous lesson about Japan.
- 3.7 Pupils develop strong numerical skills, which they adeptly apply across many areas of their learning. During a physical education lesson, pupils demonstrated their clear understanding of symmetry and shape, confidently putting forward reasons for the importance of these factors in balancing manoeuvres. In information and communication technology (ICT), pupils capably applied their knowledge of angles to plan an algorithm when writing a program to draw a square. EYFS children confidently use language associated with capacity in their play outside, such as 'full and empty', predicting and then counting accurately how many spoons of dirt and containers of water they need to make a mud pie. Pupils are highly competent in using ICT for both research in lessons and to support their creativity, such as in geography to annotate diagrams and in a music lesson when they skilfully used electronic programs to design their own theme music for Star Wars. EYFS children have a secure understanding of technology, such as using electronic equipment to listen to favourite stories and rhymes. Pupils' excellent standards of achievement in these areas are because of the knowledgeable teaching, high quality cross curricular planning and resources which are good quality and plentiful.
- 3.8 Pupils relish problem solving activities and display high level analytical skills such as in history when analysing a map of Roman Britain and identifying possible transport routes using map codes. They demonstrate mature hypothetical thinking and keenness to explain their thinking. In science younger pupils theorised on how light travels from a torch to a target, surmising that it can't bend, but travels in straight lines. They linked this theory to the sun being a ball of light but which only shines on one side of the earth at any one time. In art, pupils demonstrate excellent critical thinking skills when creating a drawing of a doughnut, but with the added dimension of a bite taken from it. EYFS children are enthusiastic about investigating and problem solving activities, such as discovering that mixing yellow and red powder paint together makes orange and exploring how best to stretch elastic bands over cardboard tubing. This is because knowledgeable staff have a thorough understanding of children's developmental stages, and they plan activities which meet their needs and promote investigation, both inside and outdoors, fully addressing previous inspection recommendations. During discussions, pupils comment that lessons promote enquiry and challenge their independent

thought; they are keen to meet the high expectations teachers set. Further, they say that teachers offer significant support and guidance for improvement in the feedback on their work, through marking and tutorial sessions. This evidence does not support the very small minority of pupil questionnaire responses reporting that marking strategies and communication on progress is not always helpful.

- 3.9 Pupils are highly successful in their achievements beyond the classroom, such as in sports, music and performing arts. For example, they achieve notable success in both regional and national sporting competitions, such as cricket, hockey and tennis. A significant number of pupils learn to play a musical instrument, attaining good grades in external music examinations. In questionnaire responses, the overwhelming majority of parents and pupils comment that opportunities to be involved in extra-curricular activities are plentiful. During discussions, pupils say that the extensive programme of activities, which range from science, horse riding, chess to dance, arts and crafts and jewellery making, to name but a few, make a significant contribution to their learning. Boarders in particular, feel that the evening activities are one of the best factors of boarding. This is because leaders and managers value the importance of providing a holistic learning environment.
- 3.10 Pupils, including boarders and children in the EYFS have exceptionally positive attitudes to learning. They are focused and show a strong desire to succeed. In lessons, pupils apply themselves with due diligence and keenly embrace independent and collaborative learning, such as during an English lesson when they worked in pairs to critique each other's work, so to improve the quality. Pupils say that they enjoy opportunities to share thoughts and 'magpie' ideas from each other to further their own learning. Consequently, the school is highly successful in meeting its aim to develop within every child the necessary skills, aptitudes and abilities to become an emotionally resilient learner. Further, it results from the strong commitment and oversight that governance, leadership and management provide.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils, including those who board and attend the EYFS, develop excellent levels of personal development. They are happy, extremely resilient and confidently take all new challenge in their stride. During discussions, pupils say that staff consistently promote their self-belief and understanding that with perseverance they will succeed. For example, in an art lesson, pupils learn that taking care with the presentation of artwork is closely linked with work in their books for other subjects. In discussions, boarders cite that occasional boarding equips them with vital personal attributes, such as developing self-organisational skills. Recommendations from a previous inspection relating to improvement for pastoral structures within boarding have been successfully addressed. EYFS children confidently choose their own activities, asking staff for help when needed, such as guidance with putting on shoes following a dance activity. Pupils have a secure knowledge that these values prepare them well for future life. Pupils' outstanding outcomes in their personal development are attributed to the strength of the pastoral care system and the commitment by leaders, managers and the staff team towards ensuring every pupil's well-being.
- 3.13 During discussions, pupils express the view that making positive decisions and having the confidence to make them helps them to be independent and develop as an individual. They demonstrate excellent levels of perseverance, both in lessons and in activities. Further, pupils comment that they are encouraged to try and solve problems, but there is always adult help on hand. For example, older pupils in mathematics were encouraged to choose an appropriate level of challenge for their starting point when solving problems that would enable them to make optimum progress by the end of the lesson. In the EYFS, children happily make decisions in their play and approach new challenge in a self-assured manner, such as organising their personal items when they come into the classroom.

The promotion of autonomous thinking is deeply embedded in the school's ethos and supported by a vibrant curriculum and energetic teaching approaches.

- 3.14 Pupils develop strong spiritual awareness, which is attributed to the significant focus on appreciation of the benefits of self-reflection within the school's provision. Pupils have excellent opportunities to reflect, such as during a chapel service when they considered memories from the recent summer break and verbally expressed their thanks and gratefulness for their many wonderful experiences. Older pupils demonstrate well developed philosophical thinking in a research project on Catholic and Protestant intolerance in 16th century and why this would now be unacceptable today. Younger pupils, during a personal, social, health and economic education (PSHEE) lesson demonstrated deep levels of thinking about the importance of kindness. In the EYFS, children expressed joy at the wonders of nature such as collecting autumn leaves and wood during their time in the school grounds. Older pupils comment that they greatly enjoy their time relaxing in the giant sand pit, a resource which provides them with opportunity for therapeutic thought, such as exploring their creativity in sand modelling. Pupils' moral understanding is outstanding and they display a mature approach towards observing rules and adhering to behavioural codes. For example, older pupils and those who board, show advanced understanding that they have a duty of care towards younger pupils and that they must present themselves as good role models at all times. They comment on the importance of taking responsibility for their own behaviour and clearly know that negative behaviour has repercussions. The youngest pupils have a strong appreciation that rules are in place to help and guide them and ensure equality in the community. In the EYFS, children quickly respond to staff behavioural guidance, such as the importance of sharing toys. This is because of the clear understated behavioural ethos which permeates the school as a whole, nurturing pupils' self-discipline and moral responsibility.
- 3.15 Pupils have excellent social awareness and ability to work together for the good of the school community. During discussions pupils enthuse about the honour of representing their school, and the team work that this requires, in order to achieve success. Younger pupils feel that class charters, which they put together as a group, strongly promote their understanding of working collaboratively, listening to everyone's point of view to find common ground, which in turn lead to charter statements. There is a strong sense of openness and trust within the school community, which pupils respect. This is fully in line with the school's aim to promote strong community values. During discussions, pupils explain that staff set high expectations of self-responsibility; they are expected to work together and help one another. Boarders state that their experiences develop their appreciation of social differences and communal harmony extremely well. They feel they play an important role in contributing to the school community and state that any suggestions they make are given due consideration by senior staff and more often than not, acted on. Older pupils keenly embrace responsibility roles, such as heads of school, prefect roles and school council membership. For younger pupils, responsibility roles are less defined and some, during discussions, comment that they would value more opportunities to contribute towards the school community and develop their leadership skills. In the EYFS, children confidently embrace responsibility such as being the class leaders and happily help one another to tidy toys away without direction by staff. They have an extremely positive understanding of turn taking and listening, whilst their friends speak.
- 3.16 Wider afield, pupils make a significant contribution to the lives of those less fortunate than themselves, through local and international charity work and sharing their achievements with the local community. For example, pupils, during discussions, demonstrate great empathy with suffering in Africa, explaining that they took the initiative and organised a sponsored water walk, cake sale and car washing day. They are extremely proud of their achievements and feel that these ventures develop their cultural understanding well. Locally, pupils who are in the school choir enthuse about occasions when they visit the local centre for the disabled to sing. They comment their contributions appeared to cheer up the residents and made them feel quite humble that such a small thing had such a big impact on the lives of others. Pupils demonstrate overwhelming sensitivity and exemplary respect for the diverse needs of their peers. They comment that everyone has a right to be included

and explain that they always ensure that friends with physical disabilities are involved at play times. EYFS children are developing a good cultural knowledge through celebrating religious festivals such as Diwali and the Chinese New Year. Pupils' cultural understanding and respect for diversity is strongly promoted through the curriculum and pastoral care systems.

- 3.17 All pupils, including boarders and EYFS children, have an excellent knowledge of leading healthy lifestyles and keeping safe, which is attributed to the comprehensive PSHEE programme and the extremely well organised school environment, which is structured to promote the importance of physical and emotional well-being. In the EYFS, children play happily together on moveable toys that hold two persons. The driver carefully negotiates the road, explaining that careful driving is important to avoid accidents. They know that eating fruit at snack time promotes good health. Older pupils have a secure understanding of online safety as illustrated during discussions and in the positive responses of their questionnaires. Further they explain the dangers of social media use and inappropriate website access. In a science lesson pupils displayed well-developed understanding of how harmful micro-organisms adversely affect their health. Pupils greatly enjoy the many opportunities to be physically active and relax in the outdoor areas, which they feel helps them mentally and physically re-energise. They appreciate the importance of drinking plenty of water and making nutritious food choices at lunchtime, in order to maintain good health. In their questionnaire responses almost all parents were overwhelmingly positive about the school's success in meeting their child's pastoral and welfare needs and in supporting their child's personal development. Similarly, the vast majority of pupils cite that the school encourages tolerance, respect for others and provides them with a safe and healthy environment to enjoy. During discussions, pupils state that they enjoy their school life immensely and cite that Amesbury is an 'amazing' place for their education.

4 INSPECTION EVIDENCE

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

Inspectors

Mrs Sue Bennett	Reporting inspector
Mrs Elizabeth Bell	Compliance team inspector (Bursar, IAPS school)
Mrs Evelyn Gibbs	Team inspector (Head, IAPS, HMC school)
Mr Stephen Tompkins	Team inspector (Head, IAPS school)
Mr Lawrence Groves	Team inspector for boarding (Head, ISA school)