

# School inspection report

28 to 30 April 2026

## **Hall Grove School**

London Road

Bagshot

GU19 5HZ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

## Contents

<b>SUMMARY OF INSPECTION FINDINGS .....</b>	<b>3</b>
<b>THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....</b>	<b>5</b>
RECOMMENDED NEXT STEPS .....	5
<b>SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....</b>	<b>6</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE .....	6
<b>SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION .....</b>	<b>7</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION .....	8
<b>SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....</b>	<b>9</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING .....	11
<b>SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....</b>	<b>12</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY .....	13
<b>SAFEGUARDING .....</b>	<b>14</b>
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING .....	14
<b>SCHOOL DETAILS .....</b>	<b>15</b>
<b>INFORMATION ABOUT THE SCHOOL.....</b>	<b>16</b>
<b>INSPECTION DETAILS .....</b>	<b>17</b>

## Summary of inspection findings

1. Leaders have a clear vision for school development based on effective monitoring and self-evaluation. The proprietor maintains efficient oversight of the school, enabling him to ensure that leaders fulfil their responsibilities effectively. Leaders have a strategic approach to the management of risk and take effective and appropriate action to mitigate the risks identified.
2. The curriculum is suitably broad and designed to meet the needs and aptitudes of all pupils. Teaching is effective in considering the needs and prior attainment of pupils so that they make good progress.
3. Pupils who have special educational needs and/or disabilities (SEND) make good progress because of the care that is put into considering the support they receive. Pupils' performance is systematically monitored, and this information is used by leaders to ensure that support is targeted effectively.
4. Pupils who speak English as an additional language (EAL) make good progress because of the school's focus on the development of pupils' communication skills in English. These pupils' progress is closely monitored in order to determine the level of ongoing support they need.
5. Children in the early years are provided with a suitable range of activities that develop their skills. On entry, leaders assess pupils' development, which they use to inform their planning. They had noticed that the children's emotional development was weaker than in other areas. Consequently, they provide teaching and activities to address this. Teachers model how they overcome difficulties and mistakes. They provide guidance to parents to support this. Many experiences are designed for children to try new things or to take well-managed risks. Classrooms are designed and resources are made readily available so that children can self-regulate or express their emotions well. As a result, children show empathy, kindness and negotiate sensitively with each other. They take academic social and emotional risks appropriately. They understand the importance of expressing their views independently and how this contributes to democratic class decision-making. They show growing maturity and capacity for delayed gratification. The progress that children in the early years make in their emotional development is a significant strength of the school.
6. The curriculum is complemented by a well-resourced co-curricular programme. The programme is wide ranging and well co-ordinated. It supports pupils' skills, interests and personal development effectively. However, the programme is not yet fully embedded for the school's newly implemented provision for pupils beyond Year 8. Consequently, these pupils do not have the same breadth of opportunities to develop their skills and interests.
7. Leaders implement clear policies and procedures to ensure that behaviour is good around the school and in lessons. An effective strategy to prevent bullying is in place. Pupils' emotional, physical and mental health are successfully supported. Pupils are confident that there are adults to whom they can go with any concerns. A high proportion of pupils participate in, and achieve well in, physical activity. Leaders have a systematic approach to the management of health and safety, including fire protocols. Appropriate first aid is readily available when required.
8. Boarding provision is carefully led and managed by knowledgeable and experienced staff. Many pupils flexibly opt in and out of boarding because of the activities and opportunities that boarding presents. Conscientious supervision ensures boarders' wellbeing.

9. Pupils understand the importance of tolerance and respect for others. They are well informed of social and economic matters and in current affairs. Effective links with the local community ensure that pupils are well prepared to contribute positively to British society. The careers education programme enables pupils to make informed choices about their next steps.
10. The proprietor maintain a rigorous oversight of safeguarding practices at the school. Staff understand and implement the school's procedures for reporting any safeguarding concerns that might arise. Leaders carry out recruitment checks, as required by current statutory guidance, and these are recorded appropriately. Pupils learn how to keep safe, including when online.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- broaden the range of co-curricular activities for pupils above Year 8 in order to develop their personal interests and skills across a range of areas.

## Section 1: Leadership and management, and governance

11. Leaders and managers have the required knowledge and skills to fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils. The proprietor has a thorough knowledge of the Standards. He assures himself that the Standards are met by effective scrutiny and monitoring of the school's practice and procedures. He receives detailed reports, regularly visits the school and scrutinises documentation. He provides appropriate challenge and support to leaders.
12. Leaders have an accurate view of the school's effectiveness and areas for development. They carefully consider the impact that their actions have on pupils' wellbeing and success. Their methodical and detailed self-evaluation informs their strategic school development planning. This planning focuses on improving the impact on pupils' wellbeing in all aspects of the school's provision.
13. Leaders manage any parental complaints appropriately. They keep systematic records of these and the actions taken by the school in response. Complaints are dealt with within the timeframes stated in the school's policy. There is a well-understood process in place to handle any complaints that boarders may have.
14. Parents receive regular reports about their child's attainment, progress and attitudes to learning. Required information about the school, including its aims and ethos, is made available to parents, largely through the school's informative website. Leaders annually review the provision for any pupils with an education, health and care plan (EHC plan) and provide local authorities with appropriate information related to funding and finance.
15. Leaders have a comprehensive and robust approach to risk management. Leaders understand physical, welfare and safeguarding risks. They respond with urgency and diligence to potential risks when these are identified. Risk assessments detail appropriate steps taken to reduce or remove these. They guide staff appropriately in the management of any trips that boarders make. Leaders monitor risk assessments to check their continued effectiveness.
16. Leaders foster effective links with external agencies to support pupils' safety and wellbeing. In particular, they maintain an effective working relationship with local safeguarding partners. The school liaises with destination schools to enable pupils' smooth transition to their next steps in education.
17. The early years setting is well resourced. Leaders provide staff with training and guidance, so they develop a keen understanding of strategies to support children's resilience and self-esteem. As a result, children make good progress over time.
18. Leaders implement a detailed accessibility plan to enable access to the curriculum and facilities for all pupils, for example by providing ramps at exits and entrances. The school fulfils its duties under the Equality Act 2010.

### The extent to which the school meets Standards relating to leadership and management, and governance

**19. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

20. The curriculum is wide ranging and academically ambitious, building upon pupils' prior attainment. Pupils make good progress across different subjects. In mathematics and English, teaching focuses on pupils gaining a firm grounding in core skills. Subject content supports pupils to build their numeracy and literacy knowledge and skills over time. Pupils receive appropriate teaching that supports the development of their language and vocabulary, so that pupils can form increasingly complex sentences.
21. In the senior school, the curriculum is increasingly designed to prepare pupils for study at GCSE. The curriculum promotes reasoning tasks matched to pupils' prior attainment in mathematics and the development of technical vocabulary and sentence construction in English. Across other subjects, scientific enquiry, technical skills and creative exploration are further developed. As a result, pupils demonstrate secure knowledge, eloquent communication skills and develop a broad range of knowledge and understanding that supports their overall progress. Older pupils produce extended projects independently, which develops their knowledge and understanding in areas that reflect their interests and develops their study and research skills.
22. Lessons are well planned and enable clear progress. Teaching approaches provide appropriate challenge, make effective use of questioning and are grounded in expert subject knowledge. In French lessons, teachers model language, echoing and correcting pupils' responses and punctuation, introduce new vocabulary and encourage pupils to be ambitious in their speech. In geography, pupils readily recall previous knowledge about the Lake District, draw inferences from newspaper articles and apply their understanding to new work. As a result, pupils engage positively, apply effort, develop independence and motivation, and acquire knowledge and skills effectively.
23. Teachers clearly annotate pupils' books with feedback and there is regular and effective dialogue between pupils and teachers. Leaders use standardised assessments of mathematics, English, spelling and reading attainment to identify developmental targets. As a result, teachers are aware of the progress made by pupils and the actions required to meet identified needs. Teachers use assessment information to adapt lessons and tasks. This ensures next steps are clear and good progress is made.
24. There is a clear and systematic approach to identifying and supporting pupils who have SEND. The 'academic support team' operates as a hub to provide support for pupils and training for staff. Leaders provide regular training for staff to ensure that their knowledge of how to meet pupils' needs is current and responsive. This structured approach is enhanced through the use of learning checklists, assessment tools and regular observations by those with responsibility for provision for pupils who have SEND. This enables staff to identify barriers to learning accurately and adapt their teaching effectively. Consequently, pupils are monitored systematically, their needs are identified early and they are able to access the curriculum fully. Pupils who have SEND make good progress in their learning.
25. There is effective support for pupils who speak EAL. Pupils are assessed on admission, with tailored support for pupils put in place, dependent upon their need, until they have a working knowledge of English. Teachers provide support through the pre-teaching of key vocabulary and the use of digital translation tools. Leaders monitor the progress being made by pupils to determine the level of ongoing support required. As a result, pupils who speak EAL make rapid progress.

26. In the early years, teaching focuses on children's early communication and language development. Staff make use of songs, rhymes and stories to teach children new vocabulary. They monitor closely what children know and can do and address any gaps in children's learning. There is an appropriate balance of teacher-led and child-initiated activity. The early years classrooms are richly resourced with books and printed materials. Teachers take into account children's views in their planning. Children learn how to blend sounds to make words and quickly develop their reading skills. Children are confident in speaking to adults in expressing what they have learned.
27. Leaders ensure a wide programme of recreation activities that promote engagement and inclusion. The range of activities includes sport, creative arts, clubs and collaborative activities that encourage teamwork, challenge and participation. Consequently, pupils are highly engaged, develop resilience, communication and teamwork skills, and build confidence across a range of activities.
28. Although the school has begun to develop a broader range of co-curricular activities for pupils beyond Year 8, including opportunities to develop their leadership skills in sport and The Duke of Edinburgh's Award scheme (DofE), these have yet to be embedded. Consequently, the opportunities for these pupils to develop their skills and interests are more limited.
29. A variety of evening activities on offer to the boarders meet pupils' interests and many pupils opt in and out flexibly, depending on what is planned. All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Boarders have access to a wide range and choice of safe recreational areas, both indoors and outdoors.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 30. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

31. Teaching about respect for other people is embedded across the curriculum, so pupils learn to understand how to navigate a diverse society. Pupils are taught about disability in personal, social, health and economic education (PSHE) lessons, and the study of literature in English in Year 7 explores themes of identity and resilience. Age-appropriate news articles support discussions to help pupils understand different types of families. Storytelling is used to challenge unkindness, and events such as 'grandparents' afternoon' promote age awareness and intergenerational respect. Consequently, pupils develop respect for difference. They learn to challenge stereotypes, communicate with empathy and recognise the value of every individual.
32. The curriculum is enriched by many opportunities for pupils to learn and play outdoors. Younger pupils develop their skills in the 'Indiana Jones' adventure play area and pupils learn about the farm animals. From Year 4 upwards, all pupils carry out fieldwork projects annually at the school's outdoor learning centre in Devon. Pupils are responsive to the effect on nature of the changing seasons and the diversity in nature. The outdoor provision promotes pupils' curiosity and respect for non-material aspects of life.
33. Leaders promote a supportive environment that builds pupils' confidence through positive relationships, inclusive practice and the encouragement of participation in all aspects of the school's life. Calm and purposeful classrooms, the systematic use of praise and rewards and opportunities for reflection encourage pupils to take risks without fear of mistakes. Regular informal musical performances with audiences of parents, staff and their peers further encourage the development of pupils' esteem. Consequently, pupils show growing self-understanding, resilience and independence. They feel secure and valued and demonstrate positive attitudes and self-awareness in their learning and interactions.
34. The physical education (PE) curriculum is carefully planned to develop pupils' skills, confidence and enjoyment of sport throughout the school. Pupils build foundations in physical understanding from an early age, progressing to applying more advanced techniques in a wide range of team and individual sports. Provision is inclusive and adaptable, with activities based on pupils' prior attainment. Opportunities such as B team fixtures ensure that all pupils can participate and experience success. Assessment systems track pupils' progress and focus on individual development through fitness tracking and 'personal best' targets. Leadership opportunities, such as sports captains, and a clear emphasis on teamwork, resilience and communication support pupils' personal development. The curriculum promotes health and wellbeing through education on nutrition, exercise and lifestyle choices, as well as fostering a lifelong enthusiasm for physical activity.
35. Leaders provide relevant resources for PSHE. The curriculum is adapted to address any issues at the school. There is an effective relationships and sex education (RSE) programme in place. Through the age-appropriate study of topics such as families, relationships and puberty, pupils are well informed to make decisions, are able to build positive relationships and know how to stay healthy.
36. Leaders set high standards for behaviour, which is reinforced through assemblies, lessons and the consistent application of rewards and sanctions by staff. Leaders monitor the use of 'bee awards', house points, warnings and crosses to identify and address trends. This analysis supports the

consistent application by staff of rewards and sanctions. Consequently, pupils treat each other with respect and behave in a calm manner around the school.

37. The school's anti-bullying policy is well understood by staff and pupils. Staff respond quickly to resolve any incidents of bullying. In PSHE, pupils learn about the different types and effects of bullying and why bullying is not acceptable. Incidents are systematically recorded so that any trends can be identified and addressed. Leaders provide suitable support for those involved in or affected by bullying.
38. Leaders ensure effective and visible supervision, including staff circulating to monitor and support pupils during breaktimes and lunchtimes. In the early years, children are always within sight and hearing of adults and are supervised closely when they eat. Staff maintain calm and purposeful environments and provide reassurance to support positive behaviour.
39. Leaders ensure that suitable and accurate admission and attendance registers are maintained. Patterns of absence are monitored and resolved where required. Leaders inform the local authority about any attendance concerns and about pupils who leave and join the school at non-standard transition points. This helps to promote the safety and wellbeing of pupils.
40. There are well-maintained and suitable premises and accommodation, including in the boarding house, to promote the welfare of pupils. Leaders have established relationships with appropriately qualified external contractors. Together with competent staff, the wellbeing of pupils and staff is supported through practical steps to manage health and safety. A systematic programme of checks is in place to maintain safe use of equipment and facilities and there is an efficient response to any maintenance issues that arise. Regular fire drills take place for all the teaching areas and the boarding house. Fire extinguishers and alarm systems are routinely serviced and checked. Staff receive regular training, appropriate to their roles.
41. First aid is administered in a timely and competent manner. Staff receive first aid training and all staff in the early years are trained in paediatric first aid. More serious issues are escalated promptly to the school nurse, who communicates effectively with parents to ensure continuity of care. Suitable written records are kept of accidents and the administration of medicine. Medical facilities are suitable for pupils and boarders who become unwell or have specific medical needs.
42. Boarding accommodation is appropriate for the needs of the pupils and is effectively organised. Boarders are provided with clean, comfortable and well-organised environments, with an appropriate level of security and supervision. There are sufficient toilet facilities and washing facilities. Boarders can personalise an area of their accommodation with suitable posters and personal items, if they wish. Suitable protection is provided for boarders' personal possessions. Leaders ensure that boarders are provided with a variety of good-quality food. Leaders promote opportunities for pupils to take on meaningful roles within the boarding community, recognising the importance of developing responsibility, leadership skills and wider personal achievements. Through appropriate duties, mentoring and supporting younger boarders, pupils are encouraged to contribute actively to the community and model positive behaviour.
43. Structured activities such as outdoor play, role play, construction, finger gym, writing and group reading are embedded within the early years curriculum and these support children's development of fine and gross motor skills. Consequently, children demonstrate improved core stability, posture, balance and co-ordination. Skilled teaching and use of resources, such as listening areas and

Carefully sequenced learning, help children to settle, regulate their feelings and transition smoothly into learning. Creating their own rules encourages young learners to consider safety, fairness and care for living things. The diary-writing process, monitoring the growth of caterpillars, supports emotional literacy as children express excitement, curiosity and empathy for the caterpillars. Children show resilience when making close observations and revisiting their predictions, demonstrating early scientific perseverance and pride in their learning.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

**44. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

45. The curriculum provides pupils with opportunities to develop their understanding of human, social and economic matters through discussion of current affairs and environmental issues. Assemblies promote an understanding of the diverse nature of the school community and of society, including respect for differences that might not be visible. In PSHE lessons, pupils learn about the financial value of items. Pupils in the prep learn about savings and debt and pupils in the senior school learn about global trade. Pupils learn about different cultural perspectives and religious traditions. As a result, pupils learn respect for others' viewpoints and show increasing independence, responsibility and a readiness to contribute positively to society.
46. Leadership ensures that the promotion of British values is central to the school's ethos and consistently reinforced across all aspects of school life. Understanding of these values is taught through PSHE and other curriculum areas, visual displays throughout the school and through regular opportunities for discussion and reflection. From an early age, pupils learn about the value of ensuring their voice is heard in making class decisions democratically. Older pupils experience the democratic process and representation of views through the school council. Pupils learn about how laws are determined and upheld, including through activities such as learning about the legal consequences of anti-social behaviour and by writing to government ministers. Leaders ensure that a balanced perspective is presented consistently on political issues and that alternative viewpoints are presented without bias.
47. The careers education programme provides pupils with timely, impartial careers advice that meets individuals' interests and needs. For example, parents and external specialists contributed actively to the school's inaugural careers fair and pupils benefitted from the experience and insight of these groups. Staff provide all pupils in Year 9 with detailed advice to inform their GCSE subject choices.
48. Leaders ensure that the school's ethos is embedded in its positive approach to promoting high expectations of pupils' behaviour towards each other. Pupils are encouraged to be kind and staff promote values of fairness and honesty. Pupils demonstrate a clear understanding of appropriate behaviour, take responsibility for their actions, show respect to others and develop the confidence and moral awareness to make positive choices within the school community and beyond.
49. Leadership fosters a culture of responsibility, aspiration and community through the effective use of the house system. House captains in Year 8 lead house meetings, with staff providing supportive oversight, which empowers older pupils to take meaningful ownership of their roles and to model positive behaviour for younger pupils. This consolidates relationships through the school and promotes a sense of collective identity.
50. In the early years, children regularly contribute to whole-school initiatives, such as by making bird feeders to sell and raise money for local, national and international charities. This shows a commitment to embedding children's understanding of the importance of contributing to society from a young age. As a result, children develop a clear sense of social responsibility and recognise that their actions can have a positive impact on others. They begin to understand concepts such as empathy, community involvement and charitable giving, and they gain confidence in contributing to causes beyond their immediate environment. This early grounding supports the development of

compassionate, outward-looking learners who value helping others and working together for a shared purpose.

51. The environment and routines in the early years clearly promote autonomy, co-operation and positive behaviour, contributing significantly to children's emotional security and overall wellbeing. Children show mature social awareness and emotional regulation, such as when they discuss turn-taking. They independently negotiate fair solutions, sealing their agreement with a handshake. This child-led negotiation reflects growing confidence, empathy and ability to resolve minor conflicts without adult intervention.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

- 52. All the relevant Standards are met.**

## Safeguarding

53. There is a vigilant culture of safeguarding in the school. Safeguarding arrangements are robust and reflect the requirements of current statutory guidance. Leaders with designated safeguarding responsibilities respond promptly and appropriately to any safeguarding concerns that arise. They consult with external safeguarding partners and refer safeguarding concerns to them when appropriate. Suitable arrangements for the handling of allegations against staff or senior leaders, including low-level concerns, are in place. Leaders keep suitable records of safeguarding concerns and the decisions and actions taken in response to these.
54. The proprietor maintains an effective overview of the safeguarding policy and procedures. He undertakes suitable training in safeguarding and conducts thorough reviews of safeguarding practice at the school.
55. Safeguarding induction and training for staff, including for the safeguarding team, are thorough, regular and in line with local requirements. Leaders provide safeguarding updates and scenario-based training for all staff, supplemented by online courses that assess staff understanding. Staff understand their safeguarding responsibilities and know how to escalate concerns when required.
56. Leaders provide a number of ways for pupils to raise any concerns that they might have. Pupils are informed whom they can go to should they wish to share any concerns. The availability and the role of the school's independent person are known to boarders.
57. Leaders ensure that all appropriate safer recruitment checks on adults who work with pupils or reside in boarding houses are made in a timely manner and accurately recorded in a suitable single central record of appointments.
58. Pupils are taught how to keep themselves safe, including when online. A suitable internet filtering and monitoring system is in place. Any alerts are swiftly reviewed by members of the safeguarding team, who take action as required. These systems are tested regularly by the school.

### The extent to which the school meets Standards relating to safeguarding

- 59. All the relevant Standards are met.**

## School details

<b>School</b>	Hall Grove School
<b>Department for Education number</b>	936/6444
<b>Address</b>	Hall Grove School London Road Bagshot Surrey GU19 5HZ
<b>Phone number</b>	01276 473059
<b>Email address</b>	schooloffice@hallgrove.co.uk
<b>Website</b>	www.hallgrove.co.uk
<b>Proprietor</b>	Mr Alastair Graham
<b>Headteacher</b>	Mr Neil Tomlin
<b>Age range</b>	3 to 16
<b>Number of pupils</b>	455
<b>Number of boarding pupils</b>	21
<b>Date of previous inspection</b>	16 to 18 May 2023

## Information about the school

60. Hall Grove School is a co-educational day and boarding school located between Bagshot and Windlesham in Surrey. The school is a limited company owned by a sole proprietor. Since the previous inspection, the school has increased the upper age range of its pupils. The school operates in two sections: the prep school, for pupils from Pre-School to Year 8, and the senior school from Year 9. Currently, the oldest pupils in the school are in Year 9 and are expected to be the school's first cohort to be entered for GCSE examinations.
61. There is a small number of weekly boarders, augmented by those who flexi-board, either regularly or on demand, from age seven and up. The boarding house is located on the upper floor of the main school building.
62. There are 60 children in the early years, comprising two Pre-School and two Reception classes.
63. The school has identified 86 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
64. The school has identified English as an additional language for 17 pupils.
65. The school states its aims are to provide a safe, secure and happy environment, to offer a broad and balanced curriculum with a commitment to academic, cultural and sporting excellence whilst having a distinctive family atmosphere with a strong sense of community and a high level of pastoral care where children and staff can flourish. It further aims to offer a sense of fun and adventure, to provide opportunities for developing leadership and citizenship and for making a positive contribution to the school and its local community. It also seeks to develop pupils as individuals who are self-reliant, confident, courteous, independent thinkers, open-minded and fair, and to enrich the curriculum through outdoor pursuits and performing arts.

## Inspection details

### Inspection dates

28 to 30 April 2026

66. A team of five inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and house meetings
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

68. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)