

School inspection report

16 to 18 September 2025

St Christopher School

Barrington Road
Letchworth Garden City
Hertfordshire
SG6 3JZ

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

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders create a supportive and collaborative environment where pupils feel at ease and are encouraged to thrive personally and academically. The school's distinctive ethos, which includes the use of first names and a non-uniform policy, fosters responsible individuality, self-confidence and mutual respect. Leaders actively promote opportunities for pupils to share their views, with a well-structured student council leading to tangible changes within the school community.
2. Leadership and governance are effective and work in close partnership to ensure the school's aims and ethos are embedded in practice. A robust committee system and an annual skills audit ensure governors have strategic oversight and understand where changes are needed. They use data effectively to scrutinise key areas, such as provision for pupils who have special educational needs and/or disabilities (SEND). Governors conduct regular visits to ensure contextual risks are understood and addressed and that Standards are consistently met
3. The curriculum is well balanced and effectively designed to support pupils' diverse needs and aspirations. Achievement data in the early years and in GCSE and A level examinations shows that pupils make good progress. Leaders' focus on communication and language development in the early years ensures children are well prepared for their next steps. A range of co-curricular activities develop pupils' independence, thinking and life skills. Pupils are confident, self-motivated, and respectful, and engage enthusiastically with a broad curriculum and a wide range of activities.
4. Where teaching is most effective, it secures good pupil progress by offering a variety of engaging activities that encourage a culture of curiosity and a desire to learn among pupils. However, the quality of teaching and the consistency of assessment practices are not robust across all subjects and year groups, which can hinder progress for some pupils.
5. Leaders have not yet developed effective systems to identify and meet the needs of all pupils who speak English as an additional language (EAL).
6. Leaders demonstrate a clear commitment to pupils' physical and mental health. Facilities include a new pastoral building with dedicated wellbeing spaces for pupils, and leaders have introduced a tool for tracking pupil wellbeing. Leaders ensure a secure environment through robust risk management and site security. They employ an effective approach to the management of behaviour and track incidents carefully. Effective boarding provision ensures pupils' health and safety needs are consistently met.
7. Leaders effectively promote pupils' understanding of human and social education. Pupils learn about democracy, economic principles and social responsibility through their lessons. They gain a sense of community through initiatives such as caring for on-site animals and the 'Thursday Opportunities (Opps) programme', which offers a range of activities that encourage pupils to discover and hone their interests and foster connections across different year groups.
8. Leaders and governors work in close partnership to prioritise the safeguarding of pupils. Leaders create a positive culture where all staff are well trained and vigilant. Pupils feel safe and know who to approach with concerns. Robust systems, including rigorous monitoring of internet use and thorough safer recruitment practices, enable leaders to manage the risks of harm to pupils effectively, both on the school site and in the wider community.

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:

- Ensure an assessment framework is consistently used across all year groups so that teaching is continually informed by aptitudes and prior attainment, enabling effective progress for all pupils
- develop the provision for pupils who speak English as an Additional Language (EAL) to ensure lesson planning consistently meets their needs and enables good progress
- monitor teaching quality to ensure that well-planned lessons and effective teaching methods consistently foster pupils' interest, self-motivation and independent thought in all lessons.

Section 1: Leadership and management, and governance

9. Governors and leaders prioritise the wellbeing of pupils in the decisions they make. For example, recent significant developments in pastoral care and safeguarding arrangements have led to the introduction of a central pastoral and mental health hub and the use of an online tool to track the wellbeing of pupils from Year 3 upwards. The decision of leaders to have no school uniform is seen by pupils as encouraging responsible individuality and allows them to focus on their learning. The use of first names between staff and pupils encourages an atmosphere of mutual respect, approachability and trust.
10. Leaders and governors possess secure skills and knowledge appropriate to their roles, effectively fulfilling their responsibilities across all aspects of the school. The aims and ethos of St Christopher School are strongly promoted by leaders and are actively woven into the school culture, emphasising the importance of treating each pupil as an individual.
11. Governors use their specialist knowledge in safeguarding, SEND, boarding and leadership to provide strategic oversight and ensure that the school's policies are effectively implemented. Governors monitor the effect that leaders' decisions have on pupils through regular visits to school to talk to pupils and staff. They visit school regularly and work closely with leaders to ensure that statutory guidance is followed and Standards are consistently met.
12. Leaders understand their responsibilities for safeguarding pupils and ensure that all staff understand their roles in protecting pupils from harm. Leaders make effective use of data from online systems which ensure they have a full picture of individual pupils' needs. Leaders work closely with external agencies, including the local authority, who provide training for staff and further support for pupils when needed. Parents are kept informed about important matters, such as safeguarding issues, through clear and regular communication.
13. Leaders' decision-making in relation to the curriculum is guided by a clear vision for providing a flexible and responsive education that meets the needs of all pupils. The curriculum incorporates a blend of academic and vocational courses, which supports pupils' diverse aspirations and helps them develop skills for life after school. New A level and BTEC subjects have been introduced in response to pupil feedback. In the early years, leaders use pupil performance data effectively to identify strengths and areas for improvement, and they have implemented a new academic reporting system to monitor progress more closely.
14. Leaders responsible for pupils who have SEND possess the appropriate knowledge, skills and experience in all phases of the school, including the early years. Leaders have a clear and structured approach to the early identification and assessment of pupils who have SEND. The focus of leaders on early intervention ensures that emerging needs are identified and addressed in a timely manner. Leaders work closely with teachers to ensure that plans are adapted to be accessible for those with additional needs, so that all pupils are able to make good progress.
15. Leaders have effective oversight of risk, including those which are less easy to notice. They take appropriate action in reviewing and managing risks, including those relating to curriculum areas, buildings, vulnerable pupils, school activities on and off site and specific contextual risks. Any near-miss incidents are reviewed by the governing body who ensure that action is taken where necessary. The leadership of boarding is well managed and effective. Additional security measures are in place

to mitigate risks specifically for boarding pupils. Risk assessments are in place for all activities, including those relating to animals such as alpacas and chinchillas, ensuring the safety of pupils, staff and animals alike.

16. Leaders operate a clear complaints process with defined stages and timelines. Complaints are handled promptly by leaders, observing published timescales, and records of complaints and outcomes are kept by the school as required.
17. Through regular reviews of the detailed accessibility plan, leaders ensure that requirements under the Equality Act 2010 are addressed. Leaders actively monitor and address issues related to diversity and inclusion through data from online platforms and partnerships with racial equality charities.
18. Key policies are published on the website, ensuring that statutory information is readily available. The school's aims and ethos are made clear. Leaders ensure that all required information is made available to external agencies as required, including relating to pupil attendance. Leaders provide information to local authorities regarding any pupils with an education, health and care plan (EHC plan), including that relating to the use of funds.

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. Leaders ensure that the school curriculum offers a blend of academic and vocational courses to support the diverse needs and aspirations of pupils. Required areas of the curriculum are covered in all years. In the early years, teachers plan activities carefully so that children's communication and language needs are well supported. Staff prioritise developing these skills, enabling children to learn to explain their ideas in a confident and articulate way. A focus on communication by teachers ensures that children receive a good start to their education and are well prepared to move into Year 1. Teachers ensure children develop their logical thinking through activities like sorting, sharing, and matching. In the junior and senior schools, the curriculum is broad and offers opportunity and choice, including subjects such as animal care and digital music production alongside more traditional courses. In the sixth form, teachers provide expert tailored support and individualised routes through qualifications in creative subjects, which encourages pupil engagement and achievement. Leaders design a flexible curriculum to encourage pupils' independence so that they take responsibility for their learning. This enables good academic progress and readiness for future study or employment.
21. In the most effective lessons, teaching enables good progress and develops pupils' skills. Lessons are well structured, offering a variety of activities that engage pupils' interests and develop pupils' ability to guide their own learning. Specialist teaching in subjects including music, PE, swimming, French and outdoor education helps children in the early years reach appropriate levels of attainment and develop a diverse range of linguistic, technological, aesthetic and creative skills. In lessons in other sections of the school, where teachers use a wide variety of resources and techniques to enhance pupils' understanding, progress is rapid. Pupils improve their problem-solving skills, are self-motivated and want to make progress. For example, pupils are encouraged to express their own ideas on the symbolism within a given text, which helps develop their literacy and speaking skills. In science lessons, pupils learn to consider the financial, ethical and economic arguments involved in managing food production, and learn to analyse, apply and evaluate material from a wide variety of sources. Teachers have good subject knowledge. They use precise vocabulary and clear explanations. The best lessons are characterised by the encouragement of curiosity and a desire to learn, where pupils ask insightful questions and apply their prior learning. However, some lessons are not effectively planned or resourced, so that pupils' interest, self-motivation, and independent thought are not promoted, resulting in slower progress. Leaders do not routinely monitor the quality of teaching to ensure that pupils make progress in all lessons.
22. In the early years and at GCSE and A level, the tracking of progress is thorough and consistent. Older pupils make effective use of assessment folders and target trackers to reflect on their progress. However, the school's assessment framework is not yet consistently applied across all subjects and year groups. While some subjects have a rigorous assessment system, with clear actions to support individual pupils communicated to parents, in others there is no assessment of individual pupils' progress against their starting points.
23. Leaders have a clear and structured approach to the early identification and assessment of pupils who have SEND. Teachers employ strategies such as providing lists of key words and adjusting seating arrangements to support pupils' learning and development. Leaders design the school's curriculum and teaching approach to be inclusive, and pupils who have SEND feel that their needs are met. They make good progress as a result.

24. The policy and procedures for identifying and meeting the needs of those pupils who speak EAL are not sufficiently robust. Whilst some one-to-one teaching takes place, pupils requiring support are not formally or routinely identified so that not all pupils who speak EAL make good progress.
25. Leaders ensure that boarding makes a significant contribution to pupils' education, training and recreation. Boarders benefit from a variety of organised activities that enrich their learning and personal development. Boarding staff provide a supportive and comfortable environment that encourages academic focus, with dedicated prep time during which the pupils have access to the help of teachers.
26. Leaders design the recreational programme to develop a range of skills in pupils from the early years upwards. Younger pupils benefit from activities such as weekly swimming lessons and time spent outdoors participating in activities such as apple harvesting. Some activities are undertaken with older pupils, promoting positive relationships across year groups. These activities not only extend pupils' knowledge and skills but also develop their self-confidence. The 'Opps' programme provides a broad range of activities, from robotics and golf to debating. These promote intellectual and creative skills beyond the academic curriculum, thus preparing pupils for future life.
27. Sixth form recreation is supported by a variety of co-curricular and leadership opportunities. Older pupils also benefit from having use of the school site in the evenings and at weekends, with a variety of activities organised for them. Pupils actively participate in various sports and boarders have access to spacious communal areas for socialising within the well-run boarding house.
28. The school houses animals on site, including alpacas, chinchillas and Indian runner ducks, as a distinctive element of its curriculum. This helps to build a sense of community, as younger and older pupils mix whilst caring for them. The keeping of these animals also contributes to a Level 2 BTEC in animal care, which is offered as a vocational course.

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

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

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

30. The school's curriculum and ethos actively encourage the development of pupils' physical and mental health and emotional wellbeing. Although the school holds no formal worship, it fosters pupils' spiritual development through the regular practice of collective silence in assemblies and by providing quiet places for them to reflect or pray. Boarders are supported to attend places of worship approved by their parents. By supporting individual needs, boarding staff enable pupils to respect and understand one another's differences.
31. The school's curriculum and culture contribute significantly to developing pupils' self-knowledge, self-esteem and self-confidence. Teachers create a supportive classroom environment throughout the school, which allows pupils to contribute confidently to discussions and share their thoughts. Leaders consider pupils individually and effectively support pupils with additional needs. For example, pupils can use classroom exit passes to self-regulate in dedicated 'recharge rooms' with the support of staff when needed. Pupils' self-esteem and confidence in their academic progress are enhanced through this provision.
32. In the early years, children's physical, emotional and personal development are well supported. Children learn about brushing their teeth and healthy foods, and are keen to try new fruits during snack and meal times. Teachers give children opportunities for regular physical activity which develops their motor skills, for example walking through woodland, using the climbing equipment and swimming. Staff provide a calm learning environment and build nurturing relationships for children. As a result, children show increasing levels of resilience, self-awareness and self-control, as demonstrated by their pride and confidence in articulating their individual strengths and talents.
33. The physical education (PE) curriculum is broad, balanced, and highly effective. Leaders act on pupils' suggestions and introduce activities like trampolining and 'tchoukball', which have a positive impact on increased pupil engagement. The choice-based system for PE in Years 10 and 11, which includes a wellbeing option with activities like yoga and boxing, has resulted in increased attendance and participation. The 'sport education' programme in Year 9 trains pupils to be coaches and allows them to take on leadership roles. As a result, pupils thrive in their physical education. This, together with opportunities for inter-house sports and fixtures with local schools, is used by leaders to ensure comprehensive physical education for all pupils.
34. There is comprehensive supervision of pupils of all ages by staff outside of lesson times during the school day.
35. The school provides a well-structured personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculum in all years. As a result, pupils demonstrate high levels of self-knowledge and self-esteem at all ages. Pupils learn about sensitive issues and are supported to make confident decisions around health, wellbeing and relationships. PSHE lessons help raise awareness of safeguarding issues such as extremism and online risks. Lessons are delivered by well-trained staff and are age-appropriate, with an emphasis on open discussion of sensitive topics. Parents are kept informed and are invited to discuss any concerns, particularly regarding RSE.

36. Leaders operate a clear behaviour policy and deal with incidents of poor behaviour or bullying, favouring a restorative justice approach. Pupil behaviour is generally good throughout the school, and there is a mutual respect among pupils and adults. Pastoral leaders are quick to respond to difficulties and communicate effectively with each other. As a result, bullying is rare but is addressed effectively when it occurs. Sanctions in the junior and senior school are fair and consistent.
37. The school's premises and accommodation, including arrangements for managing health and safety, are well managed. Leaders are effective in managing site security. They use a digital system to monitor and mitigate risks, and any maintenance concerns are addressed swiftly.
38. The school maintains detailed and accurate admission and attendance registers. Leaders have introduced a bespoke tracking system to monitor attendance and look for trends. This positively impacts attendance and supports the wellbeing of pupils. Leaders understand their responsibility to refer persistent absence to the local authority. They contact the local authority as required when pupils join or leave the school at non-standard times.
39. Leaders have introduced a newly refurbished, spacious and well-equipped medical centre for the care of pupils. Well-trained staff administer first aid, and staff communicate promptly regarding medical incidents. The first aid needs of all pupils are met effectively.
40. Boarding accommodation is comfortable and clean. Communal areas for socialising are spacious and well equipped, and the facilities for preparing snacks are appreciated by pupils. Boarding staff are well trained in first aid and care for boarders who are sick. The school has a robust system for tracking boarders who visit guardians and for conducting regular fire drills. Boarders feel at ease, raising concerns directly with house parents, and their suggestions through the school council have led to tangible changes, such as adjusting the start time for prep.

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

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

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

42. The school's ethos is clearly articulated by leaders and places a high value on respect. Democratic processes are highly structured in the student council, where pupils' suggestions lead to changes in school life. Through active contribution, pupils have a practical experience of how to contribute to a democratic society. The curriculum actively promotes mutual respect and British values, which are taught to all pupils in PSHE lessons and reinforced through discussions about democracy and tolerance. Through the PSHE curriculum, leaders ensure pupils of all ages are taught about democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Boarding pupils' active participation in decisions about school life, including through boarding representatives on the school council, allows them to contribute to the school's democratic processes and influence change.
43. The school provides a curriculum that effectively promotes pupils' understanding of human and social education. Through the English and psychology curriculum in the senior school, pupils explore complex social dynamics and learn to apply concepts of democracy and economic wellbeing to their own lives and to British society. Pupils of all ages learn social responsibility through their care of the animals on the school site, as well as through participating in structured mealtimes that promote sharing and consideration between pupils of all ages. Pupils in the early years benefit from being involved and sharing their daily lives with the older pupils in activities such as apple harvesting, gardening and looking after the animals. Leaders encourage boarders to socialise in communal areas, to help them develop good relationships and a sense of belonging across different year groups and genders.
44. Economic education is embedded across the school curriculum. In the early years and junior school, pupils begin to develop financial vocabulary through fundraising activities for charities. Pupils learn to solve problems with money and develop skills of social responsibility by managing their belongings. In the senior school, leaders ensure pupils develop their understanding of economic principles through cross-curricular learning and co-curricular clubs. For example, in biology pupils consider the financial, ethical and economic arguments of food production, giving them a broader economic awareness. In a medical physics project, Year 10 pupils are challenged to think about costs in the NHS, applying real-world financial implications to their theoretical study. Through the school's enterprise club, older pupils apply financial theory learned in PSHE lessons to budget, research products and maximise profit. In the student-led robotics club, pupils engage in fundraising to support a trip to the world championships.
45. Leaders deliver up-to-date, impartial careers guidance through the PSHE curriculum. In Years 7 to 13, pupils learn to use an online careers tool to research potential career paths. A range of visiting speakers supplement the curriculum so that pupils are able to make informed choices about a broad range of careers options. Leaders give pupils tailored advice regarding higher education, including for those considering gap years or degree apprenticeships. Leaders make effective use of external speakers to discuss careers in public roles with pupils of all ages. For example, visitors who discuss careers in government and politics offer direct insight into public service institutions.
46. Leaders design the PSHE curriculum to play a central role so that pupils learn about the principles of right and wrong. The curriculum tackles sensitive subjects, and leaders encourage open discussion so that pupils develop informed opinions around health, wellbeing and relationships, discerning right

from wrong. PSHE lessons make an effective contribution to pupils' knowledge and understanding of what it means to be a good citizen.

47. The school provides a well-structured and wide-ranging programme of activities that promotes pupils' social development and their understanding of community effectively. Through the 'Opps' programme, for example, pupils from different year groups mix and are encouraged to take on leadership roles. Older pupils mentor groups of younger pupils in various sports and music sessions, while others are trained to be coaches and referees through the 'sport education' programme. This encourages a sense of community and responsibility among pupils. These opportunities, combined with the democratic processes of the school council, ensure that pupils develop into confident, responsible, and socially aware individuals. The community service programme further develops empathy and social responsibility through volunteering with local charities and running events for nursery and infant schools. Through this, pupils learn to understand their roles as active citizens.

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

48. All the relevant Standards are met.

Safeguarding

49. Leaders put in place effective arrangements to safeguard and promote the welfare of all pupils, including boarders and those in the early years. Leaders ensure all staff receive a range of appropriate and up-to-date training that reflects changes in statutory guidance. Leaders run an induction programme for new staff which makes clear the school's safeguarding culture and values. The designated safeguarding lead (DSL) ensures safeguarding remains a priority for staff through weekly briefings.
50. Governors provide an appropriate level of challenge and support for leaders with responsibilities for safeguarding. They are informed by regular visits to school, meetings with leaders and scrutiny of documents.
51. Senior leaders and staff demonstrate a thorough understanding of contextual safeguarding, particularly in relation to external risks such as county lines and the school's rural location. They have made closer links between the safeguarding, pastoral and learning support teams to monitor vulnerable pupils more effectively. Staff understand their responsibilities. Adults in the early years understand the individual needs of pupils and are quick to notice any behavioural change which may indicate a safeguarding concern. Staff understand the school systems for raising concerns about pupils or colleagues.
52. Pupils understand what safeguarding is and know who to approach if they have a concern. Safeguarding is embedded in the curriculum through PSHE, 'company time', and morning talks, which raise awareness of issues such as online risks. Leaders provide a range of adults available to pupils to support them, including a dedicated independent person for boarders. Pupils feel safe and secure within the school environment and value the positive relationships they have with staff. These relationships, along with a vigilant approach from staff to notice subtle changes in pupils' behaviour, help to identify and address any potential safeguarding issues early.
53. The school has effective measures in place to manage risk and protect pupils from harm. The school's internet filtering and monitoring systems are rigorous, and leaders act on any alerts promptly. The checking of these systems is regular and robust. The school maintains close links with external partners, including the local authority.
54. Safer recruitment practices are embedded when new staff are appointed, with at least one leader who has received safer recruitment training on every interview panel. The headteacher signs off on all pre-employment checks, which are meticulously recorded on the single central record. This record is subject to half-termly scrutiny by senior leaders and regular external audit to ensure full compliance with the Standards.
55. The school provides a secure and safe environment for its boarders. Regular checks are carried out with boarders who stay with guardians to ensure their safety and wellbeing. Careful risk assessments are conducted for all activities involving pupils, including boarders and children in the early years.

The extent to which the school meets Standards relating to safeguarding

56. All the relevant Standards are met.

School details

School	St Christopher School
Department for Education number	919/6028
Registered charity number	311062
Address	St Christopher School Barrington Road Letchworth Garden City Hertfordshire SG6 3JZ
Phone number	01462 650850
Email address	hello@stchris.co.uk
Website	www.stchris.co.uk
Proprietor	St Christopher School (Letchworth) Ltd
Chair	Mrs Alison Burrows
Headteacher	Mr Rich Jones
Age range	2 to 18
Number of pupils	488
Number of boarding pupils	43
Date of previous inspection	26 April 2023

Information about the school

57. St Christopher School is a co-educational day and boarding school located in Letchworth Garden City, North Hertfordshire. The school is on one site and comprises the junior school, including the early years foundation stage (EYFS) setting, and the senior school, which includes the sixth form. The school is a charitable trust overseen by a board of governors. Since the previous inspection a new chair of governors was appointed in October 2024.
58. Boarders are accommodated in a single boarding house that is located centrally within the school grounds. The school accepts boarders from Year 7 to the sixth form.
59. There are 24 children in early years which comprises two Nursery classes and one Reception class.
60. The school has identified 156 pupils as having special educational needs and/or disabilities. There are 24 pupils in the school who have an education, health and care plan.
61. The school has identified 43 pupils for whom English is an additional language.
62. The school states that its aims are to be a continuously developing community of children and adults in which all are valued as individuals and encouraged to develop in curiosity, competence, judgement, kindness and courage. The school aims for its pupils to become self-disciplined and self-motivated individuals and independent learners and creative thinkers. The school seeks to prepare pupils for happy and fulfilled lives in the service of others.

Inspection details

Inspection dates

16 to 18 September 2025

63. A team of 6 inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair of governors
- 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 boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. 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**.

Independent Schools Inspectorate

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

For more information, please visit isi.net