



**ISI** Independent  
Schools  
Inspectorate

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

**Adcote School for Girls**

**November 2018**



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### School's Details

<b>School</b>	Adcote School for Girls			
<b>DfE number</b>	893/6003			
<b>Address</b>	Adcote School for Girls Little Ness Shrewsbury Shropshire SY4 2JY			
<b>Telephone number</b>	01939 260202			
<b>Email address</b>	schoolsecretary@adcoteschool.co.uk			
<b>Headteacher</b>	Mrs Diane Browne			
<b>Proprietor</b>	Adcote School Ltd			
<b>Age range</b>	7 to 19			
<b>Number of pupils on roll</b>	177			
	<b>Girls</b>	177	<b>Boys</b>	0
	<b>Day pupils</b>	102	<b>Boarders</b>	75
	<b>Prep</b>	57	<b>Seniors</b>	84
	<b>Sixth form</b>	36		
<b>Inspection dates</b>	27 to 29 November 2018			

## 1. Background Information

### About the school

- 1.1 Adcote School for Girls is an independent day and boarding school for girls aged between 7 and 19. It was founded in 1907 and became a limited company trading under the name of Adcote School Ltd in 2017. It is managed by a board of directors supported by an advisory council of governors. Accommodation for boarding and teaching is located in both the manor house and purpose-built accommodation in the grounds. Pupils can board from the ages of 8 to 19 years.
- 1.2 Since the previous inspection, the school has refurbished the boarding accommodation and enhanced information and communication technology (ICT) provision.

### What the school seeks to do

- 1.3 The school seeks to inspire learners for their future within a caring and supportive environment. It aims to secure the core skills of happiness, self-confidence, leadership, engagement, achievement and resilience through the provision of excellent teaching and an extensive range of extra-curricular activities.

### About the pupils

- 1.4 Pupils come from a wide range of business, farming and professional backgrounds. Boarders come from various different countries, as well as from the United Kingdom. Nationally standardised test data provided by the school indicate that the ability of junior and sixth form pupils is broadly average, while that of senior pupils is above average. The school has identified 15 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, autistic spectrum disorder and dyspraxia, all of whom receive additional specialist help. Four pupils in the school have an education, health and care plan. English is an additional language (EAL) for 52 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 15 pupils as being the most able in the school's population, and the curriculum is modified for them and for five other pupils because of their special talents in sport, music and drama.

## 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. 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 REGULATORY 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.

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](#) and [National Minimum Standards for Boarding Schools](#).

## Key findings

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

### **PART 1 – Quality of education provided**

- 2.2 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE, in the year 2015, performance was above and, in the years 2016 to 2017, in line with the national average for maintained schools.
- 2.4 Results in IGCSE examinations in the Years 2015 to 2017 were similar to worldwide norms.
- 2.5 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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**

- 2.10 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.
- 2.11 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.
- 2.12 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**

- 2.13 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.
- 2.14 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**

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

#### **PART 6 – Provision of information**

- 2.17 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 any 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, 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.
- 2.18 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**

- 2.19 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.
- 2.20 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**

- 2.21 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.
- 2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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.

## Key findings

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

- Pupils are strong and enthusiastic communicators.
- Pupils enjoy a high level of success in national competitions for sport, music and academic events.
- All pupils demonstrate an exceptionally positive approach to their learning.
- Outcomes in the classroom are sometimes restricted by a lack of appreciation of how ICT can enhance learning.
- Pupil's outcomes are sometimes limited by an inconsistent approach to feedback and marking and opportunities for pupils to take an active part in lessons.

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

- Pupils are confident, capable, well-adjusted, resilient and very well prepared for the next stage of their lives.
- Pupils' decision making skills develop strongly.
- Pupils successfully reflect on the more intangible aspects of life.
- Pupils demonstrate a strong sense of right and wrong and of moral responsibility.

## Recommendations

3.3 The school is advised to make the following improvements:

- Develop a coherent whole school digital learning strategy to enable pupils to apply their ICT skills across different subject areas and thus become fully competent learners who are ready to meet the challenges of the contemporary world.
- Deepen pupils' understanding of how to improve their work across all subject areas by giving them consistently effective feedback.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils achieve good and sometimes excellent standards across the school, from a diverse range of starting points, which represents the successful fulfilment of the school's aim to inspire learners for their futures in the twenty-first century. Pupils' achievement is supported by leadership and management initiatives, which include the introduction of a new tracking system, which demonstrate a clear commitment to raising performance and encourage innovation in teaching and learning strategies.
- 3.6 Pupils' subject knowledge and skills, and their ability to apply these skills to other subjects, are good. Many can apply theoretical concepts to practical situations, as demonstrated when a group of Year 8 pupils designed and built a mobile ramp which could be carried by wheel chair users and self-deployed to get over steps, in response to a need identified by one of this group. Younger pupils demonstrated excellent knowledge of the ecological issues faced by a number of forested areas around the world. GCSE pupils explain with clarity the benefits of moving a business to China and demonstrate excellent knowledge of Avogadro's constant. A-level pupils show a very good understanding of Conservative domination in post-war Britain, and understand the difference between fundamentalists and revisionists, and the internal problems which polarised these groups. Pupils' creative ability is strongly evident in pupils' outcomes for art, textiles, music, and drama. Pupils' academic success is promoted by the teaching which is most effective when it stimulates interest and provides appropriate challenge for pupils of all abilities, including the most able, and when feedback provides effective guidance for improvement. On a number of occasions, pupils' progress is slower when the teaching does not challenge them fully, or when it provides more limited opportunities for them to contribute and think for themselves. A very large majority of parents' questionnaire responses confirmed the view that teaching enables their children to make good progress.
- 3.7 The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools in 2015 and similar to the national average for maintained schools in 2016 and 2017. Results in IGCSE were similar to worldwide norms. A-level results have been similar to the national average for maintained schools. These results, together with standardised measures of progress available, show that pupils make progress in line with national average to GCSE compared with those of similar ability. Progress over time to A-level has been in line with age related expectations. Judged by the lessons observed and work seen, and the outcomes of interviews with them, pupils of all abilities often make good progress in the short term. A very large majority of pupils' questionnaire responses indicated that the school gives them opportunities to learn and make progress.
- 3.8 Pupils with SEND and/or EAL make similar progress to other pupils, as shown by their work and test and examination performance. This is because sensitively targeted support in lessons is well managed, overseen, and reviewed regularly. Pupils' progress has been supported by the provision of subject clinics and a recently introduced tracking system, which includes each pupil having a personal tutor who ensures that appropriate strategies to support individual pupils can be employed to narrow any gaps in learning and agree targets for the future. Boarders value the readily available support of their peers and adults during the evenings in the boarding houses and feel that this contributes positively to their academic progress. A further measure of progress is indicated by the higher education destinations of sixth form leavers who achieve some success in gaining places at universities with very high admission criteria.

- 3.9 Pupils demonstrate excellent communication skills. At each stage they express their ideas articulately both verbally and in writing. Younger children confidently write clear instructions for how to make slime and older pupils demonstrate a mature and thoughtful approach as they discuss challenging texts. Pupils speak confidently to a wide range of audiences. The drama programme, high levels of participation in music and drama lessons and opportunities for debate support the development of excellent speaking and listening skills. Excellent outcomes were evident as one group debated risk and whether roller coasters were safe. More able pupils discussed the theme of class difference in *An Inspector Calls*, and illustrated this with detailed comparisons between the characters. Students of all abilities can write persuasively in English; they can write in detail about character and theme and begin to analyse how the war poets used poetic language to powerfully describe their horror of war.
- 3.10 Pupils of all abilities demonstrate good progress in mathematics over time. Pupils develop core skills which they apply enthusiastically to a range of subjects, including science, geography and computing. Younger pupils confidently use a range of methods for multiplication and division and older pupils use mathematical models successfully to inform their analysis of marketing models and their impact on different types of businesses. GCSE and A-Level scientists use their knowledge well to solve complex calculations. Pupils can make sense of statistical information in subjects such as geography and business studies. Pupils use their ability in ICT to enhance their learning where they are given the opportunity. Pupils' technological skills are used to develop multi-media videos using presentation software to demonstrate their research results. Subject specific software is used in art to enhance their design work. Although the school has invested in a range of hardware and software, the lack of easy access to a range of technology and a lack of overall monitoring of content and direction can sometimes limit the opportunities for pupils to apply their ICT skills in lessons.
- 3.11 From an early stage, pupils show highly effective study skills. They demonstrate strong research skills and ably gather and analyse information from a range of sources, explore their significance and employ good reasoning skills. All pupils develop important skills for learning through the CLEAR programme which encourages them to identify when they are able to be confident, take leadership in their learning, engage fully, achieve and show resilience. Younger pupils understand the importance of independent research when identifying suitable sources and working collaboratively to discover the reasons behind pollution and environmental changes and what can be done to halt the damage already done. Older pupils produce well organised and reflective projects which tackle interesting questions such as 'Does how I dress affect how people engage with me?' or 'Are 'finger prints inherited?'.
- 3.12 Pupils enjoy excellent levels of success in extra-curricular and out of class activities. They develop their own interests and talents to a high level through an extensive range of extra-curricular opportunities. Pupils develop a range of their own particular skills, talents and interests, including for music, individual and team sports, journalism, ecology and many creative subjects by taking full advantage of this diversity of opportunity. Skills for the performing arts develop rapidly from an early stage as pupils because of specialist teaching and all pupils take part in concerts throughout the year. The wide range of opportunities the pupils have to perform result in confident and capable performances at all levels. Younger children speak animatedly about the preparations for their production of a Christmas Carol and their love of singing. Older pupils often play one or more instruments and are highly successful in music board examinations up to grade six. Several pupils play with the Welsh National Senior Orchestra. Pupils are highly successful in a number of local music festivals and sing at large scale school events. Skills for artistic endeavour are well developed. Pupils of all ages work with a wide range of materials and styles and achieve success in local exhibitions.

- 3.13 Sporting ability at a high level is evident as the pupils move up the school, resulting in an excellent range of success in local, regional and national competitions. Pupils of all ages develop their physical fitness and skills for particular sports due to high quality teaching and coaching. In recent times school teams have been national champions in their age groups for gymnastics, and Midland champions for netball and hockey. Individual pupils have been winners of national and international competitions in horse vaulting, trampolining and athletics.
- 3.14 Pupils' attitudes to learning are exceptionally positive. They are enthusiastic, curious, very supportive of each other, including in the boarding community. They have a keen ability to link what they learn to contemporary issues such as the potential fiscal impact of the withdrawal from Europe and the impact that might have on businesses in the United Kingdom. Pupils' positive attitudes are well developed by staff who provide challenge and support in equal measure and who willingly give of their time to provide help and encouragement. Pupils take responsibility for their own learning and progress as a result of the encouragement to do so from staff and tutors. Boarding pupils said that they benefit from being able to share academic problems with their peers in the evenings.

## **The quality of the pupils' personal development**

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils have an extremely well-developed level of maturity by the time they move on to university, to travel, or entering the world of work. When they leave the school, they are very well prepared for the next stage of their lives and ready to take on their future challenges as capable, resilient and confident young people. They develop great self-confidence during their time in school and have a strong understanding of their strengths and weaknesses and are accepting of both. Pupils of all ages are aware of the need for resilience which they feel has been well developed through a wide range of opportunities to tackle challenges including through whole-school challenge days, the Wayfarers programme, Combined Cadet Force and the Duke of Edinburgh's Award scheme expeditions and activities and feel that this has also benefitted their academic work. Leaders' and governor's establishment of a well-structured assembly programme, personal tutor system and a comprehensive personal social and health education curriculum, provide pupils with a highly effective framework which develops their knowledge of themselves and their place in the school and the wider world. Pupils are confident and eager to take on meaningful responsibilities within the school. Sixth form pupils are extremely well prepared for the next stage of their lives through a number of activities and initiatives, including completion of a leadership and management qualification in Year 12, and the many opportunities to research, plan and organise events in the school and wider community.
- 3.17 Pupils demonstrate a supportive approach to their peers and adults alike. The inclusive atmosphere of the school and supportive boarding community helps them to identify their strengths which allows them to understand the impact of their decisions on themselves and others as they prepare for their Christmas party. Boarders feel that working together in the houses and learning to live together helps them to make positive decisions for themselves about their daily routines, their friendships and their work. Pupils recognise that choices have consequences and that careful planning and a consideration of alternative courses of action can be helpful when tackling each new challenge. At each transition, they are well prepared for the next stage of their educational journey.
- 3.18 Pupils' are happy to articulate their thoughts on spirituality in its broadest sense, in an open way. They demonstrate thoughtful responses to philosophical discussions and successfully debate a range of topics, including the impact of man upon the world and the concept of empathy. Pupils' spirituality was evident in the way that they sang together in worship on Wednesday and discussed the impact of the music on their emotions and the way that music can lift people's spirits. It was also demonstrated in the natural way that they show genuine concern and care for the feelings of others. Pupils' strong awareness of the need to preserve the planet is developed through the school's eco-club and appreciation of the natural world and its fragility.
- 3.19 From an early age, pupils show a strong sense of right and wrong. Pupils have an excellent understanding and respect for the school's behaviour guidelines and understand why communities need rules and are able to adapt these to the wider community, thus recognising the need to respect the country's laws. As a result, behaviour in the school is exemplary. Pupils respect the school reward and sanction system, and many pupils acknowledge the importance of kindness and mutual respect and working closely with staff to ensure a happy and safe school environment. Older pupils recognise and appreciate the extra responsibility that comes with the greater freedom enjoyed by sixth formers. They felt that the new tutor system gives them beneficial opportunities to discuss issues that affected them, such as relationship issues, challenges with their work and peer pressure. In lessons pupils show a thoughtful understanding of moral dilemmas when discussing challenges facing society, such as poverty and the impact of war.

- 3.20 Across the age range pupils develop exceptionally strong social skills. They value the broad range of opportunities to work together to achieve common goals and demonstrate responsible leadership. At all levels pupils show care and support for each other. For instance, the oldest pupils take genuine responsibility for children in younger year groups, organising clubs and societies, acting as excellent role models and ensuring they have someone to talk to if they have concerns. Boarders demonstrate easy relationships with each other and understand the importance of supporting each other in simple ways such as helping out with chores or the washing. Rehearsing together on the preparation of different productions is a whole community project with sixth formers giving up their free time to design and paint the scenery for the younger pupils' musical. Pupils' strong personal development owes much to the encouragement and personal example set by staff and the well managed pastoral systems that identify and respond to pupils' individual needs and circumstances and promotes their well-being. A very large majority of parents responding to the questionnaire felt that the school provides an environment that successfully supports their child's personal development and keeps them safe. The underlying values and ethos, strongly promoted by the school leaders and governors are another key factor in the pupils' success.
- 3.21 Pupils relish taking on a wide range of responsibilities within the school. They enjoy collecting ideas to discuss at the school council. Here, they make an active contribution and decisions are taken which will benefit their school and the wider community. Discussions in this group have resulted in improvements to the play areas and to the school tuck shop. Contribution to the wider community is an integral part of school life. Pupils of all ages volunteer willingly and with great enthusiasm to participate in a wide range of community endeavours to raise money for those less fortunate than themselves such as a local centre for the homeless. The prep school prefect team take an active role in supporting the younger children and work closely with the sixth form to ensure that pupils across the school are happy and supported. The sixth form have devised their own mission statement which sets out what they hope to achieve over the year in terms of support for those in the school, local and national communities and are well on their way to achieving their aims.
- 3.22 Pupils show high levels of respect and tolerance of different faiths and cultures, actively enjoying sharing their own customs with each other. The school welcomes pupils from many different religions and cultural traditions, and this supports a seamless and natural approach to integration and acceptance. Boarders enjoy getting to know young people from around the world and feel that they are developing life-long friendships and a strong awareness of the importance of acceptance and difference. Pupils develop an increasing awareness of world faiths as they mature, and regularly share festivals and food events with their peers from other faiths and backgrounds. Older pupils warmly welcome new children to the school and are quick to offer them support and help to ensure that they settle in quickly and are happy in their new community. Pupils also have a strong appreciation of their own culture through their art, music, drama and opportunities for celebration of their own traditions and festivals.
- 3.23 Pupils of all ages confirm that they have a strong understanding of what it means to stay safe physically, emotionally and when using technology to access the internet. Younger pupils learn how to make healthy choices in their diet, and appreciate the healthy options available at mealtimes. Older pupils deepen their knowledge of how exercise changes their bodies and helps to keep them healthy. Leaders and teachers have created a safe learning environment where pupils feel that it is normal to express concern or anxiety and that it is safe to be open about how they feel and what it means to lead a healthy lifestyle. Awareness is built upon in an age-appropriate way which allows pupils to develop confidence in the use of different technologies.

- 3.24 A very large majority of parents who responded to the questionnaire were supportive of the way that the school does everything it can to ensure that their child learns in a healthy and safe environment, actively promotes good behaviour, feels that the school is governed, led and managed well, and promotes values of democracy, tolerance and respect for those with different faiths or beliefs.
- 3.25 As pupils leave the school they are very well prepared for the next stage of their lives and ready to take on their future challenges as capable, resilient and confident young people.

## 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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an event of worship in the school hall. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Diane Gardiner	Reporting inspector
Mrs Kate McCarey	Accompanying Reporting Inspector
Mr James Crookes	Compliance team inspector (Compliance officer, HMC school)
Mr Ian Griffin	Team inspector (Deputy head, IAPS school)
Mrs Isabel Tobias	Team inspector (Head, GSA school)
Mr Jonathan Reddin	Team inspector for boarding (Head, HMC school)