



**ISI** Independent  
Schools  
Inspectorate

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

**Ratcliffe College**

**May 2022**

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## School's Details

<b>College</b>	Ratcliffe College			
<b>DfE number</b>	855/6001			
<b>Registered charity number</b>	1115975			
<b>Address</b>	Ratcliffe College Fosse Way Ratcliffe-on-the-Wreake Leicestershire LE7 4SG			
<b>Telephone number</b>	01509 817000			
<b>Email address</b>	enquiries@ratcliffecollege.com			
<b>Headmaster</b>	Mr Jonathan Reddin			
<b>Chair of governors</b>	Mrs Louise Marsden			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	876			
	<b>Day pupils</b>	794	<b>Boarders</b>	82
	<b>EYFS</b>	46	<b>Prep</b>	233
	<b>Seniors</b>	450	<b>Sixth Form</b>	147
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 Ratcliffe College is an independent co-educational Catholic day and boarding school. It was founded in 1847 by the Institute of Charity, the Rosminian Order, which administers the school as proprietor through a board of trustees. There is a governing body which oversees all sections of the school. The school has an Early Years Foundation Stage setting, a preparatory school and a senior school on the same site. There is boarding provision for pupils aged 11 to 18 years.
- 1.2 Since the previous inspection the school has invested in further facilities, including a second sports hall, a fitness suite and a new English classroom block.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to educate young people in the spirit of the gospel and the traditions of the Catholic Church, seeking to nurture the God-given talents and potential of each individual so that each one may become a confident, responsible and useful member of society. Whilst the school operates as a Catholic school, it welcomes children of other denominations and faiths whose parents feel they can share in, and benefit from, the ethos and environment of the school.

### About the pupils

- 1.5 Most pupils come from a range of professional families living within a 20-mile radius of the school. The boarding community has pupils from all parts of the world. Assessment data provided by the school indicate that the ability of pupils is in line with those taking the same tests nationally. The school has identified 122 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 66 of whom receive additional specialist help. Three pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 40 pupils, 38 of whom require additional support. Data used by the school have identified 92 pupils as being the most able in the school's population, and their curricular and co-curricular programme is adapted to their needs.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## Key findings

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

### PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2020 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 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.
- 2.8 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

- 2.9 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.
- 2.10 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.
- 2.11 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**

2.12 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.

**2.13 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**

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

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

**2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

2.18 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.

**2.19 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**

2.20 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.

**2.21 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.

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

#### Key findings

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

- Pupils' knowledge, skills and understanding are highly developed, and they readily apply their knowledge to new situations.
- Pupils have excellent attitudes to learning and considerable willingness to participate across all areas of their education.
- Pupils throughout the school are articulate and assured in communication including with each other and with adults.

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

- Pupils have excellent awareness of the non-material aspects of life and value their opportunities for reflection.
- Pupils demonstrate excellent levels of self-confidence, self-awareness and resilience.
- Pupils are highly supportive of each other and the wider community, benefitting in this regard from the collegiate nature of the school.

#### Recommendation

3.3 The school should make the following improvements.

- Ensure that relationships and sex education (RSE) enables pupils across the school to develop a stronger understanding of factors affecting their well-being, health and relationships.

#### The quality of the pupils' academic and other achievements

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

3.5 Pupils throughout the school exhibit excellent knowledge, skills and understanding across the curriculum. They demonstrate an outstanding ability to draw information from a wide range of resources and can articulate this effectively. Pupils' work often shows a level of sophistication above that expected for their age. Pupils demonstrate an excellent work ethic in class, listening to others and contributing thoughtfully to lessons, as seen in Year 10 physics whilst working with a model to illustrate charge, resistance and electrons. Pupils are expressive and highly creative in art. They produce dynamic and eye-catching pieces, rich in colour and emotion, as seen in A-level art and displayed throughout the school. Pupils are engaged, motivated and skilled in their approach to their work as seen in Year 10 biology where they demonstrated excellent subject knowledge using precise terminology, explaining concepts clearly. Pupils show a strong conceptual understanding which moves them beyond the facts, often as a result of skilful prompts from teachers. Pupils benefit from



opportunities in the curriculum to develop independent research such as in the extended project qualification (EPQ) in the sixth form. For example, recent high level investigative research has included investigations into rehabilitating young offenders, psychological and physical effects of childhood trauma and fast fashion. Pupils in the prep school successfully created a melody using cellos and violins within their creative curriculum.

- 3.6 The overall academic achievement of pupils is excellent. Pupils' attainment at A level and GCSE was consistently high during the years 2017 to 2019. Results of the centre and teacher-assessed grades in 2020 and 2021 showed improvement on this already strong base. In discussion pupils said they feel well prepared academically and socially for the next stage in their education. Pupils spoke positively of the careers programme and the support given for university entrance. Pupils make excellent progress from their various starting points, benefitting from leaders' effective analysis of assessment data and the consequent bespoke adjustments made for individual pupils. This effective use of data also enables pupils with EAL and SEND to be highly productive, as the support they receive allows them to perform in line with their peers. In the prep school pupils make excellent progress, particularly in English and mathematics, with no significant difference between groups of pupils. Attainment in the prep school, including in the EYFS, is above the national average for maintained schools.
- 3.7 Pupils throughout the school have excellent communication skills, being both articulate and confident in their delivery. Pupils develop confidence in speaking out whether to questions in class, in making presentations to their peers or speaking to the whole school in chapel. This is because of the positive atmosphere generated by the school's ethos of nurturing talent and potential. Pupils listen carefully to one another well, so that discussion genuinely incorporates the range of opinions expressed. Pupils demonstrate their effective communication skills in a range of curricular and co-curricular activities. In Year 9 German, pupils demonstrated a broad range of vocabulary on celebrations and festivals, contributing confidently in the target language. Pupils exhibited a high level of intellectual curiosity during the lunchtime thinking club as they worked in pairs on the set task. Pupils set questions where their peers developed critical thinking skills to come up with plausible answers, all facilitated by their teacher. In discussion, boarders said they valued the opportunity to suggest ideas through regular meetings with staff. Younger pupils in Year 2 were able to use story cubes to produce their own oral stories and were enthused enough to carry on their creative learning outside at break time. Pupils in Year 5 help deliver the weekly news programme, making presentations with flair and genuine enthusiasm. Pupils are able to share their thoughts and feelings well due to the calm atmosphere created by their teachers.
- 3.8 Pupils' numeracy skills are highly developed. They apply these extremely successfully, not only in mathematics lessons but in a wide range of contexts, both in and out of the classroom. For example in Year 11, pupils use a range of mathematics, graphics and information and communication technology (ICT) packages within design and technology projects using integrated scale drawings, precise measurements and calculations to develop designs. Pupils in a Year 13 physical education class could accurately draw and describe Newton's Laws and forces within their study of athletic movement. In a Year 13 business studies lesson, pupils confidently and accurately calculated profit and budgeting. Pupils in the prep school demonstrate excellent numeracy skills for their age. For example, Year 5 children are able to apply their understanding of decimals to solve worded problems. More able pupils in Year 3 are adept at using challenging mathematical functions and can explain their answers clearly and succinctly. This is because they are suitably stretched by their teachers, with pupils experiencing difficulties being well guided by positive and meaningful feedback.
- 3.9 Pupils naturally turn to the use of electronic resources when researching and presenting their work. All pupils in Year 9 benefit from learning a broad range of ICT skills through a European computer qualification. Pupils apply advanced ICT skills to other subjects, as seen in a Year 13 media studies class through their handling and editing of film clips. Pupils in both Years 11 and 13 are sharply focused in their revision work, aided by regular and effective use of online learning platforms. Pupils learning opportunities are enhanced through the use of ICT which they use to good effect to support more

traditional skills and methods of learning. Pupils with SEND use ICT well to organise their learning, with a very positive impact on their educational outcomes. In the prep school, pupils use of ICT is appropriate for their age. For example, Year 3 pupils could use the painting tool effectively to paint minibeasts. Pupils are able to use word processing software effectively to create stories and import pictures.

- 3.10 Pupils show excellent study skills, naturally developing higher-order abilities. They have a strong and varied set of study and examination skills as evidenced in their written work and their interactions with each other and with staff in the classrooms. For example, in Year 13 maths where pupils were researching, interpreting and peer assessing in preparation for examinations. Pupils' excellent study skills draw on a wide range of sources and techniques as they demonstrate their strong abilities to pose and test hypotheses, synthesise results and analyse their findings while researching a diverse range of topics. In the prep school pupils display very effective study skills for their age, initially developed in the EYFS and pre-prep. For example, in Year 3 pupils could analyse photographs to talk about what life must have been like for Jewish people in war time Amsterdam. Pupils are able to apply these skills successfully such as in a Year 5 lesson looking at the life of the Catholic Saint, Oscar Romero.
- 3.11 Pupils across the school achieve excellent academic, creative and sporting results. Pupil participation rates are extremely high in sport, music, drama and the house activity programme. Pupils are clearly proud of their sporting achievements, especially in hockey, netball and cricket. There are very high team successes and several individuals represent their county and the country nationally at their chosen sport. Pupils have excelled in music external examinations achieving merits and distinctions in many. Pupils in the prep school have had a wide variety of successes and achieved highly at regional and national level in sport, drama and music including taking lead roles in national drama productions and accomplished successful auditions at a conservatoire.
- 3.12 The pupils' collaborative and collegiate attitudes to their learning are a key factor in their high levels of achievement, as seen in Year 12 psychology where pupils readily shared views and talked openly about their findings. Pupils are highly motivated to succeed and take full responsibility for their own progress, working with their teachers to achieve their goals. Pupils are keen to learn in lessons and frequently work independently, being encouraged to think and learn for themselves. For example, in Year 10 art where the pupils exhibited a high level of personal analysis facilitated by effective teaching. Pupils enjoy group activities in lessons, some initiate activities in their own time, such as pupil-led discussion or revision groups which extend their academic studies. In the prep school pupils' attitudes to learning are very positive. They are actively involved in all lessons and want to succeed. Pupils are highly productive in individual work and welcome opportunities for collaboration. For example, EYFS pupils worked collaboratively and enthusiastically when doing imaginative activities based on the fairy tale *The Elves and the Shoemaker*.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show excellent self-knowledge as a result of being encouraged regularly and given time to self-reflect. Throughout the school they are highly effective at improving their own work. Pupils have high self-esteem and self-confidence, reflecting thoughtfully on the importance of self-care in their lives. Pupils are engaged in reviewing their progress and work with their teachers to develop action plans and set targets. Pupils who spoke to the inspectors conveyed an appreciation of the need for balance, making time for their work alongside the importance of a social life. Pupils develop very high levels of self-understanding attributed to a wide number of experiences which they are exposed to within their holistic educational experience. The pupil engagement in the chaplaincy role is particularly significant in supporting the school community and helping develop strong resilience and positive self-understanding. In the prep school pupils demonstrate high levels of self-confidence without being arrogant, and humility is encouraged throughout the school.

- 3.15 Pupils understand that the decisions they make, both personal and work related have a fundamental impact on their future success. For example, in discussions with the inspectors, Year 11 pupils conveyed the care they take to choose from a range of sixth form and tertiary opportunities available from A-level choices to gap years, university courses and apprenticeships. Pupils' excellent decision-making enables them to create a career path that starts early in the senior school. Pupils take responsibility for their actions and choices, reflecting on their academic progress and setting agreed targets for further development. Pupils are academically self-motivated, for example, they make decisions on additional support from teachers in examination years. Pupils exhibit very strong decision-making abilities in many areas of school life as seen during observations of activities and in specialist adventure training including the activities of the Combined Cadet Force and The Duke of Edinburgh's Award scheme. In the prep school, pupils are empowered to consider their approaches through the '21<sup>st</sup> Century Learning Skills' programme, making good choices for themselves, both academically and personally. Pupils enjoy opportunities to make decisions. For example, the prep school council is keen to improve different areas of the school such as the playground. They enjoy choosing from three levels of challenge in lessons and taking ownership of their learning where possible. Children in the EYFS are confident to make decisions about which types of imaginative play to pursue.
- 3.16 Pupils show well-developed aesthetic and cultural awareness and reflect with maturity on the spiritual dimensions of human existence. Pupils reflect maturely and thoughtfully on questions of religion, community and humanity. Pupils are actively engaged in debating ethical issues, morality, and tolerance in personal, social, health and citizenship education (PSHCE), English and religious studies. Pupils are respectful, considered, and thoughtful in their approach showing compassion and kindness to other pupils in the school. Pupils spoken to during the inspection described the high levels of mutual respect between the pupils and staff, mentioning the network of support they receive through their teachers and specially trained pupil listeners. Pupils' strong spiritual understanding is primarily through the Catholic lens. Pupils commented that they felt a strong connection with a sense of spirituality with the practices in the school, even though a large majority of them are not Catholic. In the prep school, pupils are immersed in the Roman Catholic ethos of kindness and consideration for others as well as respect, loving others. They show their commitment to this ethos by how they treat other people.
- 3.17 Pupils demonstrate great respect for the system of rules in school and can distinguish right from wrong from an early age, exemplified by their excellent behaviour. They take responsibility for their own behaviour and will often suggest to their teachers that other pupils should be awarded house points for upholding the school's values. Pupils demonstrate an excellent understanding of moral responsibilities evident in lessons, their work and discussions with them. However, pupils in the senior school have less opportunity to conduct in-depth debate and discussions concerning their well-being, health and relationships. Pupils throughout the school show a high level of respect to one another. Pupils in the prep school showed great empathy for soldiers awaiting rescue at Dunkirk in their creative curriculum. As pupils make progress through school, they employ the skills of conflict resolution, as modelled by their teachers and prefect body and increasingly work through issues themselves before moving on.
- 3.18 Pupils have excellent social awareness both in lessons and co-curricular activities. For example, in Year 9, the whole class worked together entirely collaboratively to create a room based on *Diagon Alley* from the *Harry Potter* books, including multiple buildings, floating broomsticks and other artefacts. Pupils collaborate with each in many other areas of school life such as charity giving and working within the chaplaincy. Pupils have excellent relationships with their teachers and each other, supported by a strong prefect network. Almost all parents who responded to the questionnaire agreed that the school helps my child to develop strong teamwork and social skills. Inspection evidence supports this view. Senior pupils willingly undertake mentoring tasks, evidencing their secure sense of personal confidence and their harmonious and supportive community identity.

- 3.19 Pupils relish the wide range of opportunities to take on positions of responsibility such as running chapel assemblies and focus groups for younger pupils and clubs, such as those on anti-bullying, young minds, lighthouse groups. Pupils show excellent levels of commitment to fulfil their responsibilities within the school community and enjoy making a positive contribution to the lives of others in the wider community through charitable volunteering. The pupils have raised substantial amounts for those affected by the Ukraine crisis as well as supporting the local food bank, water aid and the Young Minds charity. Pupils volunteer through their co-curricular activities and they have been especially supportive of those less fortunate than themselves through the pandemic, For example sending 200 boxes to food banks and raising money for Mary's meals in the prep school. Sixth form spoke about them visiting local towns to assist with people less fortunate than themselves. Pupils told inspectors that they understand they are in a privileged environment and that they find participation in these areas very rewarding.
- 3.20 Pupils' respect for diversity and cultural understanding is excellent. Pupils are highly aware of each other's differences, and they are very respectful and tolerant of these, reflecting the school's aim to be a nurturing community which meets the needs of individuals. Pupils are very inclusive and supportive of each other and spoke thoughtfully about respecting others, valuing inclusivity, diversity and differences in identity. Pupils establish positive friendships in their own year groups and through opportunities to be involved in clubs and societies across different year groups. Pupils enjoy the many opportunities for cross year integration through music, drama and extra-curricular clubs where pupils learn to be tolerant and accepting of different perspectives. Pupils noted that the school respected different cultural traditions and religious festivals which made them feel included and valued in school. Pupils in the Diversity, Equality and Inclusion group speak in assembly to ensure all pupils understand that it is fine to be different. The pupils show real thoughtfulness and an eagerness to address unfairness and injustice. Boarders spoken to relished sharing details about their home countries with their peers and commented that most people have a well-developed global understanding.
- 3.21 Pupils' awareness of how to stay safe is excellent, as evidenced by their conduct around the site and their behaviour in lessons, in which they were aware of potential hazards. All pupils spoken to felt they benefitted from being members of a close-knit community, including those boarding, where they feel known as individuals and valued and respected by both other pupils and staff. Pupils are strong advocates of ways in which their health and safety can be promoted and increased by healthy eating. Their understanding of the issues associated with their physical and mental health is very secure. Pupils' health and fitness is enhanced by their engagement in a wide variety of sports ranging from team sports to athletics and use of the gym for strength and conditioning. Pupils are aware of the need to manage potentially stressful and isolating situations such as examinations and remote learning. Pupils and staff have destigmatised and open conversations regarding content that resonates and connects with the challenges pupils face. In the prep school pupils happily express how important it is to know how to make sure one's mind is healthy as well as one's body, and how not to put yourself at risk.

## 4. Inspection Evidence

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

### Inspectors

Miss Sue Duff	Reporting inspector
Mr Tony Halliwell	Additional reporting inspector
Mrs Virginia Jackson	Compliance team inspector (Former deputy head, IAPS school)
Dr Eric Boston	Team inspector (Head of department, ISA school)
Mr Daniel Cross	Team inspector (Senior deputy head, HMC school)
Mrs Tania Davidson	Team inspector (Director of boarding, GSA school)
Mr Gavin Sinnott	Team inspector (Director of studies, IAPS school)
Mrs Jacqueline Davis	Team inspector for boarding (Deputy head, HMC school)