



**ISI** Independent  
Schools  
Inspectorate

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

**The Leys School**

**November 2022**

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## School's Details

<b>School</b>	The Leys School			
<b>DfE number</b>	873/6003			
<b>Registered charity number</b>	1144035			
<b>Address</b>	The Leys School Trumpington Road Cambridge Cambridgeshire CB2 7AD			
<b>Telephone number</b>	01223 508900			
<b>Email address</b>	office@theleys.net			
<b>Headmaster</b>	Mr Martin Priestley			
<b>Acting chair of governors</b>	Ms Helena Renfrew-Knight			
<b>Age range</b>	11 to 19			
<b>Number of pupils on roll</b>	569			
	<b>Day pupils</b>	217	<b>Boarders</b>	352
	<b>Seniors</b>	355	<b>Sixth form</b>	214
<b>Inspection dates</b>	15 to 17 November 2022			

## 1. Background Information

### About the school

- 1.1 The Leys is an independent co-educational boarding and day school. Situated in the City of Cambridge, the school was founded in 1875 as a boarding school for Methodist families. It is part of a registered charity, The Leys and St Faith's Schools Foundation, whose governors delegate some aspects of governance to the school's committee. Since the previous inspection, there has been a change in chair of governors with a new acting chair in post from October 2022.

### What the school seeks to do

- 1.2 The school aims to give its pupils a rich, engaging and rewarding academic and wider school experience, to nurture pupils to think for themselves, demonstrate resilience and to make the most of the opportunities on offer. The objective is to send pupils out into the world ready – academically, culturally, morally, physically, spiritually and socially – to live fulfilling lives which make a positive contribution to society.

### About the pupils

- 1.3 Pupils come from families with a wide range of professional backgrounds, with pupils travelling from Cambridge and the surrounding area or boarding from further afield, including overseas. Nationally standardised data indicate that the ability of pupils is above average for pupils taking the same tests. The school has identified 114 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, 49 of whom receive additional specialist support. No pupils have an education, health and care plan (EHC). English is an additional language (EAL) for 99 pupils, 35 of whom are supported by specialised timetabled lessons. Data used by the school have identified 60 pupils as being more able in the school's population and 106 pupils who have a particular talent, including in sport, music, drama and art, for whom the curriculum is modified.

## 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. 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. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, 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 2022 and associated requirements, and no further action is required as a result of this inspection.**

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

- 2.2 The school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 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.
- 2.9 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. Boarding staff are appropriately trained and deployed.
- 2.10 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.15 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.
- 2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.19 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.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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'.**

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

<i>School name</i>	<i>National Curriculum name</i>
Lower sixth	Year 12
Upper sixth	Year 13

#### Key findings

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

- Pupils possess an extensive range of study skills which they apply in often exceptional ways.
- Pupils' communication skills are excellent; they express themselves with great clarity and with a high level of maturity.
- Pupils' information and communication technology (ICT) skills are excellent and often exceptional; their use of ICT is seamless and integral to their learning.
- Pupils of all ages demonstrate the ability to think conceptually, to deduce and link areas of knowledge to problem solve in often quite remarkable ways.

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

- Pupils work exceptionally well together in lessons and activities; they collaborate instinctively in highly effective ways.
- Pupils of all ages possess excellent levels of self-understanding; they are highly reflective and know their own mind.
- Pupils are empowered to make informed and insightful decisions that affect both their learning and their future lives.
- Pupils show concern as to how their motivation can be affected by inconsistencies in some school practices, especially in the giving of low-level rewards and sanctions.

#### Recommendation

3.3 The school is advised to make the following improvements.

- Enhance the consistency of the pupils' experience by promoting, sharing and embedding identified best practice.



## 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 possess excellent, and often exceptional, study skills. Pupils are adept and display significant confidence in the armoury of transferable skills at their disposal. For example, in a business studies lesson in Year 13, pupils successfully demonstrated a sophisticated understanding of critical pathways and the role of dependencies, when analysing information in order to create the most effective production process for preparing a cooked breakfast. Pupils are decidedly focused in lessons, in part due to the high expectations of teaching. Many pupils display higher-level thinking skills which are often more sophisticated than those expected of pupils of a similar age and ability. In their prep, pupils enjoy the flexibility offered by the school to present their work in the way that works best for them, and this encourages pupils to take responsibility for much of their learning. Sixth-form pupils spoke wisely of how they draw on their well-developed time management skills to balance the demands of A-level studies. Work scrutiny showed that across all year groups, in most subjects, pupils create careful well-structured notes set out in ways that effect efficient information retrieval. However, there was a small amount of inconsistency within some subjects.
- 3.6 Across the school, pupils make rapid progress in all subjects and attainment at both A level and GCSE is strong. Examination results from 2022 show that half of A-level results were graded A or A\*, and over three-quarters of GCSE entries achieved top grades 7 to 9. This level of attainment is above national results and mirrors the centre-assessed and teacher-assessed results in 2020 and 2021. Data show that almost all pupils attain grades at GCSE and A level in line with or above those expected for their ability. In responses to the pre-inspection questionnaire, the overwhelming majority of parents agreed that teaching enables their children to make progress.
- 3.7 Pupils of all abilities, including those with SEND, possess excellent subject knowledge across all areas of the curriculum. For example, in an English lesson in Year 13, pupils expertly used specialist technical terminology at a standard beyond that which is expected at A level when analysing a challenging text. In a physics lesson in Year 12, pupils creatively applied their prior knowledge of frequency and wave interference to establish their own mathematical theory when considering the behaviour of sound waves as music resounds within a concert hall. Pupils of all ages show well-developed linguistic skills and express themselves confidently, both in English and in modern foreign languages. For example, in a German lesson in Year 10, pupils accurately applied syntactical rules to create new sentences about travel and holiday. Pupils demonstrate strong practical skills when carrying out science experiments and when using equipment within design and technology (DT). For example, in a physics lesson in Year 9, pupils applied their theoretical knowledge of the way in which current flows, in a highly skilled way whilst using electronic equipment deftly to investigate the difference between series and parallel circuits. Pupils exhibit high levels of physical prowess within physical education (PE), for example, in a games lesson for pupils in Years 7 and 8, pupils skilfully passed the ball and employed good field positioning when playing rugby. Pupils display excellent creativity, as evidenced in the artwork on display around the school that often shows proficiency in multi-media usage and higher-order conceptual thinking. Pupils perform at often exceptional levels in music and drama, as evidenced in the many performing arts activities that take place across the year.
- 3.8 Pupils' communication skills are excellent, on paper, digitally, orally and through image. Pupils are thoughtful communicators. In interviews, pupils listen attentively and reflect mindfully on what is asked of them before giving answers to often probing questions. Pupils are confident debaters and argue points with careful reasoning. For example, in a history lesson in Year 12, pupils were able to absorb and assimilate information at their own pace by listening and engaging with an online lecture about threats to Charles I. In the best lessons, pupils learn from each other because mindful seating plans enable pupils to hear each other's comments and thus promote effective discussion. However, inspectors found that in some lessons teaching did not always think about the role that the classroom layout plays in allowing for effective communication and the best possible pupil collaboration.

- 3.9 Pupils display excellent numeracy skills. Pupils of all abilities, including those with SEND, confidently apply their numeracy and mathematical skills in context with ease. For example, in a mathematics lesson in Year 7, pupils accurately applied basic rules of number effortlessly when dividing two mixed-number fractions. In a STEM club activity, pupils successfully used numeracy in a variety of ways moving seamlessly between numbers when measuring force and tyre pressures to influence the speed of a car. Many pupils excel in mathematics. More able pupils spoke of how they relish the challenge that mathematical extension tasks bring, and pupils in Year 11 spoke with excitement of the satisfaction they feel when applying mathematical techniques to more difficult problems within GCSE further mathematics.
- 3.10 Pupils' ICT skills are excellent and, in many cases, exceptional. Pupils of all ages and abilities show a high level of aptitude in applying a range of software in context. For example, in a biology lesson in Year 9, pupils used QR codes adeptly to access animations of the anatomy when illustrating the physiology of the lungs. Effective use of ICT permeates every aspect of pupils' learning, and teaching enables pupils to use ICT in a useful and meaningful way to enhance their learning at every opportunity. All pupils are proficient at using their personal devices to manage their work, and electronic work scrutiny showed that pupils interpret online feedback with ease. Pupils with SEND were observed using personal devices to great effect to judiciously personalise resources for the best outcomes, for example, in a drama lesson in Year 10, to enlarge a script on a coloured background to ease the delivery of the text. In a PE lesson in Year 8, pupils used analysis software with skill and expertise to self-assess the quality of their performance against those of professional athletes, when carrying out defined core exercises.
- 3.11 Pupils' achievements outside the classroom are extensive. This is supported by an extra-curricular provision that is a real strength of the school both in its range and scope, and its success is enjoyed by pupils of all ages. Pupils achieve highly in a wide range of academic fields, including the UK Maths Challenge, Arkwright engineering scholarships and science Olympiads. Pupils successfully participate in creative writing and interdisciplinary essay competitions, such as the Trinity College Gould prize for English literature and the Oxford University 'Flash Fiction' Spanish short story competition. Older pupils recently won the regional Rotary Club 'Youth Speaks' public speaking competition. Pupils in Year 11 spoke with pride of competing in the Green Power Trust regional heats, successfully racing an electric car that they had designed and built. Participation within the school's Combined Cadet Force pushes pupils to be the best they can be. Music and drama achievements are extensive, for example, in LAMDA examinations and ABRSM music examinations. Pupils in Year 10 spoke with pride of their collective and individual musical successes, for example, when singing challenging choral pieces in chapel, or of the opportunity to perform as a soloist and play a concerto with the school orchestra having won a highly coveted inter-house music competition. School sports teams and many individual sports scholars achieve sporting success, including at regional and national level, for example, in cricket, hockey, netball and rugby, with some pupils following professional sports pathways. Pupils participate in The Duke of Edinburgh's Award Scheme with many achieving gold level. The school fulfils its aim of enabling pupils to experience success in a rich array of engaging and rewarding activities.
- 3.12 Pupils of all ages display excellent attitudes to learning. They show a genuine love of learning and an insatiable desire to soak up new knowledge at every opportunity. In almost all lessons observed, pupils were fully engaged, enthusiastic and ambitious for themselves, eager to complete tasks and do well. Pupils, including those with EAL, are highly effective independent learners, supported by teaching that encourages all pupils to take ownership of their learning journey. In the best lessons, inspirational and creative teaching is a significant contributory factor to pupils' positive attitudes to learning. However, on a small number of occasions, pupils' engagement was less positive as teaching did not engage in some lessons. This supports the view of the small minority of pupils in pre-inspection questionnaire responses who expressed the opinion that lessons are not always interesting. Pupils of all ages work exceptionally well with their peers, both in lessons and in extra-curricular activities. For example, in a history lesson in Year 8, pupils readily engaged in lengthy intellectual debate together when discussing the causes of the English civil war. In a geography lesson in Year 10, pupils worked with purpose and

diligence, supporting and encouraging one another wholeheartedly, as they worked on activities looking into the causes and effects of traffic issues in Cambridge.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages have excellent levels of self-understanding. Pupils are naturally reflective, show good self-discipline and appreciate their own strengths and weaknesses. This is helped by school structures that encourage pupils to think independently and create time for quiet thought, for example, through the study skills induction programme and the completing of a questionnaire about learning preferences. Pupils spoke of gaining a deeper understanding of themselves as learners when writing personal subject reflections as part of the process of reporting to parents. Most pupils have strong self-esteem and display great confidence in their ability as individuals. However, inspectors found some pupils to be slightly reserved in interviews and less confident to speak out. Pupils of all ages are open-minded and willingly embrace new ideas. They have naturally enquiring minds and are not averse to taking risks within their learning; pupils spoke with maturity of how failure builds resilience and makes them a stronger person.
- 3.15 Pupils possess excellent decision-making skills. Pupils spoke of feeling empowered to make decisions that affect wider school life. This is supported by the school's leadership who hold regular meetings with prefects and encourage pupil groups such as *Bold Voices*. Pupils in Year 11 explained how house staff support them effectively in their decision-making, for example, when choosing GCSE options, by offering helpful advice. Boarders spoke of how, as they grow older, they are given increased independence in their decision-making, by doing their own laundry, cooking meals and having greater access to the city; they recognise that this is a good bridging point in preparation for university. In lessons, pupils naturally take the lead and embrace decision-making when enabled to do so. In the best lessons, pupils are supported in their decision-making through structured scenarios where evidence has to be compared or judged and pupils have to debate and make a reasoned choice. For example, in a classical civilisation lesson in Year 9, pupils had to sift and rank information with careful thought and set criteria before deciding who had the best childhood: Paris or Achilles.
- 3.16 Pupils display a strong sense of spiritual understanding and an excellent appreciation of the non-material aspects of life. Older pupils spoke about divinity as a subject being broader than just religious studies, and of how topics covered develop their understanding of the impact of faith on society. Staff spoke of how pupils gravitate to the chapel as a space for reflection and contemplation especially in times of trouble. Pupils reflected on how chapel services can help bring inner peace and calm in the middle of a busy day. Pupils demonstrate great awareness of the world around them, and a deep appreciation of the preciousness of the world's resources, for example, through the work of eco prefects and the sustainability action group who promote ecological concerns across the school. Pupils expressed with eloquence how much they appreciate the beauty of the school grounds. Boarders spoke of how they often enjoy a walk at the end of the day as this brings them closer to nature and helps them to relax.
- 3.17 Pupils of all ages show a well-developed moral understanding. Pupils are passionate about social justice, and school enables pupils to promote this through events such as Black History Month and support for the Pride movement. In a personal development and leadership (PDL) lesson for pupils in Year 12 on human rights, pupils demonstrated their support for the work of Amnesty International by writing letters to send to people imprisoned due to their beliefs. Pupils understand the difference between right and wrong and have high regard for the school rules. However, some pupils spoke with maturity of occasional unfairness in how the school's behaviour policy is applied and of a slight lack of consistency in the giving of house and sometimes subject rewards and sanctions. They explained how this can affect pupils' motivation. Pupils appreciate that laws within society are there to protect and

to help maintain order. Younger pupils explained how staff help them to appreciate that being transparent about a misdemeanour is the best way forward.

- 3.18 Pupils' ability to work effectively with one another to achieve common objectives is excellent. For example, in a history lesson in Year 13, pupils collaborated successfully to assess the influence of high-profile politicians and to create a presentation showing their findings. Effective pupil collaboration is at the heart of most lessons. Pupils spoke of being aware that the successful learning of the whole class depends on the quality of their work as individuals when completing a group task. Inspectors found, however, that on some occasions genuine social participation in lessons was restricted when care was not taken in the teaching to support and include naturally more quiet pupils and sometimes pupils with EAL needs; those pupils could often go through a whole lesson without speaking. Boarders work well together within their duty teams and collaborate effectively with house staff to ensure that their house is well run, and boarders understand that they all have a role to play in ensuring that the whole house runs smoothly.
- 3.19 Pupils' contribution to the school and wider community is good. Supported by the school's leadership and the Methodist values on which the school is founded, pupils know that spending time to support and help others is important. Pupils are eager to give of their time to support and inspire their peers. Moulton House prefects spoke with pride of engaging with younger pupils at break time and supporting them with any concerns they may have. Sixth-form subject mentors expressed enjoyment in the challenge of helping younger pupils to expand their minds, for example, when working with more able pupils in Year 7 in mathematics as they explored the topic of algebraic fractions. In line with the school's aims, pupils strive to make the most of the many opportunities on offer and to live fulfilling lives which make a positive contribution to others. Sixth-form pupils spoke of the extensive voluntary programme available as part of the weekly PDL programme, and of volunteering as part of The Duke of Edinburgh's Award Scheme, for example, visiting a local old people's home, working with young children as a sports leader, or helping in a local charity shop. Pupils in Year 8 act as buddies to those in Year 7 in order to help them settle into school. Younger pupils, however, spoke of leadership opportunities within school and houses as being limited and expressed a desire for there to be more. Pupils spoke of the importance of charity fundraising and of how each house supports its own charitable cause, for example, by completing a sponsored walk to raise money for an international children's hospital. However, many pupils could not name their house charity and there was inconsistency in pupils' recall as to how houses approached fundraising. Some pupils' accounts of participating in off-site community and partnership projects was also limited.
- 3.20 Pupils respect diversity and show a strong awareness of the benefits that other cultural traditions bring to their daily lives. Pupils of all ages and backgrounds were strongly affirmative in interviews about the inclusive culture of the school and spoke of the school being an accepting community. Many pupils were able to articulate how they would themselves challenge any racism, homophobic behaviour or unfairness. In questionnaire responses, most pupils agreed that pupils are kind and respect each other. However, in interviews a few pupils said that on occasion some pupils can be less understanding of others' differences. Inspectors found equality, diversity and inclusion to be a high priority for senior leadership having carried out a recent review of the curriculum to ensure pupils get a more tailored and modern approach to understanding diversity and inclusivity. In lessons, pupils' understanding of the reality of other people's lives being different to their own is enriched and developed by teaching that draws on a range of inclusive resources. For example, in English, texts from other cultures are chosen carefully to ensure pupils experience a diverse range of texts as they progress through the school. Pupils recognise that the diversity training they receive through the personal, social, health and economic education (PSHE) programme plays a big part in helping them develop greater understanding of inclusion and equality.
- 3.21 Pupils of all ages possess an excellent awareness of how to stay safe, both physically and when online. They know who to go to if in need of help and pupils spoke of the many routes on offer to them such as talking with house staff, matron or their tutor. Boarders spoke of being able to contact the

independent listener or having access to external organisations such as Childline. Pupils show an excellent understanding of how to lead a balanced lifestyle and spoke of how sport, music and participating in the creative arts helps them to keep mentally healthy. This is supported by the wide range of activities on offer to pupils, including within the prep activity programme for boarders, which encourage healthy living and personal well-being. Pupils recognise that the food they eat is important for their health and physical development and, as a consequence, many expressed a desire to see more healthy food options on daily menus, and in greater quantities.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration and chapel. Inspectors visited boarding houses and 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

Ms Adrienne Richmond	Reporting inspector
Mr David Gajadharsingh	Compliance team inspector (Head, SoH school)
Mr Paul Sanderson	Team inspector (Head, HMC school)
Mrs Lesley Tyler	Team inspector (Senior management team member, GSA/HMC school)
Mr Crispin Dawson	Team inspector for boarding (Head, ISA school)
Mr Karl Wilding	Team inspector for boarding (Deputy head, HMC school)