



ISI Independent
Schools
Inspectorate

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

Winchester House School

January 2022

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School's Details

School	Winchester House School			
DfE number	941/6000			
Registered charity number	309912			
Address	Winchester House School 44 High Street Brackley Northamptonshire NN13 7AZ			
Telephone number	01280 702483			
Email address	office@winchester-house.org			
Head	Ms Antonia Lee			
Chairman of governors	Mr Simon Creedy Smith			
Age range	3 to 13			
Number of pupils on roll	298			
	Upper School	213	Pre-Prep	44
			EYFS	41
	Day Pupils	241	Boarding	57
Inspection dates	18 to 21 January 2022			

1. Background Information

About the school

- 1.1 Winchester House School is a co-educational boarding school for pupils between the ages of 3 and 13 years. The school was founded in 1875 as a preparatory school for male pupils. It moved to its current location in 1922 and became co-educational in 1976. The school consists of three sections: the Early Years Foundation Stage (EYFS) for children aged 3 to 5 years, pre-prep for pupils aged 5 to 7 years and upper school for pupils aged 7 to 13 years. Boarding provision is offered from Year 3 in two single-sex boarding houses. Since the previous inspection, the school has become part of an educational trust, The Stowe Group, and is run by a board of governors. The current Chair of Governors was appointed in January 2020. The current Head has been in post since January 2022.
- 1.2 During the period March to June 2020, the whole school was closed to on site learning and pupils were taught remotely. During this period of closure the school provided remote learning materials for all pupils. In June 2020 Reception, Year 1 and Year 6 pupils returned to learning in school and the Nursery reopened to children.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Pupils were taught their lessons, tutor time, assemblies, chapel and games lessons remotely.
- 1.6 In 2020 and 2021, Common Entrance assessments were teacher assessed.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school aims to develop life-long learners with a spirit of resourcefulness and self-reliance within a warm and purposeful community, developing each child as an individual. The aim is to promote a safe and stimulating environment where pupils feel secure and develop their confidence. Pupils are encouraged to be the best version of themselves.

About the pupils

- 1.9 Pupils come from the surrounding area and the majority are from families with professional backgrounds. Boarders come from the UK. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 73, one of whom has an education, health and care (EHC) plan. Pupils require support with a range of conditions, including dyslexia. Eleven pupils have English as an additional language (EAL), two of whom receive additional support for their English.

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 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. [In addition, the standards relating to XYZ are also included.] 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](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 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 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.
- 2.4 Pupils receive relationships education in Years 1 to 6 and relationships and sex education in Years 7 and 8, 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. 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 17 and 19 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 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 14 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 5 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 18 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 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'.

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 excellent.

- Pupils' academic and other achievements are excellent in all areas of school life.
- Pupils are outstanding communicators; they are articulate and polite and apply a high standard of written skills successfully to other subjects.
- Pupils at all ages have excellent numeracy skills and apply these seamlessly across other areas of the curriculum.
- When given the opportunity, such as in sport, pupils collaborate most effectively and enthusiastically with each other; however, such opportunities are limited in lessons.

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

- Pupils demonstrate excellent levels of self-understanding and self-confidence and are very well prepared for the next stage in their education.
- Pupils demonstrate excellent knowledge of how to stay safe, including online, and the importance of healthy eating and exercise.
- Older pupils take their responsibilities seriously and work together extremely well; however, there are fewer opportunities for younger pupils to develop in these areas.

Recommendations

In the context of the excellent outcomes, the school might wish to consider:

- Enable pupils to develop further their ability to work together to achieve common goals by providing more opportunities for collaborative learning in lessons.
- Enable younger pupils to increase their contribution to the lives of others in school and to develop self-confidence by offering more opportunities for pupils throughout the school to take on positions of responsibility.

The quality of the pupils' academic and other achievements

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

3.4 The school's assessment data, supported by pupils' work and achievements in lessons, demonstrate high levels of achievement, particularly in English and mathematics. In recent years, by the end of Reception almost all children, including those with SEND, have achieved the Early Learning Goals and

many have exceeded them. Those who are still working towards these goals, following a lack of social contact in recent months, are making good progress as a result of early identification of their needs and targeted support. There are no apparent differences between the achievements of male and female pupils. Pupils with SEND and the very few pupils with EAL make excellent progress; they are extremely well supported in class and by specialist help. More able pupils benefit from early identification and make rapid progress, benefitting at the top of the school from high expectations and focused support from their teachers as they prepare for their scholarship examinations. In the pre-inspection questionnaires, most parents agreed that their child's particular individual educational needs are met effectively and that the school helps their child to develop skills for the future.

- 3.5 Pupils are highly successful in gaining places at their senior schools of choice, regularly winning academic, sports, music, art and drama scholarships. Pupils have excelled at local and county level in a number of sports which include rugby, hockey, netball and cricket. In music, there are several school ensembles, a full orchestra and a choir; pupils regularly perform at local and national events. In their recent music examinations, all pupils passed their various grades, a quarter of them with merit or distinction. Many pupils take speech and drama examinations and in recent years all have passed with either merit or distinction. In mathematics, pupils from Year 5 take part in national competitions achieving considerable success, with several pupils passing through to the next round.
- 3.6 The pupils make excellent progress in knowledge, skills and understanding across the curriculum benefitting from high-quality teaching and positive attitudes, in line with the school's aim to develop life-long learners. Leadership and management provided resources and monitored provision to ensure this high standard was maintained during periods of recent national school closures thus contributing to the overall high standard of achievement. For example, Year 8 pupils demonstrated excellent speaking and listening skills as they discussed the plot of Macbeth and proved themselves very knowledgeable about Shakespeare. Almost all parents agree that the range of subjects, including any online learning, is suitable for their child, and that teaching, including any online provision, enables their child to make progress. Most pupils agreed that their skills and knowledge improve in most lessons and that teachers know their subjects well. Although a small minority disagreed that lessons were interesting, that their teachers were supportive and that marking helped them to learn. Pupils at interview were extremely positive about the quality of the teaching and the support that they received.
- 3.7 Pupils have outstanding communication skills, having been encouraged to share their opinions and ideas from the earliest years. Older pupils' literary awareness benefits from the prominence of speech and drama in the school day and the many opportunities to take part in dramatic productions. Children in the EYFS build a vast and varied vocabulary through a structured programme of phonics and active promotion of the sharing of their experiences. Nursery children clearly described the differences between the shapes in their playground and Reception children confidently offered in assembly their ideas about what makes an individual special. They apply their phonetic knowledge most effectively in their writing. Results of standardised tests show that all children meet the expected outcomes for speaking and listening at the end of Reception and pupils perform well above average by the end of Year 2. Pupils continue to make excellent progress as they progress up the school. Year 7 pupils analysed a war poem with sophistication and maturity and then articulately explained and argued their assessment of a soldier's reactions. Pupils speak eloquently, benefiting from many opportunities for public speaking such as giving the reading in assembly, participating in poetry and public speaking competitions, and speech and drama lessons. Pupils make very rapid progress in their reading and were visibly excited to access the resources available to them in the library. Work scrutiny and lesson observations show that pupils apply their excellent writing skills across a range of subjects.
- 3.8 Pupils make excellent progress in numeracy and achieve at high levels in relation to age expectations, as seen in their work. Reception children are able to use different strategies to calculate such as using counters to subtract but also jumping back on a number line. There is a focus at all ages on mental

skills and strategies. Pupils in Year 2 effectively carried out mental addition and subtraction of two digit numbers when analysing pictograms and pupils in Year 6 applied the rules of divisibility to quickly identify factors of an eight digit number. Pupils apply their mathematics seamlessly to other subjects. Year 4 pupils enthusiastically described how they measured liquids in a science experiment and calculated the differences between quantities. In geography, Year 8 pupils used pie charts most professionally to determine the status of the UK as a more economically developed country.

- 3.9 Pupils have good ICT skills overall which they use most effectively as they engage with online learning tasks which in turn benefits their learning in other curriculum areas. In ICT lessons, Year 2 pupils competently accessed their learning tasks as they created an alien and designed their home planet; pupils in Year 7 very confidently used coding to fly a rocket to the moon. Pupils apply their skills effectively in other curriculum areas, such as when downloading graphics in art, completing tasks on weather and climate in geography and researching monarchs in history.
- 3.10 Pupils demonstrate excellent study skills that enable them to make hypotheses, analyse information and synthesise their results. Pupils from Year 1 carry out peer marking and self-marking in order to analyse their own work and the work of others. Pupils of all ages investigate complex problems in mathematics by making hypotheses and then analysing their results, such as when finding a formula for a numerical sequence. In English lessons pupils analyse texts, make hypotheses and draw conclusions, referring unprompted to dictionaries and thesauruses, which they used very competently in order to improve the quality of their writing. In a Year 7 chemistry lesson, pupils hypothesised how they could identify the ink used in a criminal's pen and devised their own chromatography experiments to successfully catch the villain. Pupils readily undertake their own research into topics such as lunar eclipses using staff as a resource within timetabled independent learning time (ILT) sessions, introduced by leaders to support pupils' development of study skills and to allow them to seek support if needed.
- 3.11 Pupils' admirable attitudes to learning promote their excellent progress. At all ages, but particularly in the oldest year groups, pupils are hardworking and willing to learn. They are well behaved and responsive to their teachers. At all ages, pupils are enthusiastic about their studies and talk with gratitude of the support and encouragement they are given by their teachers. Pupils talk with enthusiasm about their lessons, and particularly about the value of ILT sessions where they take responsibility for their own learning and challenging themselves, deciding for themselves when to ask for help. In lessons, pupils work very well independently. In some lessons, such as science, they are given opportunities for collaborative learning, and they then work extremely well in pairs or small groups, sharing ideas and listening to each other with respect. Although some pupils choose to work in pairs in ILT, other opportunities for collaborative work in the curriculum are limited.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils demonstrate excellent self-understanding and self-confidence as they talk frankly about themselves and their experiences during the recent periods of significant change that many have found unsettling. They demonstrate mature self-knowledge and resilience, benefiting from their participation in expedition weeks, such as camping trips and sailing on the south coast. Pupils display a strong understanding of the importance of the 'Winchester House Way' that sets out clear expectations such as 'do your best to be your best self' and 'be kind and helpful'. Pupils are extremely well prepared for the next stages of their lives in school, including through a structured programme for pupils and parents as they progress from Year 2 to the upper school. Year 8 pupils at interview were highly appreciative of the opportunity to learn about the experiences of life at senior school from pupils from Stowe School, including the challenges that they may encounter and strategies to help themselves, an initiative introduced recently by the Stowe Group. They also described most maturely

about how they take control of their learning as they prepare themselves for the transition to senior schools.

- 3.14 Pupils of all ages make well-informed decisions and are encouraged to do so through a variety of initiatives. Children in the EYFS make their own choices of activities and whether to work in small groups, on their own or with adults. As they move through the school pupils choose their own activities at the start of the day and books to contribute to class libraries, explaining articulately why they think others would enjoy the story. Older pupils' ability to make decisions has developed with the introduction of ILT and they take increasing responsibility for their own learning as they progress up the school. Choices include making decisions on their use of resources, including when to use ICT or choosing a medium in art. Boarders show considerable maturity as they make their own decisions on whether they do school work or revision in their free time, rather than choosing from the wide range of sporting and other activities on offer, understanding that such choices will help determine their own success.
- 3.15 Pupils have a strong awareness of the non-material aspects of life, nurtured from their earliest years through access to a varied outdoor environment where the wonders of the natural world can be explored. Older pupils benefit from peaceful reflection in their sessions in chapel and are supported in their Christian worship by strong links with the local church and, recently, by visits from the chaplain at Stowe. They have a well-developed sense of the environment and understand the importance of maintaining this for future generations. Topics such as the Cop 21 treaty on climate change have been the subject of debating club and Year 8 have introduced an annual green day, encouraging initiatives such as sharing lifts to school to reduce emissions. In lessons, pupils show understanding of the importance of emotion. For example, Year 8 pupils debated the moods that can be inspired by different pieces of music and how these can be used in product advertising.
- 3.16 From an early age, pupils demonstrate a strong sense of right and wrong. In personal, social, health and economics education (PSHE) lessons, they coherently debate the rules embedded in the Winchester House Way as well as broader systems of laws, rights and responsibilities. Pupils have high levels of moral conscience and are quick to challenge when they perceive injustice. Pupils interviewed felt that behaviour around the school is good and that the rules are well understood. Children in the EYFS readily stop their playing when the whistle blows, listen to instructions and tidy up when asked to, and pupils of all ages take pride in an accumulation of awards such as stars, house points and certificates awarded for good behaviour as well as good work. Pupils have a mature understanding of how their behaviour impacts on others and how to take steps to improve. They say that sanctions are rarely issued, valuing the support offered by pastoral plans that help them to do this in a caring manner. Moral values are also developed through well-chosen topics in the curriculum, such as in a Year 8 history lesson, where pupils discussed the dilemmas sometimes faced by mediaeval monarchy concerning the influence of the church.
- 3.17 Pupils of all ages are very socially aware and work effectively with others. Pupils new to the school talked of how they were welcomed and quickly made to feel at home. Children in the EYFS move around the playground and invite others to play, making good use of the buddy bench. Older pupils and Year 8 prefects help their younger peers through peer mediation, and senior pupils in the boarding houses carry out this role informally in the friendly family atmosphere. House activities and challenges such as fundraising allow pupils to work together to solve common goals, but this is more a feature of playtime and extra-curricular activities than of lessons. Pupil councils for each section of the school have advised school leaders of their opinions such as on the reintroduction of their favourite desserts, more play equipment for Years 3 and 4 and more access to football both at play time and on the curriculum. Pupils in Year 8 value the opportunity to take on roles such as head boy and girl, House and sports captains or prefects, and as head of boarding in the girls' house. They embrace these responsibilities with considerable maturity and can be seen around the school organising their younger peers at events such as the 'House Shout' with great efficiency. There are, however, few opportunities for pupils below Year 8 to develop their maturity by embracing suitable responsibilities.

Pupils have recently initiated a number of activities to support members of their local community during lockdown restrictions, efforts which were acknowledged by a special award from the High Sheriff and Lord Lieutenant. These have included gathering spring flowers and donating them to care homes, setting up a pen pal scheme with the residents and sending them cards, harvest gifts and Christmas hampers and entertaining them with a musical recital for remembrance. Pupils are also active in charitable fundraising for international, national and local charities. In the local community as they support a local charity and organise events such as a mini-Olympics for the town and surrounding villages.

- 3.18 Pupils of all ages demonstrate great respect for others. Although there is a limited range of different cultures and traditions in the school community, pupils develop high levels of sensitivity and tolerance of others through their promotion in lessons and assemblies. Pupils' awareness of other faiths and cultures is promoted in subjects such as religious studies, geography and PSHE and they recognise that other faiths may have similarities to Christianity. In Year 7 PSHE, pupils demonstrated an excellent understanding of the message of Martin Luther King, recognising that there was still work to be done to embed his message of equality. Pupils interviewed demonstrated a mature appreciation of the content of books recently introduced to the curriculum such as about a child with facial disfigurement and about racial tension during the great depression. Older pupils could describe coherently the difference between dislike and discrimination, and were adamant that that sexist, racist or homophobic attitudes are unacceptable and do not happen in school. They described how they have become more thoughtfully aware of the background to some events in the news through sessions organised by the leadership group with Stowe's diversity and inclusion pupil group.
- 3.19 Pupils of all ages appreciate the need to stay healthy and safe. Children in the EYFS make their own snacks, make healthy food choices and understand the importance of oral hygiene. In Year 1, children debated the needs of a newly arrived alien, concluding that he would need food and water before sleep. Pupils embrace readily the many opportunities for physical exercise available to them, making the most of the excellent sporting facilities and first-class coaching. They responded with clear explanations to a discussion on the importance of cardio fitness. At interview and in the questionnaires, almost all pupils were confident that they know how to keep themselves safe online. They recognise the need for the rules and the importance of reporting any concerns to an adult, commenting on the admirable efficiency of staff monitoring internet usage. Pupils are confident that they understand what constitutes a healthy diet and older pupils with a heavy sporting commitment understand how to maintain this through working with catering staff on a personalised diet to suit their needs. Boarders put their excellent awareness of healthy eating into practice through opportunities to preparing their own snacks and light meals in their houses. Pupils broaden their appreciation of a healthy lifestyle, including the importance of healthy relationships and of mental health, though their PSHE lessons that include the teaching of first aid from Year 7. A minority of the pupils in the questionnaires disagreed that they could speak to an adult at school if they are worried about something or that the school would put things right. Pupils interviewed spoke with appreciation of the care that they receive, and the availability of adults to talk to, valuing the help given by the team of well-being staff.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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 Serena Alexander	Reporting inspector
Mrs Joanna Leach	Compliance team inspector (Head, IAPS school)
Mr Robert Humphreys	Team inspector for boarding (Head of boarding, HMC school)
Mrs Louise Lawrance	Team inspector (Head, IAPS school)