



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

Caxton College

November 2023

Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		5
What the school seeks to do		5
About the pupils		5
2. Inspection of Standards for British Schools Overseas		6
Preface		6
Key findings		7
Part 1 – Quality of education provided		7
Part 2 – Spiritual, moral, social and cultural development of pupils		7
Part 3 – Welfare, health and safety of pupils		7
Part 4 – Suitability of staff, supply staff, and proprietors		8
Part 5 – Premises of and accommodation at schools		8
Part 6 – Provision of information		8
Part 7 – Manner in which complaints are handled		8
Part 8 – Quality of leadership in and management of schools		9
3. Inspection of Educational Quality		10
Preface		10
Key findings		10
Recommendation(s)		10
The quality of the pupils' learning and achievement		10
The quality of the pupils' personal development		13
4. Inspection Evidence		16

School's Details

School	Caxton College			
Address	Calle Mas de León 5 46530 Puçol Valencia Spain			
Telephone number	+34 961424500			
Email address	caxton@caxtoncollege.net			
Principal	Ms Marta Gil			
Proprietor	General de Inmuebles y Construcciones SA			
Age range	1 to 18			
Number of pupils on roll	1591			
	Early years	183	Primary	632
	Secondary	554	Sixth Form	222
Inspection dates	7 to 10 November 2023			

1. Background Information

About the school

- 1.1 Caxton College is a day school for pupils aged between one and eighteen years, located in Valencia on the Mediterranean coast of Spain. Founded in 1987 by the Gil Marqués family, the school is family-owned, with a board of three directors. The school comprises Baby Caxton for children from 0 to 2 years old, which is not part of this inspection, an Early Years Foundation Stage (EYFS) for children aged 3 to 5, a primary school for pupils aged 5 to 11, and a secondary school for those aged 11 to 18, including a sixth form. Nearly all lessons are conducted in English. Pupils new to the secondary school have a functional level of English, which is tested during the admissions process. All pupils sit English as a First Language GCSE.

What the school seeks to do

- 1.2 The school aims to encourage all its pupils to live honestly and to be able to build future relationships founded on justice, respect and responsibility. The school seeks to develop academic excellence and outstanding personal progress in its pupils, so that they can become responsible global citizens.

About the pupils

- 1.3 The majority of pupils come from the local Spanish community. Just under one third of the school population is international, representing 45 different nationalities. In the primary school, pupils' ability is broadly average. In the secondary school and the sixth form, pupils' ability is slightly above average when compared to those sitting the same tests nationally in the UK. The school has identified 116 pupils in the primary and 93 in the secondary as having special educational needs and/or disabilities (SEND), including dyslexia and attention deficit disorder. These pupils are supported by their teachers in lessons and some by a specialist teacher. Pupils who work well above expectations or demonstrate specific talents are supported with appropriate provision. Over 90% of learners have English as a second language. Pupils are supported to develop their English quickly and naturally, through a range of teaching strategies.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is 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. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's previous inspection was in February 2020.

Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

Part 1 – Quality of education provided

2.2 The standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The school has a suitable written policy for the curriculum, including for the sixth form and for the early years, and implements this effectively. The curriculum is supported by appropriate planning and schemes of work which take into account the pupils' ages, abilities and needs. The curriculum includes all the required areas of learning and experience.
- 2.4 The curriculum emphasises the acquisition of a high level of competence in English language. It promotes understanding of life in Britain, whilst preparing the pupils also for the responsibilities of being a citizen in Spain. The curriculum does not undermine fundamental British values. The curriculum additionally includes some aspects of the compulsory Spanish school curriculum.
- 2.5 Teaching motivates pupils to learn and to develop good subject knowledge. Teachers are suitably qualified and experienced. Most teaching is delivered in English. Teaching resources are appropriate and are used effectively. Lessons are well planned, and teachers use a suitable range of teaching methods. The teaching does not discriminate against pupils because of their protected characteristics. An appropriate framework is in place, based on standardised tests in the primary school and IGCSE and A levels in the secondary, to assess pupils' performance. Assessment information is used to plan teaching so that pupils can progress.
- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met

- 2.8 The school actively promotes the fundamental values of democracy, the rule of law, liberty, respect and tolerance, common to both Spain and the UK. Pupils develop respect for different cultural traditions and for the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school enables pupils to develop their self-esteem and self-confidence and to distinguish right from wrong. Pupils are actively encouraged to contribute to their school community and to the lives of others. The school promotes pupils' respect for public institutions and prepares them for life in a European country and as a global citizen.
- 2.9 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

- 2.10 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current guidance in England and Spain. The school implements a suitable policy for staff recruitment. Pupils have good opportunities to express their views or concerns and are confident the school will listen to them. Pupils and parents are happy with the care the school provides. Pupils are appropriately supervised. Staff have been trained in understanding how to apply the school's policy for safeguarding children. Bullying is prevented insofar as reasonably practicable and the school's measures take into account the needs of pupils who have SEND. The school meets the requirements

for health and safety, including those relating to the prevention of fire. The school takes a suitable approach to the assessment of risk. Records and logs of checks related to health and safety are kept meticulously. Suitable arrangements are made for the administration of first aid. Admission and attendance registers are correctly maintained.

Part 4 – Suitability of staff, supply staff, and proprietors

2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

2.12 The school carries out all the required checks on the staff it appoints in accordance with the BSO standards, guidance from the UK DfE and local regulations in order to ensure the suitability of staff and proprietors. The school maintains a comprehensive central record of all appointments which lists the recruitment checks undertaken.

Part 5 – Premises of and accommodation at schools

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

2.14 Suitable toilet, changing and showering facilities, and appropriate accommodation for pupils' medical needs are provided. The premises are maintained to a high standard. Acoustics and lighting are appropriate and there is adequate provision of water. There are large grounds outdoors for both parts of the school which provide extensive space for physical education and outdoor play, and sufficient shade.

Part 6 – Provision of information

2.15 The standard relating to the provision of information [paragraph 32] is met.

2.16 An appropriate range of information is made available to parents of current and prospective pupils. The school's website provides all the required information. This is supplemented by a parents' portal. Information includes: contact details of the school, the principal and the board of directors; a statement of the school's aims and ethos; arrangements for admissions; information on how the school promotes good behaviour and seeks to prevent bullying; provision for students who have SEND and EAL; the management of health and safety and first aid; and the school's safeguarding policy. Details of the school's procedure for complaints and the number of formal complaints received during the preceding school year are published. Information is given on pupils' academic performance and their results in public examinations. The website has the previous inspection report. The school provides a report at least annually to parents on their children's progress and attainment.

Part 7 – Manner in which complaints are handled

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

2.18 The school's policy for complaints meets requirements. Parents' complaints are handled in accordance with a three-stage process outlined in the complaints policy including, at the third stage a hearing before a panel of three, one of whom is independent of the school. The policy sets out clear timescales for each stage. At the third stage, the panel may make findings and recommendations which are communicated appropriately. Confidential records are kept, including of any action taken, whether or not a complaint is successful.

Part 8 – Quality of leadership in and management of schools

- 2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**
- 2.20 The directors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the BSO standards are met consistently. They actively promote the wellbeing of students. The board of directors has a clear vision for the school and its future development. Leadership has a noticeable impact on sustaining high performance academically and on promoting effective personal development.
- 2.21 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England

Key Findings

3.1 The quality of the pupils' learning and achievement is excellent.

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

Recommendation

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

- refining the curriculum planning to better match the needs and abilities of all pupils.

The quality of the pupils' learning and achievement

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 The overall achievement of the pupils is excellent and represents the successful fulfilment of the school's ambitious aims. Pupils' attainment at both IGCSE and at AS and A level is excellent. It is above average for international schools at IGCSE and well above for A and AS levels. In 2023, almost half of the A-level results were at top grades A* or A, reflecting excellent teaching and pupils' enthusiastic attitudes to learning.

3.6 Pupils throughout the school maintain a high rate of progress from their starting points. Data analysed by the school shows that, in many subjects, pupils' rate of progress is significantly above the international average. Moreover, the vast majority of pupils attain these high examination results whilst working in their second language, English.

3.7 This outstanding level of achievement is seen in the context of further improvement since the previous inspection. School leaders have focused successfully on ensuring consistently high-quality teaching across both schools. Their insistence on the use of English as the medium for communication at all

times has paid dividends. Pupils' skills in learning languages are particularly strong. Early facility in English enables pupils to follow the curriculum taught entirely in English and to be highly successful.

- 3.8 Pupils are ambitious for their own futures and highly motivated to do well. They receive very good guidance in choosing the right path forward and feel very well prepared for the next steps in their education or career. The school has a consistently high success rate in entry to both Spanish universities and to those in the UK and other European countries. Nearly all pupils progress to university, including to many highly-regarded academic institutions. They pursue a wide range of subjects and careers.
- 3.9 Pupils follow aspects of the compulsory Spanish curriculum in both the primary and the secondary school and take examinations required for Spanish university entrance alongside A levels and IGCSE. In these they achieve highly also, as reflected in their excellent examination results.
- 3.10 Native Spanish-speaking pupils develop their native language to a high level, alongside their mastery of English. The school runs classes up to GCSE and A level for native and non-native speakers, and both groups achieve equally well, attaining high results in examinations.
- 3.11 Children in the early years are confident speaking to adults. They enthusiastically approach outsiders with their questions. Children make rapid progress in the acquisition of English through immersive language learning, which is fun, thereby ensuring that they enjoy school. In an English lesson, children in Reception class quickly acquired new vocabulary as the teacher re-read the story of *Jack and the Beanstalk*. They remembered key literacy terms such as: 'adjective', 'title' and 'write', but were equally comfortable using colloquial language such as 'the blurb on the back cover'. By the end of the early years many children reach expected levels of development, although sometimes held back by their understanding of English, for example in acquiring numeracy skills. However, they very soon catch up. By the end of the primary school, pupils' attainment, as reflected in standardised tests, is above that typically seen in the UK.
- 3.12 The primary school lays down excellent foundations for basic skills in numeracy and literacy and inspires a love of learning from the outset. Pupils evidently enjoy school, participating wholeheartedly. They are attentive because the curriculum is taught in an engaging way through a thematic and creative approach. This results in rapid progress in literacy, and in the development of pupils' knowledge, stimulating pupils' creative work. Vocabulary and grammar acquisition takes place in a relevant, real context, for example pulling together history, geography, literacy and art related to the medieval period to stimulate pupils' creative work. This results in a very happy atmosphere, forming an excellent basis for love of language and of school.
- 3.13 Pupils who have English as an additional language (EAL) progress rapidly in learning English. By the end of the primary school, pupils have a very well-developed command of English, both oral and written, enabling them to progress successfully in the secondary section. This ensures they achieve on a par with their peers
- 3.14 Pupils become near native, fluent speakers able to follow the entire curriculum taught in English and flourish. By the time they leave, pupils are bilingual. Most can communicate well in more than two languages. Pupils are natural and mature communicators, fluent, confident speakers and are highly competent in both Spanish and English when making presentations.
- 3.15 Pupils' strong language learning skills transfer easily to a new language, for example inferring rules on gender when working in their fourth language, as seen in a Year 7 Valenciano language lesson. Pupils make exceptional progress in language learning, achieving consistently excellent examination results.
- 3.16 Pupils' listening and communication skills are excellent, as seen in lessons when they work together highly cooperatively in groups. Older pupils listen intently, needing no prompting to take notes. In the school council, sixth-form pupils weighed up competing elements in budgets and available time when planning school events, without arguing. They resolved differences of opinion in a pragmatic, mature way.

- 3.17 Overall, able pupils receive sufficient challenge to enable them to achieve highly, especially in the secondary school. Many older pupils choose to pursue studies through individual work and research, or collaboratively in groups, for example on environmental projects. Pupils actively seek out additional challenge when preparing for entrance to universities with high standards of entry. Some pupils are successful in British and local competitions, such as Olympiads, in science and mathematics. In the primary school, teachers typically set appropriate levels of challenge, allowing high-ability pupils to develop their skills and knowledge. In Year 6, able pupils were creative with technology in their work on robotics.
- 3.18 Overall, pupils who have SEND achieve on a par with their peers. However, some parents in their survey responses expressed concern at the large size of classes in the primary school, and the progress of their children.
- 3.19 Inspectors found that, at times, the progress of some individual pupils is not as rapid because activities are not always matched to the range of abilities within the class, and teachers' expectations for some more able pupils were occasionally too low. As a result, pupils are not always sufficiently challenged to extend their knowledge or skills still further.
- 3.20 The school's leaders have begun to address the uneven progress some pupils make. The recent appointment of a coordinator for special educational needs in secondary reflects the directors' commitment to securing excellent rates of progress for all groups of pupils. Advice on teaching strategies has been shared more widely, helping to provide for the range of needs within a class. The school intervenes successfully to help individual pupils, by using different teaching approaches, or by withdrawing pupils for extra help in a small group. The school regularly assesses pupils' progress formally and reviews how well pupils are progressing overall in between these points. However, leaders do not always use the data to ensure that the progress of individual pupils is maximised throughout the year.
- 3.21 Pupils' basic skills for learning are at a particularly high level in all areas of learning, and they apply these skills very effectively to other areas of learning, for example using their numeracy skills well in science. Primary school pupils quickly develop the study skills to be successful, including personal organisation and research skills, pointing out that this is one of the main school values. Pupils apply their numeracy skills effectively, as seen in their excellent evaluative and analytical skills in science lessons. Pupils readily apply their mathematical skills where required for other lessons. In the primary school, for example, the robotics project required pupils to demonstrate very good understanding and application of angles. Some individual pupils are highly able mathematically.
- 3.22 Pupils organise their work very effectively. Progress in study skills is evident through the school and is particularly strong in the sixth form. Secondary pupils reflect on knowledge gained and analyse their work carefully, demonstrating high levels of skill in synthesising ideas and hypothesising.
- 3.23 Pupils' use and application of information and communication technology (ICT) skills are excellent, reflecting the directors' commitment to investment in hardware and software. Sixth-form pupils are very competent, using links and applications routinely to stretch themselves in their subject. Pupils in the primary school use ICT naturally as a learning tool, to be well organised and for writing, research and individualised learning. They use applications effectively, such as in art or for science, for example for online simulations in physics. In modern foreign languages, pupils use applications to build up vocabulary and devise quizzes, adding to enjoyment.
- 3.24 Pupils achieve well in co-curricular activities. They benefit from a good range of activities suiting a wide range of needs, fostering interests and talents. Surveys show pupils enjoy this aspect of school life. They appreciate the spacious site with plenty of facilities and outdoor space to promote their health and enjoyment. Pupils achieve well in The Duke of Edinburgh's Award Scheme and in a range of sports. Elite participation in music and sport is facilitated.

- 3.25 Pupils' excellent attitudes to learning reflect high-quality, engaging and challenging teaching. Pupils have an enquiring mindset and a keen interest in debating the views of others. Older pupils 'think outside the box' to reach solutions and take initiative. Sixth form pupils participate in the Youth Parliament, representing their school up to international level.

The quality of the pupils' personal development

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

- 3.27 Pupils' self-knowledge, self-esteem, self-confidence, self-discipline and resilience are excellent across both parts of the school. Primary school pupils develop ambition early and recognise the importance of academic success. They quickly grow in self-confidence as they are given many opportunities to lead, perform and present. They are not afraid to be themselves and do not feel they need to change to fit in. Pupils smile and engage enthusiastically with visitors. Very young children demonstrate outstanding levels of self-confidence in their ability to approach and engage with visitors in an additional language.
- 3.28 Pupils in the secondary school have an excellent understanding of their own strengths and weaknesses which allows them to identify areas for improvement. They show initiative and are willing to take risks because of their trust in the school staff to support them. Older pupils say that the school's leaders encourage them to move ideas forward without fear.
- 3.29 Pupils have a strong appreciation for the education they are receiving and are grateful for the opportunities they have gained through attending a British curriculum school. They talk openly about the effect that the school's values and development of character strengths have had in forming their highly positive attitudes to their learning.
- 3.30 Pupils make excellent decisions, both large and small, with a high level of confidence. Primary school pupils opt to work hard and challenge themselves in all areas, understanding that they need to achieve to the best of their abilities for future success. Older pupils are grateful to the school for the headroom they are given to make choices, ranging from large ones, such as the subjects to choose for IGCSE or A level, to the smaller ones, such as what approach they should take to present a particular project, with staff acting as a 'critical friend'.
- 3.31 Sixth-form council leaders have shown considerable initiative and self-confidence in putting forward budgetary proposals directly to the school's directors for organising and hosting a major public speaking inter-school event. The authorisation to proceed illustrates the strength of the positive relationship between staff and pupils. Pupils understand how this helps to prepare them well for the next steps in their lives.
- 3.32 The development of pupils' spiritual understanding in the primary school is excellent. Pupils who wish to may attend chapel. Pupils learn about a range of faiths, including Christianity. They understand the school's emphasis on diversity and inclusion and the importance of tolerance. Pupils in the secondary school develop a deep appreciation of the non-material aspects of life. They have a growing awareness of the spiritual dimension of their lives and an enthusiastic appreciation of the effect of philosophical debate on their education. They spoke about the strong impact that ethics lessons have had on their critical thinking skills, and the opportunity it gives them to investigate deeper questions. In the ethics programme, as an alternative to the religious education course, pupils openly discuss spiritual issues and other questions relating to the meaning of life. Pupils appreciate and understand different faiths and philosophical traditions.
- 3.33 Pupils have a keen sense of right and wrong, and a strong moral compass, reflecting the school's motto of '*Honeste vivere*' (*Live honourably*). Pupils in the primary school debate moral topics in PSHE lessons and form periods, such as whether computer hacking can ever be justified, or nicknames be anything other than unkind. Pupils understand and rise to the clear expectations of their behaviour. A restorative ethos encourages pupils to learn from any mistakes.

- 3.34 Secondary pupils are willing to listen to both sides of an argument without judging, as was observed in a Year 10 form period, where pupils were discussing the impact of current conflicts on both of the parties involved. Teachers comment that pupils are often capable of solving their problems themselves due to this level of maturity. Pupils' excellent social skills are promoted extensively through the 'Caxton Curriculum', based on the school's stated values of respect, resilience, integrity and independent organisation.
- 3.35 Pupils are astute and socially aware, with a highly developed understanding of what makes a global citizen. Several pupils expressed that speaking English is important to them, as it is now a global language which unites all the pupils in the school. They see the use of English as inclusive, for example, as a means to include and welcome all friends into the group. Pupils keenly appreciate the value of language as a communication tool essential for their future workplace.
- 3.36 Pupils are very self-motivated, independent and highly collaborative in approach. They work together and look after one another very effectively. Some pupils volunteer to help new members of the school community to settle in, through taking the responsibility to meet with them in Valencia before they come to school.
- 3.37 The contribution which pupils make to others within their school community is excellent, for example through their participation in sporting and other extra-curricular activities. Primary school pupils put themselves forward to be class representative, bringing ideas or concerns to the attention of the school's leadership team. An example of their contribution includes the creation of the 'Eco Warriors' environmental action group. Further afield, pupils in Year 6 are supporting 'Toilet Twinning', a charity aiming to improve sanitation facilities for disadvantaged communities whilst others raise funds for such charities as the Spanish Red Cross and 'Ama Nepal' ('Love Nepal').
- 3.38 Secondary pupils develop strong leadership skills, confidence and empathy in a number of ways, for example through opportunities to volunteer as part of The Duke of Edinburgh's Award Scheme, or to advise and guide younger pupils as part of their roles on the school council. Primary school pupils learn at an early age the importance of using initiative and taking responsibility as class representatives.
- 3.39 Secondary pupils have a strong sense of belonging to their community and a sense of responsibility to play their part in its success. Sixth formers have significant responsibilities as members of the school council, following an intensive selection process. They work closely with forms lower down in the school, and with individual pupils as mentors, to promote and exemplify the school's values, acting as excellent role models. A 'happy to learn', co-operative atmosphere prevails in the school. Pupils openly and proudly state that they are indeed 'one school, one community'.
- 3.40 School leaders actively listen to the views of pupils, as expressed through the council, and act on their suggestions, for example for fundraising for local charities, or for those less fortunate beyond the immediate community. Sixth-form pupils talk with appreciation about this first-hand experience of democracy in action. They value the extensive leadership opportunities they have been given and comment that they have learnt much about the importance of building good relationships, and listening to alternative viewpoints, on the path to achieving consensus. They understand how useful this will be for their future lives.
- 3.41 Pupils' respect for diversity and their cultural understanding are excellent. Pupils view the diverse backgrounds and heritages within the school as a real, positive force. Pupils across the school feel very strongly that equality matters and stress the value of each individual, their culture and heritage. They comment that this is in keeping with the school's aims and values. Pupils show a high level of respect to those of different cultures or backgrounds. Differences and alternative views are valued. Pupils are naturally tolerant of those from different backgrounds and actively seek out pupils to support them. Teachers comment that much comes from within each pupil but is overtly fostered by the school.
- 3.42 Pupils' have very good knowledge and a highly developed understanding of how to keep themselves safe and healthy. They have plenty of choices which allow for a healthy diet and many opportunities

to maintain a healthy and balanced lifestyle. These include regular sports, swimming, fitness, martial arts and team participation. Pupils know and understand the guidelines about keeping safe online, due to the emphasis placed upon these issues within PSHE and ICT lessons.

- 3.43 Pupils have a strong awareness of the importance of good mental health. Pupils know that they can ask and will receive support if they have concerns or are struggling, for example with managing their workload due to being an elite athlete. Pupils say they can approach staff who are on hand to support them if they have concerns.
- 3.44 The school's leaders recognise the growing pressures facing young people and have enhanced their provision to help support pupils' emotional wellbeing. They have sought to promote pupils' emotional wellbeing further through increasing the help the school can offer. Three school psychologists and a part-time leader for social and emotional wellbeing work alongside the teaching and pastoral staff, to support pupils to be secure and happy at school. They help with such matters as anxiety and exam stress, and support pupils the school considers to be more vulnerable. Excellent care and trust underpin pupils' enthusiastic attitudes to learning.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils, and talked to them informally around school. Inspectors examined samples of pupils' work. They held discussions with members of staff and with the proprietors and directors. Inspectors also visited lessons together with some staff and held a discussion related to the work of that section or aspect of the school's work. Inspectors observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, assemblies and a meeting of the school council. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Mrs Honoree Gordon	Reporting inspector
Mr Gareth Evans	Team inspector primary (Head, BSO school, Serbia)
Mr Eamonn Mullally	Team inspector primary (Director of education, HMC school overseas)
Mr Ian Raybould	Team inspector primary (Head, IAPS school, UK)
Ms Karen McDonald-Tuckwell	Team inspector primary (Head of lower and middle school, HMC school, UK)
Mr Michael Clennett	Team inspector secondary (former Deputy head, HMC school, UK)
Mrs Louise Orton	Team inspector secondary (Deputy head, GSA school, UK)
Mr Matthew Tansley	Team inspector secondary (Head, BSO school, Romania)