



ISI Independent
Schools
Inspectorate

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

Ashfold School

January 2023

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School's Details

School	Ashfold School			
DfE number	825/6003			
Registered charity number	272663			
Address	Ashfold School Dorton House Dorton Buckinghamshire HP18 9NG			
Telephone number	01844 238237			
Email address	reception@ashfoldschool.co.uk			
Headmaster	Mr Colin MacIntosh			
Chair of governors	Mrs Catrin Weston			
Proprietor	Ashfold School Trust Ltd			
Age range	2 to 13			
Number of pupils on roll	300			
	Day Pupils	249	Boarders	51
	EYFS	52	Juniors	198
	Seniors	50		
Inspection dates	24 to 26 January 2023			

1. Background Information

About the school

- 1.1 Ashfold School is a coeducational independent day and boarding school. Originally a boys' school, it became co-educational in the 1980s. The school has been a charitable trust since 1976 and is overseen by a board of governors.
- 1.2 The school is set in 32 acres of grounds with educational buildings and facilities built around the main Jacobean mansion. These include a purpose built pre-preparatory building. Boarders are accommodated in the mansion with separate accommodation for male and female boarders and can board from Year 5 for up to four nights during the week.

What the school seeks to do

- 1.3 The school aims to give every child the firmest possible grounding in the core academic subjects whilst broadening their wider interests through a rich curriculum. The school's objective is to enable pupils to acquire the skills, values and habits that will prepare them to thrive in their senior schools. The school seeks to make learning fun and to give pupils confidence.

About the pupils

- 1.4 Pupils come from families with a range of professional backgrounds, most of whom live within 30-minutes travelling time of the school. Data provided by the school indicate that the ability of pupils upon entry is average compared with other pupils taking the same tests nationally. The school has identified 60 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dysgraphia, attention deficit hyperactivity disorder and autism spectrum disorder, of whom 46 receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan. Eight pupils have English as an additional language (EAL) and three receive additional support with their English. Where the school identifies pupils as the most able in the school's population the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

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

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

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

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, 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the pre-prep and prep school and relationships and sex education in the senior prep school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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 and the school's arrangements for guardianship are suitably managed.
- 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.

Key findings

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

- Pupils develop excellent knowledge, skills and understanding across a wide range of subjects.
- Pupils' communication skills are extremely well-developed.
- Pupils' numeracy skills are excellent.
- Pupils develop highly positive attitudes towards learning.
- Pupils' extra-curricular achievements are less strong than their academic achievements.

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

- Pupils show excellent self-discipline, self-confidence and resilience.
- Pupils' ability to make rational and balanced decisions is strong.
- Pupils' behaviour in lessons and around the school is of a high standard.
- Pupils work extremely effectively with others to achieve common goals.
- Pupils know how to stay safe and they have a well-developed understanding of how to be physically and mentally healthy.

Recommendations

3.3 The school is advised to make the following improvements.

- Enable all pupils to strengthen their extra-curricular achievements.

The quality of the pupils' academic and other achievements

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

3.5 The school successfully fulfils its aim to give every pupil a firm grounding in the core academic subjects whilst broadening their wider interests through a rich curriculum. Its aim to make learning fun and to give pupils confidence is clearly seen throughout the school from an early age. Pupils embrace opportunities to be successful in their learning, often voluntarily extending their learning to enhance their outcomes by attending extension and enrichment classes. Parents, in their positive responses to the pre-inspection questionnaires, agreed that teaching helps their child to make good progress and equips them with the team working, collaborative and research skills they need in later life.

- 3.6 Pupils' excellent levels of academic achievement are a result of high expectations on the part of senior leaders and teachers. Pupils' performance in entrance examinations to local, regional and national senior schools with competitive entry requirements is strong. A third of pupils achieve scholarships and other awards regarding their senior school placements. Governors place a clear priority on the quality of teaching and learning. Effective tracking and monitoring procedures enable teachers and leaders to accurately analyse the performance of cohorts and individual pupils. This enables effective interventions to support and stretch pupils where appropriate. The vast majority of children in the Early Years Foundation Stage (EYFS) achieve good levels of development. The school's own and nationally standardised assessments show that pupils make excellent progress over their time in the school. Pupils with SEND make equally good progress, often from considerably lower starting points. Pupils with EAL make progress commensurate with their peers. The most able pupils respond well to the additional stretch and challenge provided by the school.
- 3.7 Pupils' knowledge, skills and understanding across the range of subjects is excellent. For example, Nursery pupils demonstrated competent scissor skills when accurately cutting out characters from the story of *Jack and the Beanstalk*. Pupils in Year 1 used a wide variety of effective describing words when undertaking a mystery bag activity. Pupils in Year 5 demonstrated an excellent understanding of complex exercises about gravity, identifying patterns and drawing conclusions. They also showed adept physical literacy and spatial awareness when moving nimbly and smoothly amongst each other, imagining a live audience. Year 6 pupils displayed well-established prior knowledge of historical facts whilst enacting dramas of Henry VIII's 'Great Matter'. Pupils in Year 8 exhibited great skill and understanding across the curriculum, particularly in scholarship work.
- 3.8 Pupils are excellent communicators. They speak with confidence and need little encouragement to contribute to a range of activities, both in the classroom and beyond. For example, pupils in Year 7 confidently discussed the risks of smoking and vaping in a personal, social and health education (PSHE) lesson. Year 8 pupils earnestly considered challenging moral dilemmas in a theology, philosophy and religion lesson. Pupils of all ages love drama, public speaking and performing in productions, and clearly relish every opportunity they are given to develop these skills. Their listening skills are well-honed, as observed in lessons across the school where they are respectful and engaged. There is a positive culture of reading, supported by the welcoming library space, much enjoyed by pupils at breaks and lunchtimes. Pupils regularly achieve success in the school's innovative accelerated reader *word millionaire* scheme, and some pupils double that number. Pupils' writing skills develop well throughout the pre-prep, and older pupils' writing reveals in-depth and mature philosophical thinking.
- 3.9 In the EYFS, children demonstrate excellent numerical understanding, and this development continues across the age groups. Nursery children were observed working beyond age-related expectations, counting up to 20 accurately, as they skilfully used their fine motor skills to thread items of food onto dried spaghetti. The high expectations set by teachers across the age and ability range mean that pupils are keen to use their numeracy skills and show they can achieve what is being encouraged. For example, pupils in Year 2 confidently applied inverse operations and brackets in their calculations. In Year 3, pupils solved multi-step word problems, ably applying the strategies they have been taught to calculate equivalent masses in grams and kilograms. Pupils in Year 5 drew upon their numerical and data handling skills in science to calculate how heavy they would feel on different planets. High quality Year 8 scholarship work demonstrates secure and confident application of algebraic skills in mathematics and science.
- 3.10 Pupils' application of information and communication technology (ICT) skills across the curriculum is well-developed and, in some instances, excellent. For example, pupils in Year 4 demonstrated competent use of computers and videos when researching facts about the Amazon rainforest in a humanities lesson. Pupils in Year 5, including those with SEND, used computers effectively to support their learning of times tables in mathematics. Pupils in Year 7 English successfully used tablets to investigate features of writing a diary. Specialist lessons in computing start in Year 1 and at this age, pupils show good use of the mouse and keyboard, and competently navigate their online learning

platform. They produce sophisticated and colourful artwork, for example, dot paintings emulating Aboriginal art. High expectations and a range of opportunities to apply their skills, lead to pupils developing assured competence by Year 3, for example, when transferring hand drawn designs to 2D design software to recreate their patterns. By the senior years of the prep school, pupils consistently apply ICT to support their learning. For example, in Year 7 they manage their independent project work, use tablets effortlessly to research, and film each other debating.

- 3.11 Pupils demonstrate excellent study skills. For example, pupils in Year 2 analysed and justified their approach when using string to explore measurement in mathematics. Pupils in Year 4 linked facts about geographical biomes to their impact on the environment. Year 5 pupils demonstrated excellent skills when retrieving information from an atlas. In the prep school, pupils have the opportunity to join an extension club which enables them to further develop their understanding of challenging concepts. For example, they analyse the features of escape rooms before designing their own and building a website to demonstrate them. Pupils enjoy exciting opportunities in design technology to analyse existing products before designing and creating their own versions. In history, pupils in Year 6 drew upon a range of sources to better understand the story of the princes in the tower and developed theories as to why the *Marie Rose* sank. In Year 8, scholars displayed strong analytical thinking skills when considering the cessation of slavery in the UK, rising to the challenge of proving or dispelling a theory about a popular movement leading to abolition.
- 3.12 Pupils' lives beyond the classroom are busy, varied and enriched by the wide range of extra-curricular activities available to them. In the questionnaires, almost all parents agreed that the school provides a suitable range of extra-curricular activities and that boarders have a suitable balance of free time and activities. In sports such as netball, hockey and athletics, a small number of pupils achieve local, regional and national successes. Results in public speaking and drama examinations are strong with the majority of pupils gaining merits and distinctions. A small number of pupils attain a sound level of success in public music examinations. Children in the EYFS successfully navigate speaking and singing parts in the annual nativity plays. Pupils' comprehensive participation in school productions throughout their time in the school is both celebrated and enjoyed by all. Pupils perform well in school choirs, in the annual carol service and in instrumental ensembles in termly lunchtime concerts. Senior pupils gain regular success in a business and entrepreneurship challenge at a local senior school. Individual and team successes in national general knowledge quizzes are proudly acknowledged. Pupils speak warmly of their involvement in a variety of challenges in school involving poetry, spelling and creative writing and enjoy individual successes in competitions. In comparison with that of the wider academic offering, the standard and breadth of extra-curricular achievement is variable and relatively less successful in supporting pupils' potential in these areas.
- 3.13 Pupils thoroughly enjoy being at school and their attitudes towards learning are excellent. They are confident, enthusiastic and productive when working independently or collaboratively in the classroom. In Nursery, the easy accessibility of resources, means that children demonstrate excellent levels of independence and confidence for their age. Without adult prompting, they take the initiative to choose and engage with learning opportunities, such as painting, using hands-on mathematics equipment, and participating in imaginative play in the home corner. At the end of a science lesson, some pupils in Year 1 were so committed and focussed that they persisted with finishing their task on exploring ways to save water, even when those around them were packing away. Pupils in Year 2 exhibited excellent levels of engagement and went to great efforts to explain their rationale and methods to solve problems. Pupils in Year 6 worked extremely well together in chemistry to decide if elements are metals or non-metals. In Year 7, pupils displayed strong collaborative skills whilst preparing for a debate on the use of violent language.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils show excellent levels of self-discipline, self-confidence and resilience, supported by the strong pastoral care they receive from their teachers and from boarding house staff. In some year groups, pupils reflect on what they are proud of in their learning in their personal development journals, identifying their own progress over time as well as setting targets for improvement. Pupils respond to challenge with enthusiasm and confidence, confident that the school will support and encourage them to succeed in all they attempt. From the youngest to the oldest, pupils are encouraged not to fear failure, but to learn from their mistakes and this ethos promotes their confidence and work ethic. Boarders talked about how their experience in the boarding house helps them be more independent and self-disciplined. In the questionnaires, almost all parents agreed that the school helps their children to be confident and independent, and this was supported by inspection evidence.
- 3.16 Pupils appreciate that the decisions they make contribute to their own success and well-being. For example, Reception children exhibited good awareness of expectations regarding the decisions they made about their behaviour whilst sitting in a phonics session. Pupils in Year 7 articulated well the decisions they make when choosing their senior schools. They identified the need for a good academic fit as well as offering opportunities to pursue their individual interests. Pupils' ability to make rational and balanced decisions in the classroom is excellent. In a mathematics lesson, pupils in Year 2 demonstrated a clear grasp of how important it is to challenge themselves and many, without hesitation, made the decision to have a go at a more testing task. Older pupils understand that they have a role to play in their own academic progress. For example, when pupils miss a class or homework because of other commitments, they take the initiative to catch up.
- 3.17 Pupils have a clear appreciation of the non-material aspects of life. In discussions, pupils spoke warmly about the beauty of a church building in which they had performed a concert. They value the physical environment they inhabit, paying particular respect for the wildlife and the plants. Displays throughout the school promote the wonder of nature and pupils respond enthusiastically to these and to the aesthetic qualities of art. For example, in Reception, children appreciated the beauty of winter scenes captured in chalk drawings and the sparkling pictures of trees created by older pupils. Pupils in Year 5 were inspired by the brightly spotted pumpkins of the artist, Yayoi Yosaka. In Year 8, pupils created colourful and detailed pencil drawings of insects and mountain forest scenes in response to artists' stimuli. Older pupils spoke enthusiastically of the opportunities they have to discuss philosophical issues which they engage with extremely well, for example, the concepts of utilitarianism and evil.
- 3.18 The behaviour of pupils in and around the school is excellent. From the EYFS, children show good awareness of the consistently high expectations regarding their conduct set by teachers. Reception children sit attentively in their phonics sessions and these positive behaviours are consistently celebrated by teachers. Pupils demonstrate a well-developed sense of moral responsibility. All parents and almost all pupils responding to the questionnaire, agreed that the school expects pupils to behave well. Pupils understand the need to be kind towards each other and demonstrate an excellent understanding of what is right and wrong, showing strong respect for rules. They display a keen sense of fair play, and cite the school's value system, *Themes and Dispositions*. Pupils are consistently polite and courteous in all aspects of school life. They understand the system of rewards and sanctions, although they say that sanctions are rarely required. Pupils appreciate the school's restorative approach to any inappropriate behaviour, supported by teachers' sensitive use of support cards when things go wrong, rather than the use of punitive measures. Pupils spoke articulately about how this enables them to make good choices and to learn from mistakes. Pupils of all ages work hard to make their school community a happy place for everyone.
- 3.19 Pupils' social skills are strong, and they work effectively with others to solve problems. In the EYFS, children collaborate highly effectively, for example, taking turns to build a tower and making careful

choices about which blocks to use to keep the tower balanced. Pupils in the prep school understand the benefits of pair and group work which often produce much better outcomes than working alone. Year 2 pupils shared equipment and built dens and older pupils chatted amiably together as they climbed on the wooden stockades. Pupils in Year 4 listened and responded thoughtfully and respectfully to each other as they formulated questions to find out how a toaster works. Sport is a key area where children demonstrate their ability to work effectively with others. Pupils in Year 5 worked closely together in a physical education lesson to improve their basketball skills. All pupils benefit from the school's inclusive approach to games, sometimes adapting teams to cater for the needs of those pupils for whom sport is not a major strength. For example, less sportingly able pupils participated successfully in tag rugby because training and matches were matched appropriately to their needs. Boarders strongly feel they are a part of their community and work effectively to support each other at all times, including when they might be facing difficulties.

- 3.20 Pupils are highly aware of the needs of others and are consistently willing to help each other in class and beyond. Pupils across the school demonstrate a good sense of social responsibility as they carry out the various leadership roles made available to them, such as charity representatives, school councillors, head boy or girl, prefects, heads of house and sports captains. They develop a genuine sense of responsibility and understanding of how to exercise this in real situations. Pupils are proud that the school council has recently secured a range of changes including a new rota for the adventure playground, alternative food for sports fixtures, new play equipment, and the provision of a friendship bench. Pupils enthusiastically participate in, and take leadership of, a range of events including the organisation of stalls at the annual Christmas Fayre and writing letters to residents of a local care home. Pupils enjoy raising funds for and supporting a range of local, national and international charities including a local food bank, an international initiative which provides toilet blocks in deprived areas and supporting education and sports projects in Mumbai. Older boarders support younger ones who are new to boarding. Senior pupils in the house singing practice act as excellent role models for younger pupils, offering ideas and suggestions to enhance the performance, singing with gusto and enthusiasm.
- 3.21 Pupils demonstrate excellent understanding and appreciation of other cultures. Pupils in Year 1 enthusiastically embraced songs and dances associated with Chinese New Year. These pupils further developed their awareness and growing understanding of the heritage and art of other cultures in computing when they created Aboriginal dot art pictures, which formed part of their Australia Day celebrations. Pupils respect and value diversity and were quick to emphasise that male and female pupils were equally valued, and that racism and other inequalities are not tolerated. Pupils benefit from opportunities to develop their understanding of such issues in assemblies, through theology, philosophy and religious education lessons and in the PSHE programme. Pupils in Year 8 were proud of their classroom displays celebrating the contribution of people from ethnic minorities as were pupils in Year 6 who created a celebration of the Windrush generation.
- 3.22 The vast majority of parents responding to the questionnaire agreed that the school encourages pupils to adopt a healthy lifestyle and that they learn in a safe environment. They stated that boarding staff understand and are responsive to the needs of their children. Pupils know how to stay safe and they have an excellent understanding of how to be healthy. Reception children know about the need to drink plenty of water and by Year 7, pupils discuss the positive aspects of a balanced lifestyle as well as the dangers of smoking. Pupils have an excellent understanding of how to look after themselves online supported by assemblies and PSHE and ICT lessons. Pupils develop a fundamental appreciation of the importance of mental health and emotional well-being, supported through activities such as mindfulness, colouring, dance, origami, art and pottery. Children in the EYFS learn words to help them express their feelings. In an English lesson, pupils in Year 4 exhibited excellent awareness of the feelings of others and a growing understanding of how to recognise and manage their own emotions. Pupils feel safe in their school and are grateful to the staff who support and care for them.

4. Inspection Evidence

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

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mr Tim Kirk	Compliance team inspector (Former deputy head, HMC school)
Ms Jill Walker	Team inspector (Head, IAPS school)
Mr Neil Chippington	Team inspector for boarding (Head, IAPS school)