



**ISI** Independent  
Schools  
Inspectorate

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

**Bedstone College**

**February 2019**



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### School's Details

<b>College</b>	Bedstone College			
<b>DfE number</b>	893/6000			
<b>Address</b>	Bedstone College Bucknell Shropshire SY7 0BG			
<b>Telephone number</b>	01547 530303			
<b>Email address</b>	pa@bedstone.org			
<b>Headmaster</b>	Mr David Gajadharsingh			
<b>Proprietor</b>	Mr Paul Newton			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	172			
	<b>Boys</b>	101	<b>Girls</b>	71
	<b>Day pupils</b>	113	<b>Boarders</b>	59
	<b>EYFS</b>	2	<b>Juniors</b>	35
	<b>Seniors</b>	87	<b>Sixth Form</b>	48
<b>Inspection dates</b>	26 to 28 February 2019			

## **1. Background Information**

### **About the school**

- 1.1 Bedstone College is an independent day and boarding school for boys and girls aged between 4 and 18 years, situated in rural Shropshire. It was founded in 1948 as a boys' boarding school and became co-educational in the early 1980s. Since the previous inspection, the school has become a private limited company, Bedstone Educational Limited, and the proprietor is the managing director of the parent company. The day-to-day running of the school is delegated to a local board of governors, and the headmaster has delegated authority for operational matters. Boarders are accommodated in four boarding houses.

### **What the school seeks to do**

- 1.2 The college is a Christian foundation and aims to build confidence in each of its pupils by encouraging them to try new things and to be respectful of the achievements of others, and by allowing them to have a sense of pride in themselves and their school community. It seeks to provide an education which prepares its pupils for the world beyond school and aims for all its leavers to be curious, robust, adaptable and tolerant.

### **About the pupils**

- 1.3 Pupils come from a wide range of backgrounds. Approximately two-thirds are day pupils, living within a 30-mile radius of the school. Boarders come from several overseas countries. Nationally standardised test data provided by the school indicate the ability of the pupils in the senior school is broadly average and the ability of pupils in the sixth form is below average. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia. Of these, 22 receive additional specialist help. There is one pupil in the school with an education, health and care (EHC) plan. English is an additional language (EAL) for 41 pupils, of whom 30 receive support from specialist staff. Pupils identified by the school as being the most able have access to a programme of competitions and activities.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

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

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the year 2015, performance was above the national average, and in 2016-2017 performance was in line with the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been below the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

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

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. Educational Quality Inspection

#### Preface

**The EDUCATIONAL QUALITY inspection reports on the quality of the school's work.** It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include 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 sound.

- Pupils are keen to succeed and have a positive attitude towards their learning.
- Pupils achieve success in many extra-curricular activities.
- Sixth form pupils have developed very good study skills as a result of the recently introduced study skills programme.
- Pupils' progress is sometimes limited because they are not given sufficient opportunities to think for themselves or to take control of their learning.
- Pupils do not always make best use of technology to enhance their learning.

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

- Pupils' notable tolerance and cultural understanding are promoted by the diversity within the school.
- Pupils' positive relationships with peers and staff, including in the boarding houses, reflect the strong family ethos of the school.
- Pupils have a very good understanding of how to keep themselves safe and stay healthy.
- Pupils' self-confidence and self-esteem are very good when they are given opportunities to take responsibility.

## Recommendations

3.3 The school is advised to make the following improvements:

- Increase the progress of pupils by giving them more opportunities to think and question independently in lessons and consider extending the study skills programme to younger pupils.
- Improve pupils' use of technology to enhance their learning by making good use of the existing ICT resources and through monitoring the impact of the hand-held devices.
- Develop the opportunities for leadership throughout the school.

## The quality of pupils' academic and other achievements

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

3.5 In the junior school, attainment is measured using internal assessments, which show that pupils' attainment is in line with age-related expectations. GCSE results in 2015 were above the national average for maintained schools and in line with the national average in 2016 and 2017. Pupils' progress is appropriate, in relation to the average for pupils of similar ability at GCSE. Results in A-level examinations for the years 2015 to 2017 were below the national average. Pupils' progress in the sixth form is in line with their ability. Pupils joining the school with English as an additional language (EAL) make good progress in their understanding of English as a result of the dedicated support they receive when they arrive at the school. Achievement at the higher A-level grades is broadly similar for day pupils, boarders and those with EAL. The small size of the school and the family atmosphere enable staff to know the pupils well and to support them individually. Although most parents who responded to the pre-inspection questionnaire said that the teaching enables their children to make good progress and develop skills for their future, and that their children's educational needs are met effectively, inspection evidence identified missed opportunities for pupils to make more rapid progress which limited their attainment in some areas.

- 3.6 Progress is not consistent across subjects and ability groups. Progress is good when pupils are presented with a choice of activities or more challenging material, as seen in a junior school lesson where pupils confidently generated their own questions to research a topic on the Second World War. Pupils' progress is less secure when lessons are predominately teacher-led and pupils are not given an opportunity to direct their learning. Junior school pupils reflect on how well they are achieving and how best to improve when the comments and feedback from their teachers give good advice. In some senior school subjects, where marking is less detailed, pupils do not always benefit from clear guidance on to how to improve. The school's aim for its pupils to be curious is only partially achieved. Pupils' curiosity is evident in those lessons where they are encouraged to think independently and where expectations are high. Pupils, particularly the more able, are not encouraged to demonstrate higher-order thinking skills when there is a lack of challenge or limited extension activities in lessons.
- 3.7 Pupils of all ages are confident communicators. The youngest pupils in the school have developed good listening skills through interaction with the teacher and working with a partner to discuss and create question sentences which they articulate before writing them out. Junior school pupils spoke about their enjoyment of silent reading and their written work often shows confidence in spelling. Many sixth form pupils have very good communication skills, which have been honed by the opportunities they are given to address school assemblies and show visitors around the school. When pupils are given the opportunity to express their views and challenge them with open questions, they do so with confidence. This was seen to good effect in an art lesson in Year 7 when pupils were talking about artists they had studied. In a physics lesson, pupils explained confidently how they were investigating sound waves using an oscilloscope. Pupils with EAL gained confidence in discussing their work by using subject-specific vocabulary sheets provided by their teachers and the willingness of teachers to help them understand new terminology.
- 3.8 Pupils have sound numeracy skills. This is reflected in mathematics results at GCSE where a minority of pupils score the highest grades, although the most recent results in mathematics at A level show a significantly higher proportion of pupils achieving the top grades. Pupils apply their skills competently in other subjects. For example, younger pupils spoke about how they readily apply numeracy in music, design and science subjects, whilst sixth form pupils confidently apply their mathematical skills to solving equations in biology and carrying out statistical calculations in psychology. Opportunities for pupils to apply their numeracy skills in some areas are limited by less ambitious lesson planning. Pupils with SEND make good progress in mathematics because the small class sizes enable their teachers to provide targeted support.
- 3.9 Pupils are competent users of ICT. They develop their skills in preparing presentations, word-processing and manipulating spreadsheets in the discrete ICT lessons delivered to all pupils up to Year 9. In modern foreign language lessons, pupils used their ICT skills to good effect, producing presentations which supported their oral work. Older pupils were enthusiastic in describing how they use the handheld devices recently provided by the proprietor, to carry out independent research and to make bespoke revision notes to suit their individual learning styles. Pupils with SEND and those with EAL develop their confidence in literacy and mathematics through their use of subject-specific software on laptop computers. Existing ICT resources are not being used to best effect in all curriculum areas, and opportunities to support and enhance pupils' learning through the use of ICT are not yet embedded in the curriculum.

- 3.10 Sixth form pupils make good progress towards developing higher-order independent research skills, which allow them to synthesise information effectively from a range of sources and then come to their own conclusions. They spoke highly of the recently introduced study skills programme which was identified as an area for development by the school leadership. In conversation with inspectors, pupils were enthusiastic about the way they had been able to make more effective revision notes after discovering their preferred learning style. The topics of some independent research projects, such as a consideration of gender bias in representations of romantic-era female composers, reflected the success of the programme at this stage. Boarders reported that they appreciate being able to take responsibility for their work and that, in the boarding environment, where they have fewer distractions during prep, they can focus on independent work and research. In a GCSE geography lesson, pupils demonstrated confidence in analysing evidence and drawing conclusions as to why certain house types predominate in particular areas. In lessons, pupils demonstrate good higher-order thinking skills when prompted by the skilful questioning of some teachers.
- 3.11 Pupils enjoy success in a good number of academic and extra-curricular activities. Throughout the school, pupils have access to a wide range of extra-curricular activities, and the time allocated to sport is generous. The small size of the school allows all pupils the opportunity to play in a sports team, and many do so. Pupils are proud of their success in regional hockey, cross-country, swimming and rugby competitions. In national mathematics competitions, junior school pupils achieved silver awards while senior pupils have been regional winners qualifying for participation in the national final. A number of pupils have achieved success in Olympiads, music examinations and regional arts and music competitions. A small number of senior pupils participate in the Duke of Edinburgh's Award scheme at bronze and gold levels. Some junior school pupils have been successful in externally awarded scholarships and, in 2018, two sixth form pupils were awarded places at universities with the highest standards of entry. The majority of sixth-form leavers gain entry to their first-choice university. Pupils speak highly of the support and encouragement they receive from their teachers.
- 3.12 Pupils are keen to succeed, and their positive attitudes toward their learning are evident across the school. Opportunities to contribute in class are embraced, and pupils clearly enjoy their lessons. Pupils with SEND and those with EAL spoke enthusiastically about their learning and the positive impact the grade system has on their attitudes. Knowledgeable and enthusiastic teachers, who know their pupils extremely well, plan and deliver lessons which foster a desire for learning. Pupils enjoy working collaboratively as observed in a personal, social, health and economic education (PSHE) lesson where pupils were discussing whether drugs were legal or illegal, in religious education (RE) when considering how to make decisions regarding money, and in practical experiments in science. They listen carefully and respectfully to each other's views. Equally, pupils were observed working with focus on independent tasks, and more able pupils enjoy the challenge of completing extension activities of their choice. In interviews, some pupils said they would appreciate more opportunities to take responsibility to direct their learning and observations in lessons during the inspection support this view. Pupils' attitudes are particularly strong in lessons where they are presented with a variety of approaches which support their individual learning styles.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils' positive relationships with their peers and their teachers is evident around school, including the boarding houses, reflecting the strong family ethos of the school. Pupils take advantage of all that the school offers and successfully develop their self-confidence in line with the school's aims because they know the school is committed to providing a safe environment. Older pupils reflect on their progress and identify ways to improve their learning through the regular discussions they have with their tutors. Pupils' self-esteem is affirmed through the celebration of their successes in assemblies. Junior school pupils spoke with enthusiasm about creating time capsules of memories for younger pupils which aided their smooth and confident transition to the next year group. Sixth form pupils reflected on how their experience of having responsibilities prepares them for the next stage in their lives. Boarders appreciate the support of their boarding staff and fellow boarders and speak about how boarding has helped them to become more self-disciplined. A very large majority of boarders who responded to the questionnaire said that boarding helps them to become more confident and independent. Most parents who responded to the questionnaire agreed that the boarding experience has supported their children's personal development.
- 3.15 Senior pupils articulated well how their own developing maturity helped them consider what impact the decisions they make have on their future. They are conscious that they are role models for younger pupils and are continually making decisions about how they behave and act around school. When choosing GCSE or A-level subjects, pupils make their own decisions after considering the advice provided by their teachers. Sixth form pupils explained how they take responsibility for their study to enable them to achieve their ambitious goals for university courses. They feel very well informed and able to make positive decisions about their future. Junior school pupils have an element of choice in selecting their extra-curricular activities and in choosing from healthy options at lunch. In interviews with inspectors, junior school pupils said they would like more opportunities to make decisions about their learning.
- 3.16 Pupils show a well-developed ability to reflect on matters of faith and religion. In the regular assemblies, which are rooted in the school's Christian background, pupils consider the non-material aspects of life. Pupils recalled some of the topics senior staff have addressed including a thought-provoking assembly on the Windrush generation. In the junior school, pupils display respect for other religions. For example, in their reflections on the topic of *What is faith?* pupils demonstrated an understanding of different beliefs. Pupils also display a mature spiritual understanding in their appreciation of art and music and in the way they express themselves through their photography and artwork. Sixth form pupils show an understanding of wider cultural and philosophical matters which enables them to develop their own ideas and hypotheses. They enjoy discussing a range of issues in the senior dining club to which visiting speakers, often from local charities, are invited.
- 3.17 Pupils at all ages can distinguish between right and wrong, and this is reflected in the excellent behaviour seen throughout the school. Pupils understand and respect the school rules and the expectations placed on them and accept responsibility for their own behaviour. In the junior school, good behaviour is reinforced by the use of merits and certificates. Pupils have a strong sense of morality, which is developed through an effective PSHE programme and the very good relationships between pupils and their teachers. Almost all pupils, and most parents who responded to the questionnaire, agreed that the school actively promotes good behaviour.

- 3.18 Pupils collaborate with one another very effectively in many aspects of school life. For example, house activities promote vertical integration and pupils collaborate well in house competitions for drama, sport and music, showing respect for one another. Pupils recognise and celebrate the achievements and contributions of their peers in house assemblies. Boarders work extremely well together to achieve common goals such as organising social events, and senior boarders carry out their responsibilities for younger pupils conscientiously. Pupils work together in school council to initiate elements of change across the school, with the support of the school leadership. Pupils of all ages enjoy working together on practical activities in lessons, generating thoughtful discussions on the most appropriate methods to employ. In lessons, junior school pupils work together very effectively when given the opportunity, but they are not always encouraged to work together to solve more challenging problems.
- 3.19 In their interactions across the school community, pupils demonstrate care and consideration for each other, fulfilling the school's aim that pupils take pride in themselves and the school community. Sixth form pupils contribute to the life of the school in significant ways, such as taking on responsibilities and duties and supervising younger pupils. Through organising activities and house competitions they develop further their considerable leadership skills and set the tone for the positive atmosphere among the pupils. Pupils have a good awareness of the needs of those less fortunate than themselves. This is developed through assemblies and talks by visiting speakers. Pupils raise funds for charities, chosen by the school council, contribute to a local foodbank, choirs sing carols to local residents and DoE pupils carry out voluntary work in the local community. Younger pupils have less well-developed leadership skills as there are fewer opportunities for them to assume roles of responsibility.
- 3.20 The international community is well integrated, and pupils appreciate and respect the diversity in the school, reflecting strongly the school's aim that its pupils should be tolerant. Pupils of all ages show respect for each other, and pupils with EAL are positively encouraged to share their experiences. Internationally themed menus throughout the year are extremely popular as are the less formal opportunities for pupils to share their own home-cooking. Thoughtful assemblies raise pupils' awareness of cultural diversity and respect as do topics covered in academic lessons. An overwhelming majority of pupils and most parents agree that the school actively promotes respect and tolerance of other people.
- 3.21 Across the school, pupils show considerable understanding of how to stay safe and the importance of a healthy lifestyle, eating a balanced diet and taking regular exercise. Pupils appreciate the generous curriculum time given to PE and games, resulting in sport being highly regarded throughout the school. Although small in size, the school fields a large number of teams in a variety of sports, including rugby and hockey, which achieve a good level of success. Pupils appreciate the range of healthy food provided and are very positive about the fact that fruit is always available. School council representatives meet regularly with the catering manager to provide feedback on the menus. Pupils are confident in seeking advice from tutors and the school nurses and counsellor with whom they can also talk about mental health issues. The comprehensive PSHE programme ensures that pupils learn about online safety, as well as the effects of drugs and alcohol. All parents who responded to the questionnaire and most pupils agree the school encourages them to follow a healthy lifestyle.

## 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 the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings. 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 Fiona McGill	Reporting inspector
Mrs Anne Camm	Compliance team inspector (Former head, IAPS school)
Miss Naomi Bartholomew	Team inspector (Head, IAPS school)
Mr Paul Vanni	Team inspector (Head, ISA school)
Mr Neil Chippington	Team inspector for boarding (Head, IAPS school)