



ISI Independent
Schools
Inspectorate

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

Bootham School

January 2022

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School's Details

School	Bootham School			
DfE number	816/6000			
Registered charity number	513645			
Address	Bootham School 51 Bootham York North Yorkshire YO30 7BU			
Telephone number	01904 623261			
Email address	office@boothamschool.com			
Head	Mr Christopher Jeffery			
Chair of governors	Mr David Stanton			
Age range	3 to 18			
Number of pupils on roll	614			
	Day pupils	542	Boarders	72
	EYFS	21	Juniors	124
	Seniors	326	Sixth Form	143
Inspection dates	25 to 28 January 2022			

1. Background Information

About the school

- 1.1 Bootham School is a co-educational day and boarding school. It comprises the junior school, for pupils aged 3 to 11, which includes the Early Years Foundation Stage (EYFS); and the senior school, for pupils aged 11 to 18. Boarding is offered from the age of 11 in one of three boarding houses. Both schools occupy sites close to the centre of York. The school was founded in 1823 as a school for the sons of the Society of Friends, or Quakers and relocated to its present site in 1846.
- 1.2 The school is a registered charity and a limited company with the governors' meeting, the school committee, overseeing its work. Since the previous inspection a new chair of governors has been appointed.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home lived and studied at the school.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.8 Exemption from the learning and development requirements of the EYFS, including the EYFS profiles was granted in November 2019.

What the school seeks to do

- 1.9 The purpose of the school's Quaker education is to liberate and equip its young people to flourish as adults and to live adventurous lives that will serve to create a better world, upholding the central Quaker tenets of simplicity, tolerance, equality and peace.

About the pupils

- 1.10 Pupils come from a range of professional backgrounds, from families living predominantly within York and its environs. About a sixth of senior school pupils are boarders, with 10 nationalities represented. Nationally standardised tests indicate that the ability profile throughout the school is above average for those pupils taking the tests. The school has identified 123 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive some specialist help. There are 67 pupils who have English as an additional language (EAL), whose needs are supported by their classroom teachers, and 53 of them receive specialist support from EAL teachers. Data used by the school have identified 121 pupils in the school's population as able and interested, and the curriculum is augmented for them. There are 85 scholars, and 18 pupils hold scholarships in recognition of their special talents in music.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, 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 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the junior school and relationships and sex education in the senior 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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.
- 2.12 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

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 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

- 2.21 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.
- 2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

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

<i>School name</i>	<i>National Curriculum name</i>
Lower Schoolroom	Year 7
Middle Schoolroom	Year 8
Upper Schoolroom	Year 9
Lower Senior	Year 10
Upper Senior	Year 11
College One	Year 12
College Two	Year 13

Key findings

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

- Pupils, including those with SEND and EAL, achieve at extremely high levels in a wide range of academic and other areas including music, sport and drama, developing excellent levels of knowledge, skills and understanding.
- Pupils demonstrate excellent study skills which reflect their natural ability to work both independently and collaboratively.
- Pupils are extremely articulate communicators, both inside and outside the classroom.
- Pupils display notable competence in numeracy and apply their skills across the curriculum.

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

- Pupils of all ages show outstanding levels of self-confidence and self-knowledge promoted by an environment that strongly appreciates them as individuals.
- Pupils have an exceptionally marked sense of right and wrong and uphold the values of the school.
- Pupils have a profound sense of spirituality and understanding of the non-material aspects of life reflecting the Quaker ethos of the school.
- Pupils of all ages have a mature understanding of, and respect for, cultural and gender diversity and tolerance of individual differences.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following recommendation:
- Enable all pupils of all abilities to make equally rapid progress by utilising further the excellent learning skills already developed in most areas.

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 overall achievement of pupils, including those with SEND and EAL, is excellent. Pupils' attainment at A level showed consistent improvement relative to national trends during the years 2017–19, with a large majority achieving grades at A* to B. Centre-based grades in 2020 and teacher-assessed grades in 2021 have shown improvement on this performance. As a consequence of these excellent levels of attainment almost all pupils who wish to, gain places at universities and conservatoires, many at institutions with highly selective entry requirements. Pupils' performance at GCSE from 2017 to 2019 was broadly similar, with half of pupils achieving grades 9 to 7, and a corresponding improvement was evident in 2020 and 2021. Data provided by the school show that pupils attain higher examination grades than expected for their ability, indicating excellent progress. However, for some pupils with more moderate ability, progress is not as rapid because they do not always show independence in their learning. The quality of the work of more able pupils in the Extended Project Qualification (EPQ) is outstanding, demonstrating depth of argument, alongside analytical and numerical skills of a high order. In the junior school, EYFS children make excellent progress; those junior pupils who on entry are below the level of achievement expected for their age make excellent progress and are prepared well for the next stage of their education.
- 3.6 Pupils with SEND or EAL attain in line with their peers. This is because their learning is supported through careful monitoring of individual needs and a clear attainment and tracking system. Information from this system is used well to enable these pupils to develop their learning successfully through individual support and learning strategies. Almost all parents in the pre-inspection questionnaires agreed that teaching, including any online provision, enables their child to make progress and that their child's particular individual educational needs are met effectively. In boarding, all parents who responded said that the boarding experience has helped their child's progress.
- 3.7 Pupils' knowledge, skills and understanding are excellent across a wide range of subjects. In GCSE physics, pupils were able to show an excellent understanding of ray diagrams and how lenses in glasses work. Pupils are confident and secure in their knowledge which they attribute to the excellent support and guidance of staff and school resources. In their responses to the pupil questionnaire a very large majority said that their teachers know their subjects well and inspection evidence supports this view. In lessons, the youngest pupils demonstrate outstanding writing skills and an excellent knowledge of phonics. Pupils in Year 9 provided an excellent example of creative acting, applying the technique of 'Gestus' successfully when performing, incorporating social comment, for example lack of care and sympathy, which was indicative of a corrupt boss. Similarly, a sixth-form mini project focusing on English politics and the decline of the Irish language expounded a poignant and incisive social comment. Pupils of different ages excelled playing in the orchestra, showing expertise, enthusiasm and great feeling in what was a challenging piece. Pupils, both day and boarding, greatly benefit from the daily structure which affords the many opportunities to participate in extra-curricular clubs.
- 3.8 Pupils' communication skills, in both formal and informal situations, are excellent. This is evident too in examples of written work. Exceptional essay work from Year 9 EAL pupils entitled 'The date from hell' incorporated highly sophisticated language, complex sentence structure and a broad range of vocabulary. Sixth-form pupils confidently articulated their views on feminism and theology in religious studies. In the EYFS, children make an exceptionally good start to their early stages of writing during

science activities as in 'Incy Wincy Spider and the waterspout'. In the junior school pupils develop their speaking and listening skills well through involvement in public speaking and debates. Pupils are honest and thoughtful listeners as evidenced in class, activities, house assemblies and in meetings. Pupils are encouraged by staff to be naturally expressive.

- 3.9 Pupils of different ages demonstrate excellent mathematical skills, including in problem solving. They are extremely confident in the use and interpretation of data, as demonstrated in a range of subjects such as geography, the sciences, and design technology, where older pupils demonstrated excellent ability to calculate density. Numeracy is embedded across the curriculum and many pupils achieve success in UK Maths Challenges and Olympiads. An example of other notable success is that Year 2 were overall winners in the 'SumDog' York Maths Contest. Pupils have excellent numerical and graph-drawing skills, much in evidence in mathematics lessons throughout Years 7 to 10. For instance, Year 7 pupils are able to switch accurately between fractions and decimals with ease and in the sixth form, pupils are able to perform statistical calculations fluently.
- 3.10 Pupils are highly competent users of information and communication technology (ICT), as exemplified in a mathematical programming activity run by pupils which involves writing code to solve complex mathematical problems. In the EYFS, children use excellent, routinely developed skills when using playback devices to match pictures to well-known rhymes. In computer science, Year 7 pupils were able to draw on their knowledge of rotations and translations to successfully programme sea creatures as part of an aquarium game. The governing body, working closely with school leaders, has successfully promoted learning in this area by implementing a strategy that provides all the necessary resources. This has proved immensely beneficial to pupils, especially during the lockdown periods. As confirmed in questionnaire responses, arrangements for online learning were highly praised and inspection evidence shows that they served to enhance pupils' skills further.
- 3.11 Pupils study skills are excellent overall. High level study skills are evident in many areas of work such as in art and design technology. In sixth form free response art projects, pupils very successfully draw on their study of different techniques over the preceding few months, fusing them into their chosen individual response. Individual projects in EPQ include imaginative topics such as 'Does the gender stereotyping of toys limit the development of skills between the ages of 3 to 5?' From the youngest ages, pupils are encouraged to work both independently and collaboratively. Staff encouragement and excellent resources such as the senior library contribute significantly to pupils' success in developing their reading and independent research skills. Pupils have greatly benefitted from the governors' and senior leaders' commitment to improve sixth-form facilities. In GCSE classical civilisation pupils enthusiastically engaged in discussion of satire, using excellent analysis and inference in their responses. In sixth-form biology, pupils excelled in their ability to make their own very detailed notes on the scientific stages of rigor mortis after extensive research about muscle contraction. Year 2 pupils showed excellent discussion skills when considering evolution and extinction, able to hypothesize why animals became extinct. In meetings, sixth-form pupils expressed the view that self-motivation is inherent in them as a result of the school's encouragement, and that they enjoy spending time in the library and researching independently.
- 3.12 Pupils' academic and other achievements are excellent, with representation at local, regional and national level. Many pupils enjoy playing a musical instrument from an early age, achieving highly in music examinations and gaining places at prestigious music colleges. In sport, there are both individual and team successes such as representation in the modern pentathlon for Great Britain. Many pupils have achieved national, regional and county selection in a variety of sports, both as individuals and as part of a team, including cricket, basketball, football, diving and swimming competitions, and national eventing. Many pupils successfully complete the Duke of Edinburgh's Award (DofE) scheme, with ten recently attaining gold. Year 6 pupils entered the Primary Engineer Leaders Award in 2019, where two were shortlisted and one was a national winner. There is also notable success in STEM Arkwright scholarships, and in LAMDA examinations which are undertaken by all boarders with EAL following the school's A-level foundation course; they go on to gain the highest levels. The school's ethos of

helping young people to explore and to develop a wide range of experiences that may serve to enrich their lives, rather than primarily measuring achievement against external measures of success, is fulfilled highly successfully. There are 118 different activities, many run by pupils, reflecting the diversity of individuals' interests and talents.

- 3.13 Pupils display excellent attitudes to learning. They are enthusiastic and focused, demonstrating an innate enjoyment of learning enhanced by teaching which is supportive and encouraging and sets high expectations. There is an infectious buzz in many lessons, though in some lessons a small number of pupils are less active. Pupils work exceptionally well together, as seen in junior choir, for example, where the group formed a well-bonded team, all taking part wholeheartedly in order to achieve the right sound. Pupils are happy to act on their own initiative, for example independently learning the programming skills necessary to solve complex mathematical problems. Other examples include senior pupils who run a wide variety of clubs, such as for ICT and Rubik's cube. Pupils with SEND and EAL show great resilience in their work and perseverance to complete tasks to a high standard. Pupils of all ages are nurtured in an inclusive community which focuses on developing individuals. They benefit from taking responsibility for their own learning and thrive in the independence awarded to them across the curriculum.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 By the time they reach the sixth form, pupils have developed an excellent sense of their own strengths, helped by the many opportunities they are given to try different activities. They are unassumingly self-confident and comfortable in whom they are: a consequence of the school's Quaker ethos, which has created a close-knit and inclusive community. Pupils have a strong work ethic and take complete responsibility for their own discipline, questioning why they would even want to misbehave. In the EYFS, routines are established quickly at the start of the year. As a result, there is a calm and purposeful atmosphere in the classes and children co-operate with each other sensibly. In Year 8 design technology there was a marked understanding shown by pupils concerning the need to find a solution for the disabled so they are able to use chopping boards safely. Pupils displayed great perseverance in understanding the problem and finding the best solutions.
- 3.16 Pupils of all ages, including boarders, show highly developed decision-making skills both in their academic work and in their extra-curricular pursuits. Pupils say they feel well supported and encouraged by staff when making option choices; they expressed a sense of responsibility for making appropriate decisions about their own academic progress. Junior age pupils made excellent choices when deciding which foods the Romans brought to Britain from across their empire when exploring modern day meals. Sixth-form pupils feel well prepared for their next steps, appreciating the guidance that they have received, both as a year group and at an individual level, in making choices about their futures. The school ethos is to encourage individuality, so pupils are comfortable and secure in choosing their own paths. Boarders talked enthusiastically about their decisions to adopt a more positive work ethic or to take advantage of extra study opportunities provided in boarding.
- 3.17 Pupils have a profound sense of spirituality and a real understanding of the non-material aspects of life, which reflects the Quaker tenets of simplicity, tolerance, equality and peace. This permeates tangibly throughout the daily life of all in the school community. In discussion groups, pupils spoke warmly and with enthusiasm about how the ethos of the school helps everyone feel equally included as a human being of unique worth. Pupils are highly respectful of other faiths and place great value on the opportunities for silent reflection, regardless of faith. Meetings are also viewed as a time for de-stressing and regeneration and are viewed by pupils, in their words, as 'an integral part of everyday life'. In English, Year 8 pupils showed a strong spiritual dimension in writing high quality pieces entitled 'No one's perfect'.

- 3.18 Pupils clearly understand the importance of distinguishing right from wrong. Their behaviour throughout the school, including in boarding houses, is excellent. Pupils are kind, show proper respect for others and know and accept that there are certain school rules which are fundamental to achieving the school's aims. They understand sanctions and view them as fair. From an early age in the junior school, pupils' journals demonstrate that they have a clear understanding about how to follow the codes of expected behaviour. An honest and open culture pervades all areas of the school, throughout the different age groups, which encourages pupils to express their views and live adventurous lives that will serve to create a better world, upholding the school's aims. This is further reflected in pupils' exceptional efforts to improve the lives of the less fortunate through a plethora of charitable work.
- 3.19 Throughout the school, pupils of all ages have excellent levels of social development which enable them to work naturally and harmoniously with others. Pupils actively lead and engage in discussion on issues like sexual harm, sexual harassment and racial injustices through a range of forums which include the school council, and boarders' action meeting, anti-racism and injustice action, consent and sexual harm groups amongst others. Pupils are able to think inclusively through regular meetings of the school council, which often focus on key items, for example racial injustice. Children in the EYFS were seen playing happily together, ensuring no one was left out by taking turns. Similarly younger pupils in the senior school were seen working together with great enthusiasm in the *Miniverse* activity where each created their own world which would then be put together with others to create a bigger world. Older pupils worked together to excellent effect to work out the best option to gain the winning advantage when serving in badminton. In the many drama and musical productions, pupils work effectively together and with great enjoyment. Throughout all areas of the school, pupils of different ages, cultures and abilities are at ease with themselves and with each other, displaying extremely well developed aesthetic and cultural sensibilities.
- 3.20 Pupils' contribution to others is outstanding, in line with the values of Quakerism. Pupils respond with great enthusiasm to the many opportunities afforded through groups such as those for social action or sustainability. In GCSE chemistry, pupils showed an excellent understanding of the lack of infrastructure for recycling and the impact this has on landfills and the environment. Pupils are passionate about their community and how, through discussion, they can bring about positive changes to the environment. Initiatives for fundraising are often pupil led, providing excellent leadership development opportunities. For example, young junior school pupils have organised their own events to raise significant money and to provide essential items for the homeless. Similarly, in the senior school before Covid restrictions, sixth formers would undertake a minimum of fifty hours service through a regular volunteering placement entitled 'Action Afternoons,' or by helping younger pupils in school. Pupils pursue an extremely varied and wide range of volunteer work ranging from helping hospital patients to working in local primary schools and charity shops.
- 3.21 Throughout the school pupils of all ages are open and receptive to different cultures. They show a profound respect for each other which is underpinned by Quaker values. They recognise and are actively responsive to the school's important role in creating a positive, encouraging and welcoming environment where everyone can develop, flourish and feel valued as an individual without any fear. Junior school pupils demonstrate excellent understanding of the benefits of learning in a global context, recognised by recently winning accreditation from The British Council International School Award as a result of their work on global citizenship. In the questionnaire responses, almost all parents agreed that the school actively promotes the values of democracy, respect and tolerance of other people. In meetings, pupils in the senior school, including boarders, expressed great appreciation of being part of a well-integrated and diverse community. Pupils gain much by actively taking part in discussion groups on LGBTQIA+ within the school's world action group programme. Boarding, with its multi-cultural diversity where friendships from different ethnic backgrounds thrive, clearly embodies the respect that all pupils show towards each other.
- 3.22 Pupils have a clear understanding of the importance of keeping safe and healthy. They recognise their part in ensuring a safe school environment and their own responsibilities towards their physical and

mental well-being. Pupils speak highly of the excellent pastoral support structures in place such as counselling, and how careful monitoring of homework enables them to maintain a good work-life balance. During lockdown, online well-being meetings helped pupils to promote and maintain good physical and mental health. The initiation of these meetings are indicative of the commitment governors and senior leaders place on the safety and general well-being of all pupils and the positive impact such initiatives have. In Year 7 personal, social and health education, pupils were able to explain clearly and use the language of bodily autonomy, coercion, capacity, freedom and assumptions when discussing consent. Pupils know how to stay safe. They talk knowledgeably about e-safety and about how to stay free from on-line bullying. In the pupil questionnaire almost all pupils said they know how to stay safe online. They speak openly about how school prepares them to stay safe, for example from radicalisation, child sexual exploitation and online risks. Pupils work closely with the catering department to ensure a balanced and nutritious diet. Junior school pupils showed excellent knowledge and understanding about healthy diets when they compared Roman meals, such as stuffed dormice with minced pork, herbs and pine nuts, to modern day meals when exploring recipes in Latin.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended meetings (assemblies), house and form 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

Mr John Aguilar	Reporting inspector
Mr Desmond Dunne	Accompanying inspector
Dr Jennifer Burns	Compliance team inspector (Deputy head, HMC school)
Mr Andrew Gough	Team inspector (Former head, IAPS school)
Mrs Catherine Hill	Team inspector (Senior Teacher, HMC school)
Ms Lucy Matthews	Team inspector for boarding (Deputy head, HMC school)