



ISI Independent
Schools
Inspectorate

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

Bradfield College

November 2022

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School's Details

School	Bradfield College			
DfE number	869/6000			
Registered charity number	309089			
Address	Bradfield College Bradfield Berkshire RG7 6AU			
Telephone number	0118 964 4500			
Email address	admissions@bradfieldcollege.org.uk			
Headmaster	Dr Christopher Stevens			
Chair of governors	Mr Thomas Beardmore-Gray			
Age range	13 to 18			
Number of pupils on roll	828			
	Day pupils	120	Boarders	708
	Seniors	487	Sixth Form	341
Inspection dates	29 November to 01 December 2022			

1. Background Information

About the school

- 1.1 Bradfield College is an independent, co-educational day and boarding school. The council of governors, chaired by the warden, who took up his post in August 2022, is responsible for the governance of the school. The school is situated in the village of Bradfield, a site that it has occupied since its foundation in 1850. All pupils, including day pupils, are members of one of the twelve boarding houses on site.
- 1.2 Since the previous inspection the school has appointed new pastoral and academic deputies and an assistant head for safeguarding. The school formally combined (in 2021) with nearby St Andrew's school and governance is shared.

What the school seeks to do

- 1.3 The school aims to provide an outstanding education for life in order to equip pupils with the skills to flourish personally and professionally and to make a positive contribution to society. It seeks to develop pupils' confidence, open-mindedness and resilience along with a sense of inquiry, good communication skills and the ability to be innovative and creative.

About the pupils

- 1.4 Pupils, most of whom board, come from a range of professional and business families, mainly based in the south of England. A few pupils come from a wide range of countries overseas. Data from nationally standardised tests indicate that the ability profile of the pupils is above average in relation to those taking similar tests nationally. The school has identified 237 pupils as having special educational needs and/or disabilities, (SEND), including dyslexia, dysgraphia, dyscalculia and attention deficit disorders. Of these, 91 receive additional support. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 64 pupils with a very few requiring additional support for their English. The curriculum is modified for the most able pupils and those with specific talents, including 31 academic scholars.

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. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

Additionally, this visit serves as a material change visit to assess the school's proposal to increase pupil numbers from 828 to 850 in order to accommodate an increase in the proportion of day pupils, and to provide 12 extra boarding places for female pupils in an extension to one of the current single-sex houses.

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](#).

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, 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 GCSE and A-level results in the years 2019 to 2022 confirm 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 and sex education, 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. Recommendation with regard to material change request

Summary of findings

- 3.1 The school has requested a capacity increase from 828 to 850 to accommodate a slight increase in day pupils and to provide twelve extra boarding places in an extension to one house for female pupils. During this inspection, the school was found to meet all the requirements of the Independent School Standards Regulations 2014 and of the National Minimum Standards for Boarding Schools 2022.
- 3.2 Governors and school leaders have ensured that effective and robust safeguarding policies and arrangements are in place. School leaders are experienced in this area and ensure that all staff are well trained and that record keeping and communication within the school are effective. The safeguarding governor provides informed oversight, and the headmaster and designated safeguarding lead (DSL) readily seek advice from the LADO when necessary. Day and boarding pupils know where to turn when they have a problem; pastoral support in the houses is readily available and pupils can also report concerns electronically. The safeguarding team provides sufficient cover to cater for the proposed increase in the number of pupils, including boarders.
- 3.3 Standards of health and safety, including fire safety and premises maintenance, are suitable throughout the school and it is likely that the new extension will meet the same standards, including those required by the NMS 2022. The planned two-storey extension will include an appropriate number of extra bedrooms, bathrooms and kitchen areas for pupils' use and the current communal area will be extended to accommodate the rise in numbers. The current standard of accommodation for boarders and day pupils is appropriate, and school facilities such as classrooms, play and sports facilities, dining areas and washrooms are large enough to accommodate the extra numbers. Boarders throughout the school have suitable arrangements for laundry and snacks, and rooms have a lockable space to secure their possessions. It is planned that the new rooms will have similar facilities. Supervision measures are well organised and appropriate in school and in the houses, medical facilities have sufficient capacity to support the rise in numbers, and the school has effective risk assessment procedures throughout.
- 3.4 School leaders and governors have put in place secure procedures for checking the suitability of staff. Appropriate safer recruitment procedures are in place for any additional staff that are required as a result of the expansion, such as extra personnel to maintain the tutor to pupil ratio at 1:9, and sufficient domestic staff to manage the larger premises.
- 3.5 The school's management and leaders have planned the material change carefully so as to ensure that the school is likely to continue to meet all the regulatory requirements.

Recommendation

- 3.6 It is recommended that the proposed increase in the maximum number of pupils be granted.

4. 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>College name</i>	<i>National Curriculum name</i>
Faulkner's	Year 9
Shell	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils' communication skills are excellent throughout the school and enhance all areas of their learning.
- Pupils' knowledge, skills and understanding are excellent, particularly towards the top of the school.
- Pupils' study skills are strong, and they have excellent attitudes towards learning.

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

- Pupils are confident, understand themselves well and so are self-disciplined and resilient in their studies and well prepared for the future.
- Pupils' moral understanding and responsibility for their own behaviour are excellent.
- Pupils make highly positive contributions to their boarding houses and to the wider school community.
- Pupils are excellent decision makers, taking a lead successfully in many aspects of school life.
- Pupils are aware of the needs of those around them; they are supportive of each other and work together most effectively.

Recommendation

4.3 The school is advised to make the following improvement.

- Enable pupils to further develop and apply a spirit of inquiry, and their innovative and creative skills, to their curricular and co-curricular activities.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is excellent.
- 4.5 Pupils' attainment in public examinations was strong in 2022. At GCSE, just under two-thirds of grades achieved were 7 to 9, approximately double the national figure. Grades achieved at A level in 2022 showed a similarly high level of attainment in the sixth form with over half of grades awarded being A or A*. For pupils taking the International Baccalaureate Diploma Programme (IBDP), results have been consistently higher than worldwide and UK averages for the last three years. On entry, almost all pupils have an ability above, and in some cases well above, others taking similar ability tests nationally. Data analysed show that even from their high starting points, at GCSE, A level and for the IBDP, almost all pupils achieve grades higher than expected for those of their ability. Pupils of all abilities and groups, such as those with SEND and EAL, and the most able scholars, achieve highly in examinations, particularly at GCSE where, on average, they attain almost a grade higher than expected. This indicates that support for pupils with SEND and EAL and mentoring programmes for scholars are highly effective. The overwhelming majority of pupils are successful in attaining places at their higher education course or apprenticeship of choice. This high level of attainment continues the steady improvement in academic standards seen in examination results since the previous inspection and is a consequence of pupils' excellent attitudes to learning, knowledgeable teaching and governors' successful investment in staffing and resources to raise the standard of academic achievement for all pupils.
- 4.6 Pupils quickly develop their knowledge, skills and understanding as they progress through the school. Pupils' knowledge and use of the English language and their understanding of English literature reach high levels, and they deploy these skills most effectively across the curriculum. Pupils speak and read confidently and write clearly and accurately for a wide variety of purposes. Those for whom English is an additional language quickly improve their vocabulary and writing skills as they respond to the high expectations of their teachers and as they socialise in the boarding houses. Pupils' artistic skills develop rapidly from Year 9, where pupils explore the subtleties of reductive charcoal drawing, to A-level submissions exhibiting advanced skills of execution and interpretation in portraiture, landscape and architecture. Year 13 music pupils demonstrated their excellent knowledge of different eras and genres of music by identifying a wide range of composers and styles in a lesson starter. Pupils' mathematical and scientific knowledge and understanding is advanced by the time they reach the sixth form. They can apply this knowledge well as was seen in a Year 12 chemistry lesson where pupils displayed good prior knowledge when performing challenging calculations to find the concentration of iron in a substance when titrating iron sulphate with potassium permanganate. The high levels of sporting achievement reached by many pupils bear testimony to the excellent physical skills they acquire during their time at school.
- 4.7 Pupils' communication skills are excellent. Those in Years 10 and 11 develop their speaking skills in elements of the Bradfield Diploma, a programme of pupil-led initiatives which includes public speaking in assemblies, debating and presenting reports or presentations to their class or tutorial group. Pupils of all ages use language fluently to express their ideas and to communicate confidently with peers and adults. They plan and deliver assemblies, read and debate confidently and listen well to each other and to their teachers. Many pupils demonstrate their communication skills most powerfully in drama and theatre studies with some excellent GCSE and A-level pieces which gained top grades viewed by the inspectors. Pupils write fluently and accurately for a wide range of purposes. Excellent examples were seen in scholars' essays and in *Voices*, the school magazine produced by the pupils which carries well-written articles on subjects ranging from social media hate speech to the top ten most bizarre laws of all time. The school seeks to be a 'talking school' and pupils as well as staff put this into practice. Older pupils in the boarding houses train as peer mentors and have a notice on their doors so that younger pupils who want some help with their homework, or just need someone to talk to, know they can go there for a chat.

- 4.8 Pupils have strong numeracy skills and apply them in many areas of the curriculum. In a business studies lesson, Year 12 pupils displayed excellent problem solving skills when learning about liquidity as they expanded a simple calculation to show how it revealed the amount of money a business had to make to meet its running costs. In Year 13 physics, pupils successfully calculated the escape velocity of an imaginary planet and compared it to the velocity of hydrogen molecules on the planet's surface to determine whether or not there would be a surrounding atmosphere. Pupils' information and communication technology (ICT) skills are strong, and they employ technology seamlessly to enable them to research and learn efficiently in lessons. Excellent examples were seen in geography where A-level pupils searched for information on wetlands for a debate, and in design technology where pupils used a computer aided design package creatively to produce 3D printed prototypes for their projects.
- 4.9 Pupils achieve highly in a wide range of co-curricular areas. A high number of pupils take LAMDA examinations, and, over the last three years, a large majority of these attained distinctions. Able musicians enter for national music examinations with several reaching grade 8 in their time at school. Pupils compete successfully in a variety of national mathematics and science competitions. Some notable achievements include winning work experience placements at a large chemical company or being published in the *Young Scientists Journal*. Film studies pupils have been highly successful with some of their short films winning, or being shortlisted for, nationally recognised awards, and the school has been recognised as a centre for excellence in film making by the WJEC examination board. Pupils' achievements in a wide range of sports are excellent, with the most able competing at national level in hockey and football and a number of individual sports. Sports teams had a particularly successful year in 2022 with the 1st XI boys' football team winning the HUDL National Independent Schools League for the first time, the 1st XI U18 girls' cricket team winning the School Sport Magazine National T20 competition, and tennis, hockey, shooting and golf teams winning national competitions or league honours.
- 4.10 Pupils of all abilities develop highly effective study skills. Many said the structure of the school day helped because they go back to their houses for a study session each evening followed by designated recreational time. When it comes to examinations, most pupils who spoke to the inspectors said that they feel confident that they are well prepared. They said that this is because they have worked hard and because teachers give them useful strategies for learning and revising. Pupils learn to research effectively, starting with the research element of the Bradfield Diploma, and culminating for most in the Extended Project Qualification (EPQ) in the sixth form where two-thirds of the pupils achieve grades A* to B. Pupils draw knowledge from a wide range of sources and synthesise the information to reach conclusions. Examples were seen in lessons such as geography where Year 9 pupils had to create a detailed and accurate map of the United Kingdom by researching on the internet and working out how to plot the information as accurately as possible using other sources such as atlases and measuring devices.
- 4.11 Pupils' attitudes to learning are outstanding and underpin their successes in their academic studies and co-curricular activities. In almost all lessons observed pupils were engaged and keen to learn and in the very few lessons where teaching was less successful, pupils were politely frustrated about their lack of progress. Pupils participate actively in interactions with teachers and the most able ask searching questions to deepen their understanding. Relationships between pupils and their teachers are relaxed and encouraging and this atmosphere allows pupils to learn and question freely. Pupils accurately recall previous work and apply it to new situations in order to solve problems or understand the current task, whether working alone, or in groups where they are quick to share their ideas and learn from each other. Pupils increasingly take the initiative in their learning as they progress through the school, but their spirit of inquiry could be further developed so that pupils more readily apply their innovative and creative skills to their academic studies and co-curricular activities, in line with the school's aim to prepare pupils well for the future.

The quality of the pupils' personal development

- 4.12 The quality of the pupils' personal development is excellent.
- 4.13 Pupils' self-knowledge and self-esteem are excellent. Many pupils cite boarding as a key element in helping them to understand themselves, including their strengths and weaknesses. Day pupils are fully integrated into the houses, so reap the benefits of belonging to a supportive community where matrons, personal tutors and house masters or mistresses know their pupils well and are readily available to them. Pupils say they develop their self-confidence early in their school life through taking part in the sports leadership, community action or Combined Cadet Force (CCF) options in the Bradfield Diploma. These activities offer leadership opportunities, and pupils, including those with SEND and EAL, say that they feel they are being trusted and given positions of responsibility which have helped them develop their strengths and self-esteem. Pupils quickly learn to be self-disciplined. They say they are encouraged to take responsibility for their own learning, and, in the houses, are expected to get themselves up in the mornings and to keep their own rooms clean and tidy. As they move up the school, pupils are given more freedom to organise their own time and learn how to balance their commitments within a busy schedule, so preparing themselves for the future. Pupils are mature and highly resilient in their work and in their activities helping to meet the school's aim to equip its pupils to flourish personally and professionally. Year 11 pupils taking mock examinations said they had learned to be disciplined in their revision because subject staff have taught them effective study skills. Other pupils say they are motivated to reach the highest standards in music, drama and sports because they were representing the school. Many pupils persevere to achieve long-term goals because they are committed to the community service programme or The Duke of Edinburgh's Award Scheme (DofE).
- 4.14 Pupils are excellent decision makers and use their skills for the benefit of their community. They choose and produce school plays, run many co-curricular activities and spearhead charity events. Once a year, senior pupils take over the school for a day; pupils volunteer to take the lead in lessons, sports coaching, assemblies and chapel, and even some staff meetings. Many older pupils become prefects and sports leaders, or volunteer to join focused groups such as the food, or e-safety committees, where they are involved in decisions that affect the whole school. Pupils make well-informed decisions about their academic and working futures because the school prepares them well through the 'Horizons' career programme. Pupils say that the school's wellbeing programme has been helpful in informing the decisions they make in their personal lives, and that they have confidence in their ability to make decisions because the school's leadership and management listen to their views and offer them many opportunities to decide things for themselves.
- 4.15 Pupils develop a strong appreciation of the non-material aspects of life whilst at school. Many are prepared to discuss spiritual and aesthetic matters freely in class, showing depth of thought, such as when considering why we like or dislike certain types of music in a humanities lesson. Pupils of faith make excellent contributions to chapel services. They attend their own prayer times and societies where others are welcome to come and explore faith issues. Many pupils express their awareness of the non-material aspects of life through poetry, drama, music, art and photography. Pupils spoke of quiet moments in their busy day when they have time to reflect such as when enjoying the school grounds or practising mindfulness. Pupils are reflective and described particular events that had spoken strongly to them; the Remembrance Day service and a charity fund raising concert were just two of their many examples.
- 4.16 Pupils' moral understanding is well developed, and they readily take responsibility for their own actions because school leaders and staff give them many opportunities to think for themselves and to weigh up consequences. All pupils who responded to the pre-inspection questionnaire agreed that the school expects them to behave well. Behaviour is exemplary because the relationships within the school community are strong. Pupils understand that fair play and justice apply equally in the wider world, and they express these views clearly in discussions and debates and in school magazine articles on a wide range of subjects as diverse as the Hong Kong protests and the gender pay gap.

- 4.17 Pupils' respect for others encompasses those who are different from themselves. They welcome those who join them from overseas and are accepting of, and sensitive to, those from different backgrounds and traditions to their own. Pupils are prepared to promote inclusion and to challenge any discrimination. In a Year 10 assembly, pupils thoughtfully explored race relations through the work of the film director Spike Lee, and in chapel senior pupils spoke thoughtfully about inclusion in everyday life and told the story of the Japanese Samurai who accepted an Ethiopian into their exclusive ranks, celebrating diversity in a different geographical and historical context.
- 4.18 Pupils' excellent social awareness develops early in their school life. They learn to accept those around them and to treat them with respect. Older pupils attributed this to their time in the house where all Year 9 pupils spend their first year. In all houses, pupils quickly get to know each other and learn to work effectively together for house entertainments and charity and sporting events. They produce house newspapers expressing their strong social awareness of national and world events. Pupils value their own houses which each have their own character fostered by the pupils and by house staff who work hard to create an accepting and harmonious atmosphere. Governors' investment in the fabric of the houses and in their recruitment and retention of skilled and dedicated residential staff ensure that pupils have every opportunity to learn to live harmoniously with others. Pupils support each other emotionally, with peer mentors offering support and friendship to younger pupils, and older pupils who are confident in subjects such as mathematics, use their skills to help others. Pupils' ability to collaborate was seen to enhance their learning in the classroom where staff use group work regularly. Examples were seen across a range of subjects, such as in Year 9 mathematics, when pupils worked effectively in pairs manipulating algebraic fractions and checking each other's methods. In activities such as CCF, sports teams and DofE, the pupils encounter physical and mental challenges and their success in these areas confirms their ability to work effectively as a group, accepting leadership from their peers and working as a team.
- 4.19 Pupils organise and lead many co-curricular activities such as drama productions, music ensembles, sports teams and clubs. They run societies promoting diversity and racial equality, and initiate events about things that concern them, such as an Environmental Sustainability Week, and the Mental Health Awareness Day. Pupils volunteer as members of the 'Wellbeing and E-Safety at Bradfield (WEB) Forum', working with staff on the e-safety committee to ensure pupils know how to keep safe online. They lead much of the school's charity fund raising, choosing the charities and organising events. As part of the school's voluntary service programme, pupils help the local community by working on projects such as river conservation, reading to young children, and helping to host sports events. Some senior pupils follow their interests to benefit communities further afield. For example, pupils have established a link with Kenyan children keen to learn English and talk to them online. Aspiring medical students volunteered to work in a medical centre in Tanzania, and a group of senior pupils established a library in an impoverished community in Nairobi. Pupils' efforts for the benefit of their own community and beyond amply fulfil the school's aim to equip pupils to make a positive contribution to society.
- 4.20 Pupils have an excellent knowledge of how to keep themselves safe and healthy, supported and informed by the school's wellbeing programme. Almost all pupils who responded to the questionnaire said that they understand how to stay safe online. Pupils are aware that they have a responsibility to look after their physical health and are well supported in their efforts by the compulsory element of physical education in the curriculum and by the many outdoor sports and activities on offer. Healthy and appetising meals, the need to go out into the fresh air regularly to get to lessons and activities, and the balanced structure of the school day all help pupils to maintain their physical and mental health. Pupils who are concerned about their mental health or that of a friend know where to go for help and support. Most pupils, in the questionnaire, agreed that they were happy at school, and most who spoke to the inspectors said that they know how to manage their health and emotions and so are equipped for the future in line with the school's aims.

5. Inspection Evidence

5.1 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 safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel and assemblies. Inspectors visited boarding houses and 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

Mrs Catherine Williamson	Reporting inspector
Dr Jennifer Burns	Compliance team inspector (Deputy head, HMC school)
Mrs Jacqueline Davis	Team inspector for boarding (Deputy head, HMC school)
Mr Andrew Williams	Team inspector for boarding (Head of senior school, HMC school)
Mr Richard Notman	Team inspector (Head, SofH school)
Mrs Stephanie Pipier	Team inspector (Head, IAPS school)
Mr Matthew Pitteway	Team inspector (Director of boarding, HMC school)