



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

BRAMBLETYE SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Brambletye School			
DfE number	938/6251			
Registered charity number	307003			
Address	Lewes Road East Grinstead West Sussex RH19 3PD			
Telephone number	01342 321004			
Email address	headmaster@brambletye.co.uk			
Headmaster	Mr William Brooks			
Chair of governors	Mr Philip Lough			
Age range	2 to 13			
Number of pupils on roll	291			
	Boys	149	Girls	142
	Day pupils	199	Boarders	92
	EYFS	57	Infants	54
	Juniors	78	Seniors	102
Inspection dates	13 to 15 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Brambletye School is an independent day and boarding school for boys and girls aged from 2½ to 13. Originally founded in 1919 as a boarding school for boys, the school relocated to its present 140-acre site in 1933 and first admitted girls in 2000. The school buildings have developed round a Victorian house that provides accommodation for up to 105 boarders. A flexible model runs in Years 3 to 6, where pupils can board for 1 to 3 nights a week; in Years 7 and 8, the model is either weekly or full boarding. The school operates as an educational trust overseen by a governing body.
- 1.2 Since the previous inspection, the school has developed its sporting facilities to include an all-weather pitch, and the senior management team has been developed to include a deputy head pastoral and a deputy head academic. The current headmaster was appointed in 2015.

What the school seeks to do

- 1.3 The school aims to develop a happy, confident and well-adjusted child, who works hard and enjoys art, drama, games and music, plays a part in some of the numerous societies and hobbies and takes a full share in the corporate life of the school; to combine the best traditions of a prep school within a true community of learners, pupils who are prepared to strive to fulfil their full potential and who are equipped for life in a 'global village'.

About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds, mostly from the local area with an appreciable number coming from south London. Of the 92 boarders, a quarter come from overseas and from a range of ethnic backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 33 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia; 31 of these receive additional specialist help. Also, 1 pupil in the school has an education, health and care plan. English is an additional language (EAL) for 29 pupils, 10 of whom receive support from a specialist teacher. Data used by the school have identified 61 pupils as being the most able in the school's population, and the curriculum is modified for them and for 52 other pupils because of their special talents in sport, music, drama and art.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 The school uses its own framework to determine attainment, instead of the national framework.
- 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 **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

- 2.7 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.
- 2.8 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.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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

- 2.10 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.
- 2.11 **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

2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 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 those 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, and its results in public examinations, 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.

2.15 The standards 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

2.16 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.

2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 The standards 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 good.

- Pupils' attainment and progress are good. School leavers regularly achieve scholarships across a broad range of subjects.
- Pupils with SEND or EAL make rapid progress as a result of the well-structured programmes of learning and excellent specialist support they receive.
- All pupils make at least good progress in their learning, but there is sometimes a lack of opportunity and constructive feedback to develop their higher-level thinking.
- Pupils develop their individual talents as a result of the wide-ranging opportunities available to them, successfully fulfilling the school's aims.

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

- All pupils, both day and boarding, demonstrate exceptionally strong levels of self-awareness and self-confidence owing to the school's strong pastoral support programme.
- Pupils undertake conscientiously and eagerly the many opportunities they are given for responsibility contributing towards the well-being of others.
- Pupils' behaviour is excellent; they understand and respect the school's rules, and relationships with each other are warm and positive.
- Pupils have a strong aesthetic and cultural awareness, and appreciate the world around them.

Recommendations

3.3 The school is advised to make the following improvements:

- Implement fully the academic development plan for Years 3 to 8, ensuring that marking improves the quality of pupils' achievement across the school.
- Develop pupils' skills in the use of information and communication technology (ICT) through increased opportunities across the curriculum.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Children in the Early Years Foundation Stage (EYFS) make rapid progress from their various starting points so that they reach the expected levels of development for their age, and a large majority exceed them. In Years 1 and 2 this rapid progress is continued enabling pupils to achieve excellent standards. School leavers regularly achieve places and scholarships in academically selective and competitive senior schools. The school does not take part in National Curriculum tests but evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data shows attainment to be above average in relation to national age-related expectations. Pupils with SEND or EAL make rapid progress due to leaders' and teachers' accurate interpretation of assessment results indicating their particular needs. This leads to highly effective interventions and support for pupils. The new academic leadership, determined to improve the progress of all pupils, has developed effective systems to support improvement in pupils' achievement. Boarders reported that their structured boarding routine helps to improve their academic performance because of the support they receive. Almost all pupils and parents who responded to the pre-inspection questionnaires agreed that the school enables pupils to learn and make good progress.
- 3.6 Pupils reach good and sometimes excellent standards in a broad range of subjects and activities in response to careful monitoring of their learning, identification of necessary next steps for improvement and excellent liaison between staff. The school has responded well to the recommendation of the previous inspection to develop a greater consistency of format for schemes of work and subject handbooks. Pupils benefit considerably when they have the opportunity to think critically and creatively. Children in the EYFS were observed enthusiastically 'managing' a garden centre, planting and arranging flowers, pricing and selling them and running a very efficient 'office'. They happily explained that plants need water, sun and soil to grow. Strong skills in core subjects are established in the pre-prep and as pupils progress through the school, they display well-developed skills and knowledge in subjects such as French, Latin, music and art. Pupils are highly articulate, applying their speaking skills well when performing to an audience. Year 6 pupils were able to develop their speaking skills whilst reading a play script which they had written, helped by effective teaching. Pupils' excellent communication skills enhance their achievement. Year 8 pupils improved their French, confidently reciting paragraphs, because their voices were recorded so that they could hear themselves. In their pre-inspection questionnaire responses, almost all parents who responded indicated that they are happy with the range of subjects offered. An overwhelming majority of pupils said that teachers are supportive and helpful when addressing any problems in their work.
- 3.7 Throughout the school, pupils achieve good standards in mathematics. In the pre-prep, pupils demonstrate growing confidence in their number work in a variety of contexts. Year 1 pupils using an interactive whiteboard quickly understood how to show numbers of ice creams following skilful questioning, giving an effective introduction of the concept of tally charts. All Year 5 pupils in a mathematics lesson understood how to work out the mode of eight numbers through the support provided for pupils, including those with SEND. Older pupils achieve above the expected level for their age and are proud of their excellent performance and success in national mathematics competitions. Pupils make particularly good progress in their numerical knowledge and understanding when teaching is carefully planned to meet individual needs, and expectations are high. In some teaching, inconsistent marking and target-setting hinders the progress of some pupils. Some pupils expressed in their questionnaire responses that they are unsure how well they are doing in their work. In reviewing pupils' work, it was apparent that not all feedback is consistent in providing next steps for improvement. The school has not, as yet, fully met the recommendation made in the previous inspection to ensure that clear guidance for marking is developed and implemented consistently. The new academic management is aware of this and has begun to promote new rigour in the curriculum.

- 3.8 Pupils are competent users of ICT. In the EYFS, children use computers as part of their daily activities and demonstrate good control. Pupils are introduced to touch-typing at an early stage and confidently use tablets. Those with SEND further their literacy and numeracy skills through confident use of software which addresses their individual learning needs. Older pupils use a variety of ICT applications outside the classroom, for example to film and edit major school events. Pupils' rapid development of ICT skills, through the excellent use of ICT enabled in imaginative and inspirational teaching in some areas, is not replicated throughout the curriculum.
- 3.9 Pupils are confident learners, relish challenge and have well-developed study skills that help them to make good progress in response to high expectations. From the EYFS onward, pupils are encouraged to use their critical thinking skills. Year 2 pupils worked collaboratively, applying logical thought to preparing tableaux representing the arrival of Jesus into Jerusalem. They responded well to the challenging task set which combined religious education (RE) with drama. Pupils with SEND or EAL evaluate their own success using the school's 'passport' system and plan next steps in their learning with their teachers. Year 6 pupils were totally focused when hypothesising and analysing the reasons for and consequences of the Peasants' Revolt, in response to teaching which inspired and encouraged them. Year 7 and 8 pupils have responded well to a discrete study skills programme, using the techniques covered to help them to study independently, using bespoke folders for each subject and reinforcing work covered in lessons.
- 3.10 Pupils flourish beyond the classroom, achieving high standards in sports, music and the arts in response to the provision of a broad curriculum and a wide range of extra-curricular activities. They benefit from the wealth of opportunities provided by the school. Significant team and individual successes are achieved in cricket, athletics, netball and sailing. Pupils participate in many musical and dramatic performances during their time at the school. From Year 3 up, every pupil is involved in major drama productions, either acting or producing, operating the lights and sound, or filming. A high proportion of pupils learn to play musical instruments and are involved in speech and drama examinations, which all pass, including with a high proportion of distinctions. Many pupils of all ages are involved in the various choirs and ensembles. Questionnaire responses from both parents and pupils indicate their overwhelming satisfaction with the extensive programme of extra-curricular activities.
- 3.11 Pupils, including boarders and children in the EYFS, have excellent attitudes to learning. Responding to positive encouragement from teachers, they are productive working both individually and collaboratively. Year 6 pupils in Latin involved themselves enthusiastically in setting up and re-enacting a Roman banquet, dressed in togas and enjoying the food.

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils of all ages demonstrate exceptional levels of self-confidence and resilience. Boarders overcome any initial uncertainties with strong support from the boarding staff, older pupils and the school community. Pupils are confident, friendly and willing to share ideas within the harmonious atmosphere promoted significantly by the school ethos. They are respectful of each other in response to the school motto 'work hard, play hard and be kind', and know their strengths and weaknesses. Pupils show high levels of perseverance, particularly demonstrated in the pre-prep pupils' determination to hone the school hakka to perfection, led by their enthusiastic teachers, for the opening of the all-weather pitch. Pupils, including those with SEND or EAL, show considerable self-discipline as they apply themselves to achieving personal goals and deciding their next steps, supported by teachers and tutors. Relationships between teachers and pupils are calm and positive, creating an atmosphere described by the younger pupils as one where it is acceptable to make mistakes because they help you to learn. An overwhelming majority of parents in the responses to questionnaires agreed that the school promotes an environment which supports their children's personal needs and meets their children's pastoral and welfare needs effectively. In the pupils' questionnaire responses a large majority said that boarding helps them become more confident.
- 3.14 The capacity for decision-making is well established in the EYFS where children confidently choose their activities, supported by well-organised resources which reflect their interests and by gentle encouragement from staff. Throughout the school, pupils use the many opportunities to decide on projects and activities productively, encouraged by key staff and teachers. From Year 3, pupils can choose when to board and on how many nights. In interviews, pupils spoke enthusiastically about making choices about their boarding activities, how to decorate their personal space, and suggesting ideas for evening and weekend activities. The school council is involved in choosing the school charities, which are then put to other pupils for a vote. Pupils with SEND are enabled to decide on their individual targets for themselves, in consultation with teachers and parents. In interviews, senior pupils showed their understanding of how important it was for them to choose the right school for the next stage in their education. Pupils know that the decisions they make can be instrumental in determining their own well-being.
- 3.15 Pupils demonstrate strong spiritual awareness through the many opportunities provided to appreciate the world around them. Their reflections, as seen in the RE and personal, health and social education (PSHE) books, show a deep appreciation of spiritual considerations and non-material aspects of life. Pupils of all ages appreciate the school grounds and the opportunities these offer for quiet, reflective times. They are able to articulate their ideas about spirituality and religion, and the importance of these. This is due to the school ethos promoting respect and appreciation of different religions, and because teachers enable pupils to explore ideas about different faiths. Excellent displays of pupils' art and poetry work around the school illustrate their developing sense of the serene and beautiful. In a Year 6 science lesson, pupils shown examples of density, using different objects dropped in syrup, water and cooking oil displayed their awe at the results as well as a palpable understanding of what was happening.

- 3.16 Pupils have a mature understanding of right and wrong. They learn to become considerate of others and are well-behaved and courteous, understanding and respecting the simple rules which are first taught in the EYFS and remain unchanged throughout the school. Pupils' exemplary manners are evident in lunch and around the school. They appreciate that incidents have consequences and readily respond to the positive, supportive guidance of staff. Pupils' behaviour throughout the school is excellent and sanctions are rarely required. An overwhelming majority of parents and pupils, in questionnaire responses indicated that they believe good behaviour is promoted and sanctions understood. Pupils said they learn from their mistakes, responding to constant reinforcement of the positive message from leaders and staff. In interviews, boarders said that they believe the behaviour and conduct in the school is good because everyone believes in it. Younger pupils were keen to show that the school motto is on nearly every wall in the school. Pupils accept the need for rules. They understand that this is also important at national level, speaking knowledgeably about the importance of the rule of the law and democracy with a perceptive awareness of British society, public institutions and services.
- 3.17 From the EYFS, pupils show strong awareness of the importance of gaining social skills. They learn to take turns and share toys, receiving focused praise for co-operative behaviour. Pupils are proud of their school community and there is a strong ethos of collaborative teamwork in games and in rehearsing for school productions. All pupils participate enthusiastically in their houses and enjoy working as part of a team. Boarders have a strong sense of community and belonging, and there are highly effective arrangements for new pupils and boarders to shadow existing ones to help them to settle in. Pupils respond well to staff as strong role models and to high expectations of appropriate behaviour, which contribute significantly to the success of the pupils' social understanding.
- 3.18 Older pupils demonstrate excellent qualities of leadership, taking positions of responsibility, including in boarding, exercising them conscientiously and with great success. Prefects, dormitory leaders and officers enhance the boarding experience for the pupils and are highly respected. The school ensures that, from the very youngest, pupils are given opportunities to take responsibility. Pupils are keen to contribute to the local community; the school holds an annual Christmas event for older members of the community where pupils and visitors talk over tea and enjoy carols. Invitations are extended across the community to school events such as plays and concerts, and pupils meet regularly with local junior school pupils in competitions at the school which include football, cross-country and chess. Notice boards around the school show the range of charity work carried out by pupils, alternating between local and international charities, the most recent being a project which is raising funds for a school in Kenya, for which the school raised a substantial sum. Pupils enjoy following the success of these ventures.
- 3.19 Pupils have a positive approach to diversity, whether of cultural background or ability, evident in warm relationships in class and around school, in their empathetic attitudes expressed in interviews, and displays which acknowledge and celebrate differences. Their understanding of diversity is deepened by events such as international week, when boarders spoke to pre-prep pupils about what it is like to live in another country and come to school in England. When asked the type of pupil which does well at the school, older pupils were clear that anyone can do well because pupils are treated as individuals. The whole-school ethos contributes to pupils' sound understanding of Christian values and appreciation of other religions. Cultural and religious festivals of other countries are celebrated in whole-school events and themed meals from different countries such as Spanish tapas. Pupils also demonstrate an appreciation of diversity of disability. In an ICT lesson, older pupils discussed the illness of Stephen Hawking and discussed his fame. All pupils and almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs.

- 3.20 Pupils, including those who board and those in the EYFS, have an excellent grasp of what constitutes a healthy lifestyle, gained from topics in science, PSHE, sports and visiting speakers. They know what constitutes a balanced diet and make sensible choices at meal times. Pupils appreciate and make good use of the frequent opportunities provided for exercise in the school day and in sport and activities, appreciating the importance to their physical and emotional health. They have a strong understanding of how to keep safe when using the internet as a result of regular guidance given by teachers and visiting speakers. Pupils demonstrated in interviews that they understand what to do in common emergency situations, due to the strong systems in place and regular talks from staff about staying safe and healthy. As a result of outstanding pastoral care and advice within the curriculum, pupils leave the school with well-rounded and resilient personalities which enable them to meet the challenge of the next stage of their education.

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, assemblies and chapel. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Loraine Cavanagh	Reporting inspector
Miss Kate Mitchell	Team inspector (Head, GSA school)
Mr Nigel Helliwell	Team Inspector (Head, IAPS school)
Mr David Pafford	Team Inspector (Deputy Head, IAPS school)