



**ISI** Independent  
Schools  
Inspectorate

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

**Chigwell School**

**April 2023**

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## School's Details

<b>School</b>	Chigwell School			
<b>DfE number</b>	881/6006			
<b>Registered charity number</b>	1115098			
<b>Address</b>	Chigwell School High Road Chigwell Essex IG7 6QF			
<b>Telephone number</b>	020 85015700			
<b>Email address</b>	hm@chigwell-school.org			
<b>Head</b>	Mr Damian King			
<b>Chair of governors</b>	Ms Roseanne Serrelli			
<b>Proprietor</b>	The Governors at Chigwell School			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	1052			
	<b>Day pupils</b>	1025	<b>Boarders</b>	27
	<b>EYFS</b>	40	<b>Juniors</b>	306
	<b>Seniors</b>	515	<b>Sixth Form</b>	191
<b>Inspection dates</b>	25 to 27 April 2023			

## **1. Background Information**

### **About the school**

- 1.1 Chigwell School is an independent co-educational day and boarding school. It was founded in 1629 on its present site and is an educational charity, whose trustees form the governing body. There are four single-sex boarding houses for sixth-form pupils. The school comprises four sections, the pre-prep, junior and senior schools, and the sixth form. Since its previous inspection, it has appointed a new headmaster, extended the junior school and improved its sports facilities.

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

- 1.2 The school aims to inspire its pupils to fulfil their potential. It seeks to ensure that each pupil is the best they can be; independent in spirit, adventurous in approach and empathetic in how they treat others. It seeks to develop and discover interests and talents across and beyond the curriculum so that pupils can play a full part in the life of the school and make a positive contribution to today's society.

### **About the pupils**

- 1.3 Pupils, most of whom live within a five-mile radius of the school, come from a diverse range of family and social backgrounds. Almost all the boarding pupils come from overseas and represent ten different countries. Data from tests on entrance indicate that pupils' ability is above average compared to other pupils taking the same tests nationally.
- 1.4 The school has identified 106 pupils as having special educational needs and/or disabilities, which include a range of additional needs; 77 pupils receive additional specialist help. Three pupils in the school have an education, health and care plan. English is an additional language for 27 pupils, 17 of whom receive specialist support. The school has identified 163 pupils as being the most able in its population. The curriculum is modified and extended for them and for 68 other pupils because of their special talents in a range of subjects.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, 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, National Curriculum tests in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. 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.
- 2.8 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**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

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

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

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

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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 one	Year 3
Upper one	Year 4
Lower two	Year 5
Upper two	Year 6
Third form	Year 7
Fourth form	Year 8
Removes	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Middle Sixth	Year 13

#### Key findings

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

- Academic attainment is excellent and pupils make excellent progress as they move through the school.
- Pupils' communication skills are advanced for their age across the school.
- The vast majority of pupils demonstrate outstanding attitudes towards their learning and achievement.

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

- Pupils demonstrate excellent self-confidence and self-understanding.
- Pupils display outstanding collaborative skills and work together extremely well.
- Pupils' appreciation of diversity and equality is excellent.



## Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that pupils make full use of Information and Communication Technology (ICT) to complement their learning.
- Ensure that all lessons offer high levels of academic challenge so that pupils can develop and extend their own learning.

## The quality of the pupils' academic and other achievements

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

3.5 Pupils reach excellent levels of attainment in lessons, work and external examinations. In the pre-prep, pupils of all ages and abilities, including SEND pupils, make excellent progress from their starting points. More able pupils achieve at least in line with their potential as a result of the challenge they receive in lessons; they attain extremely high levels in relation to age expectations in all subjects. This is evidenced in their academic results in both internal and externally benchmarked assessments. National Curriculum test results are well above the national average. At the end of Year 2 in 2022, nearly all pupils achieved at least expected levels in reading and writing, and all pupils achieved better than this in mathematics, a pattern that is reflected in recent years. These strong results are replicated at the end of Year 6. Pupils' attainment at GCSE has been excellent in relation to national averages. Well over three-quarters of the grades awarded in 2022 were at 9 to 7. Attainment in centre-assessed grades in 2020 and teacher-assessed grades in 2021 show similarly strong results. Results at A level are well above the national average, with two-thirds of the awarded grades in 2022 at A\* or A. Children in the EYFS and pupils in the pre-prep and junior schools make excellent progress. Data provided by the school indicate that all groups of pupils, including those with SEND and EAL, make at least good progress from entry to GCSE level and from GCSE to A level. Regular common-assessment tasks and a well-communicated system of tracking pupil performance helps to promote these high levels of attainment and progress. School leavers are successful in gaining places at the universities of their choice. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress.

3.6 Pupils' knowledge, skills and understanding develop to a high level as they move through the school. In the EYFS, children showed excellent knowledge and high levels of engagement in their activities about minibeasts. Pupils in the junior school show excellent levels of knowledge and understanding in all subjects; for example, in a Year 4 science lesson, pupils used their knowledge of sound waves to explore how sound is transmitted to the brain. Pupils are strong at building on previously acquired learning. In a Year 8 Spanish lesson, pupils demonstrated an excellent ability to distinguish between different forms of the past tense. Pupils recognised different verb types with ease and developed their own language in written and spoken forms. Pupils in a Year 13 biology lesson demonstrated sophisticated subject knowledge of the ecosystems and environments of a number of places around the world, developing their understanding about the links between deforestation and poverty. In the questionnaire almost all pupils said that teachers had excellent subject knowledge, and all boarders that they received help with their academic work in boarding time.

3.7 Pupils are keen to make progress and their overwhelmingly strong attitudes towards their learning are a key factor in assuring their success. In this way the school very successfully fulfils its aim to inspire its pupils to fulfil their potential. However, some pupils become restless and get distracted when they find a task less challenging or have finished before others. In the Early Years, high levels of engagement by children were observed as they chose activities and sustained high levels of concentration. Pupils in a Year 3 and 4 lunchtime club displayed excellent attitudes to learning the game of chess. In a Year 8 physics lesson, pupils independently sought out extension activities when they had finished the main task. Pupils in a Year 12 German lesson showed determined attitudes to learning when struggling to

form the correct grammatical construction in translation exercises and, as was the case in many of the lessons observed, this was supported by encouraging comments from teachers blended with suitably challenging opportunities for development.

- 3.8 Pupils are excellent communicators. They have highly developed speaking, listening, reading and writing skills. They speak confidently and articulately and display high levels of knowledge in an animated manner. From an early age children enter enthusiastically into conversation. The emphasis on phonics in the EYFS sets a firm foundation for the development of literacy skills and children write simple stories independently. Pre-prep pupils develop into confident and articulate communicators. They write with creativity and flair, or more succinctly as required. They read fluently and listen attentively. In a Year 2 literacy lesson, pupils discussed knowledgeably the difference between retrieval and inference comprehension questions and answers. Year 9 pupils presented examples of exceptional articles they had researched and written about the Afghan conflict and the war in Cambodia, and in physics Year 10 pupils' use of technical terms accurately when describing aspects of waves. Concentration and an appreciation of reading are encouraged from an early age and are developed through *DEAR (Drop everything and read)* time each day.
- 3.9 Pupils throughout the school develop excellent numeracy skills, and confidently apply these to address practical situations. Children in the EYFS and pupils in the junior school show high levels of numeracy skills in all areas of the curriculum. In the reception class, pupils develop measuring skills at a rapid rate. Pupils show high levels of understanding when comparing the length of, for example, plastic worms in the sandpit and when using cubes to measure various objects in the outdoor classroom. Junior school pupils show a clear understanding of mathematical vocabulary and can manipulate number from an early age. Junior school pupils use their times tables effectively. Levels of numeracy by the end of the junior school are very high. Higher up the school, in Year 12 physics, for example, excellent graphing skills were shown in assessing time and distance measurements. The application of pupils' mathematical skills in a range of A-level lessons observed demonstrates a deep understanding of core principles and the ability to assimilate these effectively in practical situations.
- 3.10 Pupils display highly developed study skills, fostered in part by a taught study skills programme. In the Early Years, a combination of adult-led and child-initiated activities promotes the depth of children's enquiry and encourages them to be independent. In a Year 2 literacy lesson, pupils formulated hypotheses about next steps in the story and reflected on how events that have previously happened might have an impact. Pupils display excellent levels of analysis and prediction. In discussions with inspectors, senior school pupils, including those with special needs, expressed the view that they are proficient at developing learning styles that suit them individually and are confident that they can use a wide range of resources, not least in the well-resourced school library, to support their learning. To a large extent, inspectors agree with this view, although in some of the senior school lessons observed, pupils were not given opportunity to use higher-order thinking skills or extend their own learning. Pupils are aware of the value of learning from their mistakes and take advice and feedback positively. They are self-reliant and have a good understanding of how to research successfully from an early age. Pupils are enthusiastic about the opportunities provided by further, higher and extended project qualifications to explore subject areas of their own choosing and these projects were seen to further develop their research skills and interest.
- 3.11 Pupils enjoy high levels of success not just in the classroom but also in the creative arts, music, drama and sport. School leaders emphasise the breadth of opportunities for pupils who enjoy an extensive range of co-curricular activities, and clubs such as, among many, 'mythos club' and Model United Nations (MUN). Almost half of Year 9 pupils achieve a bronze award in the Duke of Edinburgh's Award Scheme (DofE) and older pupils go on to complete silver and gold awards. Pupils relish the challenge of and enjoy success in many academic competitions such as the art, English and music *eisteddfod*, speaking and drama examinations, maths and science challenges, coding competitions, 'I can engineer', business and accountancy, history, debating and essay competitions. The standard of the

choral singing is excellent. Participation in sport is valued as much as success, but a significant number of pupils do enjoy success at county level or higher in sports such as hockey, cricket and netball.

- 3.12 Pupils use ICT well to enhance their learning when the opportunities are provided. Pupils show some good digital technology skills in lessons when links to online resources are provided by teachers, but pupils do not routinely apply their ICT skills in curriculum areas when it might enhance their progress. In lessons where ICT was used, such as in a Year 4 geography lesson, pupils enthusiastically used a search engine to explore “their” volcano. One pair were excited to find that their volcano is a *stratovolcano* and were keen to share the meaning that it has layers of lava and ash. Similarly, in a Year 8 music lesson, pupils enthusiastically experimented with a new programme, which could produce ‘loops’. Pupils began to understand how to write a drum part, as the software showed kick, snare and hi-hat options. Pupils were highly engaged in this new experience.

### **The quality of the pupils’ personal development**

- 3.13 The quality of the pupils’ personal development is excellent.
- 3.14 Pupils, including children in the Early Years, demonstrate excellent self-confidence and self-understanding. They speak enthusiastically about being allowed to be themselves and are supported in becoming who they want to be. In this way they successfully fulfil the school’s aim by becoming independent in spirit and adventurous in approach. Junior school pupils have high levels of perseverance. In a Year 4 personal and social, health education (PSHE) lesson pupils identified clear strategies for improving their self-discipline, especially when they are angry or upset. This “*ABC approach*” (agree, build, challenge) in PSHE means that the majority of pupils are able to discuss and disagree with a high degree of maturity. Year 7 and 8 “*One Page Profiles*” show that pupils understand their own strengths and weaknesses. On the whole, older pupils are self-disciplined and are able to assess risk and appreciate how they can learn from their mistakes. This attitude is supported by leaders’ and staff’s promotion of a can-do attitude and the school’s motto of “find a way or make a way”. Most parents who responded to the questionnaire agreed that the school helped their child to be confident and independent. In addition, boarders who spoke to inspectors said that boarding helped them feel settled and contributed to their personal development.
- 3.15 Pupils display a well-developed spiritual understanding and a deep sense of, and appreciation for, the importance of non-material aspects of life. Reception children in the outdoor classroom expressed their appreciation of the movement and life of ants as they watched them, transfixed on the insects active and busy lives. Pupils at all ages and stages show mature emotional responses to many aspects of their daily lives, as witnessed in the musical ensembles, the symphony orchestra and in the manner in which pupils responded to a discussion about deforestation caused by the production of palm oil. Boarders, when asked ‘what would you most like to take away from this school when you leave?’ rooted their responses in the non-material, or in the sentimental value of material objects. For example, ‘a toastie maker because when any of us are struggling in boarding, we gather round and make toasties and look after each other and that makes everything OK.’ Likewise, ‘my house sports jersey because I will always feel connected to my house.’ And more simply, ‘the memories of walks together with my friends on sunny days.’ Pupils say that this spiritual understanding is strengthened by chapel services which provide opportunities for quiet reflection.
- 3.16 On the whole, pupils’ moral understanding is excellent and where behaviour is not in line with clear school expectations, action is taken to help pupils improve their understanding of right and wrong. Pupils appreciate the need for rules and understand the newly introduced systems of rewards and sanctions. Their understanding is fostered by a strong house system for pupils from Year 9 upwards, which is the focus for pastoral care, co-curricular activities and competitions, and which actively promotes thoughtfulness and kindness. This culture is mirrored in many lessons, where teaching high expectations encourages pupil responsibility. In a Year 12 philosophy lesson, pupils carefully considered the relative merits of different ethical systems. They thoughtfully articulated the problems

with systems such as antinomianism and showed a thoughtful understanding of the importance of rules within their school lives and society. Pupils move around the school in an orderly manner and are generally friendly and polite to each other, to their teachers and to visitors. An overwhelming majority of pupils agreed that the school expects pupils to behave well and a very large majority of them agree that the school sorts out any poor behaviour. Governors contribute effectively to mould and uphold the positive ethos that pervades the school by appropriate challenge of the school's leadership.

- 3.17 Pupils demonstrated very strong collaborative skills and worked together well in most lessons seen. Pupils are socially conscious and enjoy celebrating each other's successes by valuing everyone's efforts in the classroom. In lessons where pupils are encouraged to work collaboratively, they are helped to develop each other's skills academically and socially. Inspectors observed excellent examples of mentoring towards younger pupils in areas such as reading and maths. Pupils typically demonstrate good relationships with their teachers and benefit from vertical house groups which offer them many opportunities for leadership as they go through the school. Pupils have excellent manners and are very polite and considerate to one another. This is engendered from the early years where, with gentle reminders, staff encourage children to say please and thank you and to share. Older pupils help the younger pupils effectively and give freely of their time, such as when senior pupils assisted with a finance workshop in the junior school. In a tutorial lesson, Year 12 pupils successfully worked together to discover ways to encourage the sustainable production of palm oil and considered substitutes for its use or avoiding buying products that rely on it.
- 3.18 Pupils come from a wide range of ethnic and cultural backgrounds and see diversity as a strength. They have an excellent awareness of the need for respect and tolerance. Junior school pupils demonstrate a high level of sensitivity and tolerance to each other. For example, in discussion, junior school pupils said that they liked finding out about different cultural customs. They speak emphatically about everybody being treated equally and celebrate cultural differences without prejudice. Throughout the age range, pupils appreciate the need to accept people for who they are. They regard the positive impact of senior school "equality ambassadors" as significant and value the diversity within the school. They speak openly about being made to feel welcome when they first come to the school. *Praefects* talked warmly about equality, diversity and inclusivity, expressing the hope that they have made great inroads in ensuring everyone is valued and appreciated. A senior school diversity club supports LGBTQ+ pupils and helps to foster a culture of respect and understanding. Almost all parents who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. Thus, the school achieves its mission to be a nurturing community in which pupils strive to be the best they can be, independent in spirit, adventurous in approach and empathetic in how they treat others.
- 3.19 Pupils make a significant contribution to the life of the school community and are actively involved in charitable giving and fund raising. This is because of the many leadership opportunities within the school which is evident even in the EYFS. An excellent system here allows children opportunities to take on responsibility as they successfully undertake allocated jobs for the day as leader or cloakroom monitors. Higher up the school, leadership opportunities such as digital leaders, *praefects*, equality ambassadors, anti-bullying ambassadors, climate biodiversity action committee members or sports leaders and an active school council enable pupils to express views and suggest improvements. Thus, pupils engage fully in the life of the school and the community and the school's aim to be a "community of kindness" in which pupils support each other and make a positive contribution to the community, is largely met.
- 3.20 Pupils are confident decision-makers and relish the opportunities to direct their own learning when the lesson structure allows. Pupils make decisions effectively and assuredly due to the number of opportunities for pupils to make active choices, about activities, subject choices and school life. They make wise decisions and speak enthusiastically about the support they receive from adults in order to do this, including about their future careers' paths. Pupils in Year 7 were clear that whilst they are

encouraged to complete their homework on the night that it is set, they can choose to do it at the weekend if they have other commitments. By the time they reach the top of the school, pupils have a secure understanding that the decisions they make can help determine their future success and they are influential in building a positive and happy community. *Praefects*, for example, who are elected by their peer group, design the yearbook and make decisions about and for a wide range of clubs and societies, which they largely run, such as culture club, law society, and the climate biodiversity action committee.

- 3.21 Pupils have an excellent understanding of how to stay safe and healthy. This is because a comprehensive PSHE and RSE programme, which begins in the EYFS, establishes a strong foundation for pupils to understand and openly talk about their own health and wellbeing. Empathetic professional interactions between pupils and teachers are a strength of the school. Pupils enjoy their sport at the school and are pleased that there is a range of physical activities on offer; participation levels are high. Pupils understand how to stay safe online and to whom they should go for help if they are concerned about their own or another's welfare; they have a highly developed sense of awareness for their own and other people's mental health and wellbeing. For example, in a Year 9 lesson looking at sustainable communities, pupils discussed a greener world and made excellent observations about the connections between the environment and their own and others' mental health and wellbeing. In discussions with inspectors, pupils demonstrated a highly developed sense of the social pressures that might be applied by peers, and how they might navigate these to keep to stay safe and healthy.

## 4. Inspection Evidence

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

### Inspectors

Mr Michael Goodwin	Reporting inspector
Mr Paul Easterbrook	Accompanying Inspector
Dr Richard Robson	Compliance team inspector (Head, SofH school)
Mrs Ros Ford	Team inspector (Former deputy head, IAPS school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mr Henry Rickman	Team inspector (Deputy head, GSA school)
Mr Michael Brewer	Team inspector for boarding (Head, SoH school)