



**ISI** Independent  
Schools  
Inspectorate

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

**Culford School**

**February 2020**



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### School's Details

<b>School</b>	Culford School			
<b>DfE number</b>	935/6053			
<b>Registered charity number</b>	310486			
<b>Address</b>	Culford School Culford Bury St Edmunds Suffolk IP28 6TX			
<b>Telephone number</b>	01284 728615			
<b>Email address</b>	hmpa@culford.co.uk			
<b>Headteacher</b>	Mr Julian Johnson-Munday			
<b>Chair of governors</b>	Air Vice Marshal Steven Abbott			
<b>Age range</b>	1 to 18			
<b>Number of pupils on roll</b>	758			
	<b>Day pupils</b>	494	<b>Boarders</b>	264
	<b>EYFS and pre-prep</b>	79	<b>Preparatory (Yrs 1-8)</b>	284
	<b>Seniors</b>	266	<b>Sixth Form</b>	129
<b>Inspection dates</b>	25 to 27 February 2020			

## 1. Background Information

### About the school

- 1.1 Culford School is an independent co-educational day and boarding school for pupils aged 1 to 18. Founded in 1881 by the Methodist church, the school moved to its present site in the village of Culford in 1935. The school is owned by the Methodist Independent Schools Trust (MIST), whose trustees are represented on a local designated governing body. The school has five boarding houses on site and offers full and flexi boarding for pupils from Year 3 to Year 13.
- 1.2 The school is divided into three schools; the pre-preparatory (including the nursery) for pupils aged 2 to 7 years; the preparatory department for pupils aged 7 to 13 years and the senior department (including the sixth form) for pupils aged 13 to 18 years. Since the previous inspection, the school has opened its younger nursery department, constructed a new library and upgraded its arts centre and facilities across its sporting academies. The registered Early Years Foundation Setting (EYFS) is inspected separately by Ofsted.

### What the school seeks to do

- 1.3 Founded on Methodist principles, the school's mission is to unlock the full potential of every pupil, through the modelling of strong Christian values and honesty to learn from their own flaws, while treating others with compassion. The aim is that pupils will develop into flexible, innovative, dynamic and resilient young adults, well-prepared to be successful in the next stages of their lives.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds from the school's local area as well as from families who live and work abroad. Data provided by the school indicates that the ability profile of pupils in the prep and senior schools and the sixth form are broadly average compared to those taking the same tests nationally. The school has identified 134 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and other conditions, 98 of whom receive additional specialist help. No pupils have an education, health and care plan. English is an additional language (EAL) for 111 pupils, 83 of whom need support with their English. Data used by the school have identified 57 pupils as being most able in its population, and the curriculum is modified for them and for 160 other pupils because of their special talents in music, drama, sport 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.

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, the 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 preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2017 to 2019, performance has been well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2017 to 2019 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

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

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

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

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. 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 18 are met.**

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

## Key findings

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

- Pupils demonstrate excellent communication skills. They speak articulately and discuss confidently with assurance, applying these skills across the curriculum.
- Pupils' achievements in a wide range of curricular and co-curricular are excellent with notable success at individual and team levels.
- Pupils demonstrate excellent attitudes to learning as a result of a supportive and caring environment.
- Pupils' ability to research is excellent, but higher order thinking skills, such as the ability to analyse, synthesise and hypothesise, are less well developed within some subject areas.

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

- Pupils display an excellent level of behaviour through the whole school, underpinned by a strong sense of moral understanding.
- Pupils show excellent social awareness. They develop very productive working relationships with staff and particularly their peers.
- Pupils are very self-aware and self-confident and appreciate the decisions they make can affect their future successes and that of others.
- Pupils demonstrate high levels of respect and tolerance for everyone. Boarders embrace fully opportunities to widen their horizons through a multi-cultural and nurturing environment in boarding.

## Recommendations

3.3 In the context of excellent outcomes, the school may wish to consider:

- Ensure that there is sufficient challenge for all pupils to develop their higher level thinking skills, across all subjects equally.

## 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 of all ages display excellent communication skills. They are articulate speakers, listen attentively, discuss and debate in an engaged manner based on the strong interaction between pupils and teachers. EYFS children, during playtime, confidently described items in their pretend jewellery shop. In an English lesson, preparatory pupils demonstrated an excellent understanding of *The Tempest*, when confidently sharing their views about the characteristics of Caliban. In GCSE science, senior pupils used accurate scientific terminology when describing why larger animals would have greater breathing problems due to their physical size and build. Sixth formers displayed excellent fluency, for example in A-level economics using accurate business and financial terminology when sharing ideas with others about the impact of inflation. Pupils develop their speaking skills rapidly as a result of opportunities provided such as public speaking in assemblies, leading on prayers or attending lunchtime discussion sessions such as *Hot Chocolate and Jesus*. Across the school, pupils demonstrate excellent creative writing skills through opportunities to undertake extended writing challenges or compete in short story competitions. In an English lesson, pre-preparatory pupils demonstrated outstanding use of language for their age when using similes such as 'My dragon is as strong as an enormous bear' on their displays. Preparatory pupils successfully improved a 'boring'

piece of persuasive writing by redrafting using better emphatic adverbs to improve the persuasive vocabulary used.

- 3.6 Pupils acquire strong mathematical and numeracy skills for their ability, as evidenced by notable success in national mathematics challenge events. All pupils, including those with SEND and EAL make excellent progress with numeracy as it is introduced in a fun and exciting way from an early age in the school. In the EYFS, children confidently wrote simple number equations, when counting the numbers of pretend pizza toppings. Sixth formers successfully manipulated statistical T-tests to assess the significance of behavioural data provided in A-Level psychology.
- 3.7 Pupils are highly competent users of ICT, employing their skills to support, extend and review their learning. In a computing lesson, pre-preparatory pupils successfully programmed a moveable robot using simple algorithms. In a science lesson, preparatory pupils successfully grouped light sources and reflectors on the interactive whiteboard. In GCSE history, pupils developed an excellent understanding about the exponential spread of cholera on human populations by very accurately manipulating data on a spreadsheet.
- 3.8 In the EYFS children make very good progress in relation to their starting points. By the end of Reception, the majority are at aged related expectations with some exceeding across reading, writing and numeracy. They develop a strong foundation for learning through delivery of a varied and vibrant curriculum which is carefully planned to meet individual needs, thereby meeting the recommendation from the previous inspection. EYFS children develop excellent social skills as they are encouraged to learn through music, dance, play and exploring nature in an outdoor woodland area.
- 3.9 Data provided by the school indicates that preparatory pupils make excellent progress relative to their starting points and abilities. Preparatory pupils level of attainment in English and mathematics is very good compared to other schools who use the same attainment tests. As pupils move up through the school, an excellent rate of progress is maintained as a result of small classes and individualised support from staff who know them very well and what they can achieve, thereby preparing them well for the next stages of their education.
- 3.10 Pupils achieve strong results for their ability in public examinations. In the years 2017 to 2019, at GCSE just under half of examinations were awarded grades 9 to 7, very broadly equivalent to A\* to A, compared with about one-fifth nationally. In the same three year period about one-quarter of A-level examinations were graded A\* or A, compared to about one in six nationally. As a result, a large majority of pupils achieve their first choice at senior schools or universities with demanding entry requirements. Many of these pupils achieve this success alongside demanding scholarly and sporting programmes provided to further develop their academic and sporting talents. Senior pupils make rapid progress, as a result of informative feedback and regular opportunities to set and review their targets with their teachers. Senior pupils with SEND and EAL achieve consistently well in-line with others of the same age and ability and in some subjects such as mathematics and sciences they exceed. This is aided by learning support provision that monitors their individual needs effectively as well as provide bespoke equipment or translation software to help access the mainstream curriculum effectively. In questionnaire responses, a very large majority of pupils agreed that there is a good range of subjects and they are helped to consistently make good progress.
- 3.11 Pupils achievement in extra-curricular activities such as music, drama, dance, athletics and sport are excellent. Pupils develop individual strengths and talents in these areas due to the support provided from boarding and specialist staff. Pupils maintain a very high standard of performance in these areas as the leadership and management have ensured that time and support is made available for academic studies alongside allowing pupils to perform or compete at top levels both in the UK and abroad. School sports teams are highly successful across a wide range of regional and national competitions as well as achieving individual successes in disciplines such as equestrian, golf, swimming and tennis at the same levels. Pupils are equally successful in The Duke of Edinburgh's Award scheme as well as gaining a range of qualifications as part of the school's Combined Cadet Force (CCF) contingent. Many

pupils achieve distinctions in external music examinations, and the school's samba band has recently reached the final of a national competition.

- 3.12 Pupils of all abilities have extremely positive attitudes to learning due to staff encouragement and a culture of 'can do' across the school. Pupils have a high level of responsibility, demonstrating an intrinsic motivation and determined to succeed in their studies. Pupils demonstrate an excellent commitment to long hours of practical coaching in order to remain highly competitive in their specialist discipline. Pupils display excellent teamworking skills and are keen to work together when opportunities arise. In a mathematics lesson, pre-preparatory pupils demonstrated genuine excitement when they were able to have a second go together in identifying shaded halves on the interactive whiteboard. In A-level history, collaborative role-play enabled pupils to gain an excellent understanding about the Templars and the Crusades in the 13<sup>th</sup> Century.
- 3.13 Pupils develop excellent knowledge, skills and understanding across all areas of learning. Pupils demonstrate excellent reading and independent research skills through numerous opportunities to collate and manipulate data during field trips, or when completing dissertations and performance pieces as part of the *Culford Independent Research Project*. Preparatory pupils demonstrated excellent comprehension of a family tree during a Spanish lesson. In discussions, senior pupils demonstrated excellent research of the culture and life of Anglo Saxons. Pupils basic skills for learning are excellent. Pupils plan and organise their work very effectively as exemplified by the high standard and volume of work produced and excellent progress observed in lessons. Their study skills are very well developed, by the way they organised their subject workbooks and positively respond to teacher's feedback through the online classroom marking system. However, at times pupils' development is limited in acquiring higher order thinking skills such as synthesis, analysis and hypothesis because they are not always sufficiently challenged within some subject areas. Pupils progressed very well in lessons where teaching provided opportunities to draw on previous knowledge or skills and apply them to new challenges. In a minority of lessons, all pupils worked on the same task and further challenge for pupils who found the task straightforward, including the more able was missed. The most successful lessons allowed further reflection and enquiry from the start. In a pre-preparatory mathematics lesson, pupils independently selected different methodologies to successfully calculate the halves of numbers; in a senior design and technology lesson, all pupils including those with SEND and EAL, successfully improved their wireless speaker designs through reflecting on their own capabilities and adjusting the practical approaches they had taken. An over-whelming majority of parents who responded to the pre-inspection questionnaire, said that the school helps their child develop skills for the future, a view strongly supported by observations of pupils' approach to work.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils display outstanding levels of behaviour across all ages partly due to the high standards and expectations set by staff. Pupils are tolerant, polite and courteous to all they meet. In the EYFS and pre-preparatory department, children naturally greet teachers and each other with a sense of fun. In the preparatory and senior schools, pupils move around the site in an calm, orderly and friendly manner. Pupils display a good awareness of the systems that underpin modern society, through discussion of British values in personal, social, health and citizenship education, (PSHCE) and democracy through school and house councils elections and the environments, safeguarding, events and food committees. Pupils have a highly developed sense of right and wrong; they take responsibility for their own conduct, with the result that exemplary behaviour is the norm. In interviews, pupils spoke of the friendly atmosphere in the school and that they always look out for each other. Pupils stated that they value the support provided from older pupils as well as the boarding house family system to ensure everyone is content. All pupils demonstrate high levels of moral understanding; in interviews they confirmed that they would not tolerate bullying of any kind and would readily report it if on the rare occasion it occurred as well as make amends if they had upset

anyone. A large majority of parents and pupils who responded to the questionnaire felt that the school promotes good behaviour.

- 3.16 Pupils show excellent social awareness, develop very productive working relationships with staff and classmates in particular. Older pupils are excellent role models in the school, for example taking on leadership and support roles as part of the preparatory school's 'crew' or as buddies, sports coaches or sixth form prefect duties in the senior school. Pupils across the school develop excellent team working skills, as it is introduced from a young age through the encouragement of play within the EYFS. By the time pupils move to the next stage, these skills are very well advanced. In discussions, pre-prep pupils spoke fondly of learning how to act as an highly effective team when successfully researching about the Arctic and Kenya. Preparatory pupils demonstrated excellent collaborative skills producing informative posters about the life of Anne Frank. In interviews, pupils proudly spoke of successfully performing in their school productions such as *Ali Baba and the Forty Thieves* and *Grease the Musical*. Pupils leadership skills are highly advanced as they move through the school due to opportunities to undertake key leadership roles across a range of extra-curricular activities such as competing in sports teams, undertaking Duke of Edinburgh's Award expeditions or during field exercises as part of the CCF.
- 3.17 Pupils demonstrate excellent social skills as the leadership and management have ensured that the house system is inclusive, by encouraging visits from day pupils and boarders from other houses. In interviews, all pupils spoke highly of the opportunity to have a base during the day and after school, enabling them to benefit from accessing the learning and sporting facilities. Pupils thrive and develop long-lasting friendships due to an atmosphere of trust and respect within a safe and harmonious community. A very large majority of parents who responded to the pre-inspection questionnaire said that the boarding experience had supported their child's personal development.
- 3.18 Pupils have outstanding self-esteem and self-confidence for their age; they appreciate the decisions they make can affect their future successes. EYFS children, confidently explained that they enjoyed painting the snowy weather conditions outside. Preparatory pupils spoke articulately about how they had used music and art to be able to express their emotions and feelings. Pupils have a clear understanding of their strengths and weaknesses and how to improve their own learning, through regular submission and review of work by themselves and their teachers on the school's online classroom system. A very large majority of parents agree in questionnaires that the school helps their child become more confident and independent and that boarding has helped their child's progress. Pupils understand the consequences of their own actions and this informs their decision making in all forms of school life. From an early age, pupils are encouraged to take responsibility for their own actions and to persevere with any challenges set through a 'have a go' attitude encouraged by all staff. As pupils move through the school, pupils learn to make considered decisions regarding their co-curricular activities, GCSE and A-level choices and future pathways.
- 3.19 Pupils demonstrate high levels of respect and tolerance for others, benefiting from a rich diversity of ethnicities and a nurturing environment in boarding. Boarders display a natural inclusivity and respect for other cultures and nationalities. All pupils display a natural empathy that is engendered by the ethos within the school. In the EYFS, children naturally helped each other to put on their painting tabards. EAL pupils settle well into the school, buttressed by the support with their spoken English from native speakers. All pupils gain an excellent understanding of other religions through a comprehensive PSHEE and broad religious studies programme in school. Preparatory pupils displayed an excellent understanding of Islamic religion and culture through their correct use of terminology such as the *Muezzin*, the person who calls Muslims to prayer. Pupils understanding is further enhanced through opportunities to celebrate cultural festivals such as Hanukkah, Diwali and Ramadan. Boarding pupils demonstrate excellent acceptance and respect for others through displaying flags of overseas boarders' countries of origin as well as being quiet when boarders wish to undertake prayers. A very large majority of pupils who responded to the pre-inspection questionnaire said that the school

encourages them to respect and tolerate other people. Strong leadership has ensured the school is an all embracing, nurturing community where respect and tolerance are firmly at the heart.

- 3.20 Pupils spiritual awareness is excellent, underpinned by the schools founding Methodist values and opportunities for pupils to reflect on their own faith and beliefs and playing a part in the school's regular collective worship programme. Pupils study a range of religions and have a deep understanding of non-Christian faiths through presentations from visiting parents, visiting places of worship and a Jewish museum as well as sharing their own views during the school's *Hot Chocolate and Jesus* sessions at lunchtimes. From the earliest years in the school, pupils develop an excellent appreciation of the aesthetic and non-material aspects of life as evident from the high standards of artwork and other displays around the school. Other individual successes are notable across art, poetry, and writing competitions. In the EYFS and pre-prep, children gain an excellent understanding of the natural world around them through numerous nature woodland activities. Pupils have an excellent appreciation of those less fortunate than themselves as evidenced from the significant charity fundraising and the continued support by the school for improving the lives of villagers in Malawi every year. Work scrutiny showed that preparatory pupils fully appreciated how children in Mumbai feel when trying to survive the monsoons in India every year.
- 3.21 Pupils know how to stay safe including online, due to clear age appropriate guidance about the risks and established procedures for the filtering of websites. In interviews, preparatory pupils spoke confidently that they would report anything unusual to their teacher or houseparent. Pupils demonstrate very good understanding on the importance of keeping a healthy lifestyle. In response to the questionnaires, a small minority of pupils stated that the school did not encourage them to follow a healthy lifestyle. The school does provide numerous opportunities for pupils to participate in team and individual sports, access to the gym. Discussions with pupils hinted that the lack of encouragement was linked with their perception of the previous quality of food, and the school's leadership has already introduced a new range of menus. In interviews, scholars spoke highly about the importance of maintaining a good work-life balance and enjoying their time at school with their friends; they understood the importance of having time to relax with friends, as well as maintaining their studies and competitive edge within their own disciplines. Pupils have excellent understanding of the benefits of positive mental well-being due to the emphasis that leaders and managers have placed on raising awareness across the school, opportunities to learn mindfulness and yoga techniques. The planned development of a new mindfulness hub and the continued support of the mindfulness programme has ensured all pupils continue to thrive and enjoy their time at school.

## 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 vice chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Geoffrey Marston	Reporting inspector
Mr Des Dunne	Deputy Reporting Inspector
Mr Oliver Bullock	Compliance and Team inspector (Deputy head, IAPS school)
Mrs Vicky Buckman	Team inspector (Head, GSA and HMC school)
Mr Joe Smith	Team inspector (Headmaster, HMC school)
Mrs Nathalie Hart	Boarding and Team inspector (Deputy Head Pastoral, HMC school)
Mr Richard Evans	Team inspector for boarding (Headmaster, IAPS school)