



ISI Independent
Schools
Inspectorate

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

Cundall Manor School

December 2018



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School's Details

School	Cundall Manor School			
DfE number	815/6022			
Registered charity number	529540			
Address	Cundall Manor School Cundall North Yorkshire YO61 2RW			
Telephone number	01423 360200			
Email address	head@cundallmanor.org.uk			
Headteachers	Mrs Amanda Kirby and Mr John Sample			
Chair of governors	Sir Thomas Ingilby			
Age range	2 to 16			
Number of pupils on roll	384			
	Boys	228	Girls	156
	Day pupils	342	Boarders	42
	Pre-prep	61	Prep	212
	Upper School	111		
Inspection dates	5 to 7 December 2018			

1. Background Information

About the school

- 1.1 Cundall Manor is a co-educational day and boarding school for pupils between the ages of two and sixteen years. The school was founded on its present site in 1959. The school is split into three sections; the Pre-Preparatory department, which includes the Nursery, Reception, Year 1 and 2 classes; the Preparatory department, for pupils in Years 3 to 8; and the Upper School, comprising Years 9 to 11. The school is a charitable trust, administered by a board of trustees who are also its governors. Since the previous inspection, new joint headteachers have been appointed. Boarders are accommodated within the main school building.

What the school seeks to do

- 1.2 The school aims to deliver a broad and balanced curriculum that meets the needs of all pupils in a happy, nurturing environment. It strives to promote self-worth, confidence, good judgement and independence in pupils. Furthermore, it endeavours to promote equal opportunities for all through a caring environment where pupils, parents and other professional bodies work together effectively.

About the pupils

- 1.3 Pupils come from a range of professional and rural backgrounds, mostly from white British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 160 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, and of these 59 receive additional specialist help. One pupil has an education, health and care plan. English is an additional language (EAL) for three pupils, whose needs are supported by their classroom teachers and who receive some additional support. Data used by the school have identified 26 pupils as being the most able in the school's population, and the curriculum is modified for them and for 25 other pupils because of their special talents in sport, art, music or drama.

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 REGULATORY 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.

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 junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standards 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

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

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

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 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 any 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, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 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. 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>
PP1	Year 1
PP2	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8
Leckby	Year 9
Eldmire	Year 10
Thornton	Year 11

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are excellent communicators, and speak and listen respectfully.
 - Pupils' attitudes to learning are excellent. Their love of learning is palpable.
 - Pupils achieve highly in a wide range of activities such as sport, music, art, and drama.
 - Pupils ICT skills and their higher order thinking skills are less well developed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display excellent self-understanding, and they are confident young people.
 - Pupils' strong sense of community drives their outstanding social development.
 - Pupils' behaviour is excellent, underpinned by a strong sense of right and wrong.
 - Pupils have an excellent understanding of the need to contribute positively to the lives of others.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure pupils develop their ICT skills fully in order to support their learning across the curriculum.
 - Ensure pupils further develop their higher order thinking skills and show their initiative through activities that give scope for regular independent learning.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all ages display outstanding speaking skills. They converse confidently with all those around them, including visitors to the school. Even the very youngest children are not reticent at sharing their views and opinions, which they do in an appropriate manner. Pupils are good listeners, happily reflecting on the thoughts and opinions of others. The high quality of the pupils' skills in this area is mainly due to the excellent relationships that exist within the school between pupils and between pupils and their teachers. Pupils write well. Their creative and factual writing is of a good quality, with there being a strong focus on the rudiments of grammar from an early age. This is particularly the case amongst the more able. In the Nursery, the children know the language associated with activities such as writing letters, using vocabulary such as 'dear', 'please' 'thank you' and 'signature' with confidence, which they were including in a letter to Santa. These skills are built on as pupils move through the school. For example, older pupils record their ideas coherently and adeptly as shown when planning how their senses might be stimulated during a sporting event, using some excellent descriptive language and metaphors. The overuse of photocopied material sometimes limits the opportunity for pupils to write at length as the spaces provided for pupils to give their answers is often too small for pupils to expand on their thoughts and ideas.

- 3.6 Pupils' attitudes to learning are excellent. Pupils support each other and work naturally as a group. The pupils are excellent collaborative workers and enjoy helping each other when topics challenge them. For example, in a biology lesson older pupils worked purposefully together to ensure they found the correct answer for their practical work which involved using quadrants outside. They then adeptly collated their results on their return to the classroom. Pupils demonstrate good levels of independence and their enthusiasm for learning is excellent. They understand the need to work hard and as such take the initiative when it is afforded to ensure that they achieve what they can within their ability range. They work purposefully when supervised and very much enjoy the interactions with their teachers, whom they trust implicitly. This builds a strong foundation on which good learning can be developed.
- 3.7 Pupils achieve highly in a wide range of activities such as drama, mathematics and physics challenges, Duke of Edinburgh awards, sport, music and art. Recent national success in sport has been a highlight including becoming champions in a national hockey competition. This is the school's third national title in three years. The school also celebrates success in local festivals and scholarships won by pupils. Individual success such as an under-16 Great Britain horse rider and north of England rugby and hockey players, as well as team successes, are celebrated widely and encourages other pupils to strive for excellence.
- 3.8 By the end of the Early Years Foundation Stage (EYFS), most children reach expected levels of achievement with the more able often exceeding these levels. Pupils' attainment in the Pre-Prep cannot be measured in relation to average performance against national tests, but on the evidence available it is judged to be good in relation to national age related expectations. For the upper school the following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. The school's GCSE results are above the national average for maintained schools. These, together with other inspection evidence such as lesson observations and the scrutiny of work, indicate that overall pupils of all ages make good progress in relation to the average for those of similar ability. Because pupils with SEND and EAL are well integrated into classes and are well supported, their progress is good given their difficulties and starting points. The relative achievement of more able pupils is also good. However, at times progress is restricted when teaching does not allow pupils to show how much they really know and to provide opportunities to extend their learning. In the pre-inspection questionnaires an overwhelming majority of both pupils and parents felt that the teaching enables good progress to be made, findings which are reflected in inspection evidence.
- 3.9 Pupils' progressive acquisition of knowledge is good. In some subjects it is excellent. Pupils enjoy being at school which ensures their development of skills is good, even when the teaching does not provide effective stimuli to encourage full pupil participation. Pupils feel that they develop good skills, knowledge and understanding and this supports one of the key aims of the school. Pupils' knowledge, skills and understanding are excellent in linguistic and physical aspects. For example, younger pupils in the upper school demonstrated highly competent literacy skills when identifying instructional words in recipes and directives. Older pupils showed an excellent understanding of complex texts surrounding the historical and political consequences of the Norman invasion. All pupils benefit from an extensive and engaging curriculum and the opportunity to develop specific skills in areas such as the outdoor learning environments, including the woodland setting. The facilities for physical activity are excellent as are the range of extra-curricular activities. Boarding has a positive effect on pupil's achievements. Boarding pupils use house staff well to support them in their learning and are confident in their work. Boarders, alongside day pupils, take every opportunity to involve themselves in the extended day, particularly in those activities on offer to enrich their school experience, such as swimming, drama and cookery. In the questionnaires almost all parents and a very large majority of pupils felt that the school offers a suitable range of subjects and extra-curricular activities to support the acquisition of knowledge and skills. Inspection evidence supports these views.

- 3.10 Pupils display good numeracy skills. In the Nursery, children show competence in using terms like larger and smaller, heavier and lighter, which provide effective foundations for their later learning. Pre-prep pupils develop good numeracy skills and are confident when applying the four operational processes of addition, subtraction, multiplication and division to simple problem solving scenarios. Pupils apply their numeracy skills well to other areas of learning such as when calculating coordinates in geography or when younger pupils measure the circumference of trees in the Wild Wood. Pupils' development of their ICT skills is sound. They understand how ICT could be used to further enhance and strengthen their learning such as when they use software to compose complex musical arrangements. However, limited opportunity is given to use their skills in other areas of learning as shown in the scrutiny of pupils' workbooks and from discussions with them about their learning. School leaders and managers have identified this as an area for further development.
- 3.11 In the EYFS and pre-prep pupils relish the opportunity to 'work things out' and they respond positively to any challenges set. When opportunity is afforded, the pupils in the upper school develop their high order thinking skills to a good level. However, their learning is sometimes restricted when the teaching does not provide the opportunity for pupils to become fully involved in their learning and initiate their own ideas and thoughts. All too often opportunities for pupils to work independently are missed by the teaching that relies too heavily on worksheets and software for the interactive whiteboard. This means that higher order skills of analysis, synthesis and hypothesis are less well developed. Pupils use a good variety of resources to source information and can reason effectively to support their opinions and judgements.

The quality of pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils have an extremely well developed sense of self-understanding. They develop resilience as they go through the school and understand the importance of preparing for the next stage of their education. Pupils display excellent self-confidence and conduct themselves with maturity. They demonstrate notable self-awareness recognising in themselves both academic and social strengths and weaknesses. They understand the importance of strength of spirit and perseverance and will turn to friends and teachers for support when required. These qualities align with the aims of the school. The youngest children in the school show great self-confidence as they greet visitors to the school, readily sharing their thoughts and ideas without fear and displaying an air of happiness and security in their surroundings. Pupils' self-esteem grows as they move through the school. In this they benefit from the opportunities made available by the curriculum, such as the opportunities to perform in smaller school assemblies and then, later, the chance to perform in larger settings. The strong relationships between staff and pupils, fostered by excellent leadership and management, underpin the exceptional personal development of the pupils including the development of those who board. The boarding experience strengthens pupils' confidence and independence.
- 3.14 Pupils have excellent social skills, conversing confidently and collaborating with one another readily. This they do from a very early age. They are supportive of one another and there is a real sense of unity and inclusion. They have a common purpose and that is to be part of a school community where everyone is valued. Pupils say that they enjoy paired working both because it is more fun but because it can lead to richer ideas being generated. They appreciate the importance of cooperation to ensure the best outcomes for everyone. They understand that a team is only as strong as its weakest member and therefore they need to support each other and recognise strengths in their peers. Boarding makes a significant contribution to pupils' social development. Pupils enjoy the opportunities to strengthen existing friendships and build new ones in an environment where they feel safe and secure. Older pupils with positions of responsibility readily support younger pupils and they are keen to look after each other, particularly within the boarding environment. Parents value the development of their children's social and teamwork skills as reflected in their overwhelmingly positive responses in the questionnaires.
- 3.15 There is a strong sense of mutual respect throughout the school. Pupils have an excellent moral compass demonstrated by their awareness of the difference between right and wrong. They know the school expects them to behave well, and they do so. Across the campus they have exemplary behaviour. Pupils are extremely polite. Nursery children's manners are impeccable, instinctively saying please and thank you without being prompted by staff. Pupils have an excellent understanding and respect for systems of rules and laws. They have developed a good understanding of the consequences of living outside these agreed boundaries and they were able to explain clearly that these rules were there to keep themselves and others safe and healthy. Pupils have a strong sense of what is fair and what is not and are prepared to challenge poor behaviour. They are also adept at devising practical strategies to cope when friendships go wrong.
- 3.16 Pupils develop a mature understanding that the decisions they make are important determinants of their well-being in terms of their relationships with others. Children in Nursery and Reception are able to make choices about their learning from an early age and this is excellent preparation for making suitable choices as they grow. Pupils of all ages understand that the decisions they make are important for their well-being. Older pupils make informed decisions about their futures and are supported well through the school's careers programme. Older pupils were clear that making the right decision about smoking could have a long term impact on their lives. On a day to day basis pupils recognise the importance of making positive choices. Pupils value the opportunity to face new challenges in decision making such as within the Duke of Edinburgh courses where they often encounter unfamiliar scenarios.

- 3.17 There is an excellent sense of community amongst the pupils which is palpable. Pupils are charitable and support worthy causes through organised events and donations. Pupils have an excellent understanding of the need to contribute positively to the lives of others within the school, the local community and wider society. Within school pupils spoke enthusiastically about looking after the chickens, helping in the dining hall at lunchtimes and supporting new pupils when they arrive at the school. Pupils participate enthusiastically in a national award scheme where they are encouraged to be good ambassadors and this empowers them to solve issues, particularly any relating to friendships. Pupils understand the importance of being part of a local community and benefit from performing their nativity play at a local care home. Fund raising is an important part of the pupils' personal development. This they do because they can fully understand the impact that their donations may directly have on the lives of others. They were able to explain how they were helping people in need, demonstrating that they are aware that there are people in the local community that they are able to support. For example, one year group organised and ran two fund raising events, a quiz and a café for parents. The proceeds of these events went to local cancer charities as they were aware of people they knew had directly suffered from the disease and they wanted to do something to help. The rest of the pupils admired their work and they, in turn, valued the support that was given by the staff.
- 3.18 Pupils of all ages develop a strong awareness of the non-material. The school site allows pupils to step back and enjoy the beauty around them. Pupils value access to the outdoors and the many opportunities they get to interact with and appreciate nature, which they thoroughly enjoy. Pupils develop a good spiritual understanding through their own self-knowledge promoted by the school's positive approach to well-being. Pupils have an excellent appreciation of friendship and empathy as non-material aspects of life. Pupils are very clear that friends are important and that helping someone else who is lonely for example, by including them in your game or even changing your game to include them, makes you feel happy inside. Pupils further develop their spiritual understanding through attendance at a wide range of religious services in a variety of places of worship. They enjoy opportunities to reflect on life in services such as remembrance and harvest festivals. Senior pupils appreciate the opportunity to reflect in chapel services and Monday morning assemblies. In discussions pupils reflect maturely about their beliefs.
- 3.19 Pupils have an advanced understanding of keeping themselves safe and healthy. They recognise the importance of moving around the site safely and identify what measures are in place to protect them. They fully comprehend the importance of a healthy lifestyle and appreciate that the regular exercise they undertake is conducive to their overall fitness and well-being. They know that eating too many sweet foods such as puddings and fizzy drinks is unhealthy. Pupils have an excellent sense of how to stay safe online and understand the school's cyber-safety protocols and rules. Pupils say they feel safe and well looked after and this has a positive impact on their personal development. Pupils recognise the importance of the content of the personal, social and health education schemes of work that allows them to talk freely about sensitive issues that are important to them as they grow up. Pupils understand that the amount of sport they play as well as the freedom and space that they have to run around at break times supports a healthy lifestyle. Pupils also appreciate the opportunity to go on many trips that have a strong physical element, such as ski holidays and climbing Ben Nevis.
- 3.20 This is a kind school where pupils respect one another. There is little ethnic diversity within the school population but pupils are respectful and tolerant of people from different backgrounds and cultures when they encounter them. They discussed a peer from abroad with sensitivity and great interest, remarking positively on their curiosity and intrigue of that child's particular cultural experiences. Pupils show great thoughtfulness to those pupils with varying SEND needs readily supporting their physical and learning needs through a sensitive, supportive approach. Trips abroad enable pupils to look at and experience other cultures, deepening their cultural awareness. The strength of pupils' development in this area is reflected in the questionnaires where an overwhelming majority of both pupils and parents felt that the school promotes the values of respect and tolerance.

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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form time. 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 Graham Gorton	Reporting inspector
Mrs Joanne Farmer	Compliance team inspector and team inspector (Deputy head, ISA school)
Mrs Sarah Gomm	Team inspector for boarding and team inspector (Deputy head, HMC school)
Mr Gareth Davies	Team inspector (Head, IAPS school)
Mr David Elstone	Team inspector (Head, HMC school)