



ISI Independent
Schools
Inspectorate

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

Dover College

January 2020



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School's Details

College	Dover College			
DfE number	886/6003			
Registered charity number	307856			
Address	Dover College Effingham Crescent Dover, Kent CT17 9RH			
Telephone number	01304 244501			
Email address	headmaster@dovercollege.org.uk			
Headteacher	Mr Gareth Doodes			
Chair of governors	Mr Michael Goodridge			
Age range	3 to 18			
Number of pupils on roll	288			
	Day pupils	206	Boarders	82
	EYFS	17	Juniors	57
	Seniors	153	Sixth Form	61
Inspection dates	28 to 30 January 2020			

1. Background Information

About the school

- 1.1 Dover College is a co-educational independent day and boarding school for pupils aged between 3 and 18 years. The school is a registered charity, managed by trustees, who form the governing body, who are supported in practice by a smaller body known as 'The Council'. The school is a member of the Round Square international organisation of schools.
- 1.2 The preparatory school, containing the Early Years Foundation stage (EYFS), is located within the senior school site. The school has two male and two female single sex boarding houses, accepting boarding pupils aged between 11 and 18 years.

What the school seeks to do

- 1.3 The school aims to be a place where confidence is nurtured, inquisitiveness is encouraged, individuality is celebrated, and creative learning is supported, thus, empowering pupils to achieve to the very best of their ability within a friendly supportive and diverse community. The school encourages the philosophy of the Round Square organisation, namely International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

About the pupils

- 1.4 Pupils come from a range of countries and a range of professional and other family backgrounds whose heritage reflects that of the local area. Data provided by the school indicates that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 88 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 44 of whom receive additional specialist help. No pupil in the school has an education, health and care plan (EHC). There are 62 pupils who have English as an additional language (EAL), all of whom receive additional support for their English. Data used by the school has identified a number of students as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The prep school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been in line with the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have below the national average for sixth formers in maintained schools. However, the small numbers involved prevent reliable comparison with national averages in some subjects.
- 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 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

- 2.9 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, 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

- 2.12 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 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 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 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 standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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 standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 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 standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the junior school. In the senior 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>
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6
Shell	Year 7
Remove	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key findings

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

- The school's own assessment indicates good levels of attainment and progress in the prep school.
- In the senior school, pupils' attainment and progress is broadly in line with, and, in the sixth form, below the national average for maintained schools.
- Pupils are excellent communicators and they are articulate and confident when speaking.
- Pupils achieve well in their sports and activities.
- Senior pupils demonstrate strong initiative and independence in their approach towards their learning.
- Pupils demonstrate sound abilities when using their study skills, such as thinking and analysing, and when applying ICT skills to enhance their learning across the curriculum.

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

- Pupils demonstrate a strong understanding of how to improve their own learning and are well prepared for the next stage of their lives.
- Pupils willingly accept responsibility for their actions and demonstrate excellent behaviour.
- Pupils, notably boarders, strongly respect and value diversity within their school.
- Pupils, in particular those who board, contribute strongly to the school community.
- Some senior pupils, whilst appreciating the careers advice and help they had received, felt it sometimes lacked sufficient breadth to enable them to make informed decisions.

Recommendations

3.3 The school is advised to make the following improvements:

- Improve the pupils' attainment and progress, by continuing to develop the new curriculum strategies, particularly in the senior school.
- Develop greater opportunities in the teaching for the pupils to use study skills such as thinking and analysing to enhance their learning.
- Strengthen the pupils' development and application of information and communication technology (ICT) skills across the curriculum.
- Strengthen the junior pupils' ability to demonstrate initiative and independence in their learning.
- Ensure that pupils can make fully informed decisions about their future careers.

The quality of the pupils' academic and other achievements

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

3.5 In the Early Years Foundation Stage (EYFS), the level of attainment in relation to early learning goals is excellent, and many achieve or exceed the standards expected for their age. The children engage fully with the breadth of stimulating experiences on offer. Their progress is very well supported by motivated staff who adapt their approach to each child's abilities and needs in an informed and proactive manner. Evidence from the school's own data, work viewed, and lessons observed indicate that attainment for junior pupils is above average in relation to national age-related expectations. The following analysis uses national data for the years 2016 to 2018. These are the most recent years for which comparable data is available. Results at GCSE have been in-line with the national average for

maintained schools, and data from the school indicates that this was maintained in 2019. A-level results have been below the national average for maintained schools. In 2019, most pupils achieved between '9' and '4' at GCSE. Almost all pupils passed A level and a majority gained A* to C grades. Almost all pupils passed BTEC vocational examinations. A large majority of pupils who applied for university achieved entry to their first choice of university.

- 3.6 Pupils with SEND make excellent progress, and the pupils with EAL make good progress in relation to their starting points. Both groups express confidence in their ability to make sustained academic progress. Pupils with SEND and EAL are well supported, both inside the classroom and when receiving specialist help. The most able pupils make good progress and gain from the additional help offered freely by supportive teaching staff. Overall in the senior school, attainment indicates that the pupils make sound progress. Pupils receive regular feedback and guidance on their academic progress, through a system of reports and grades. Pupils spoken to, and a large majority responding to the questionnaire, indicated they found this feedback helpful and it enabled them to learn and make progress. Boarders also appreciate the academic help and support freely available in the evenings. A very large majority of parents responding to the questionnaire felt that the boarding experience helped their child's progress. School leaders and governors are currently implementing a newly structured curriculum and teaching initiative to enhance the pupils' progress and attainment in relation to their ability. Some early outcomes, such as more collaborative group work in lessons, have already emerged and early indications, from inspection evidence, is that this initiative is enhancing the pupils' progress.
- 3.7 Pupils develop their knowledge, understanding and skills well across the curriculum and at all ages. Children in EYFS quickly develop confidence in all areas of their learning as a result of the excellent range and appropriate nature of the activities planned for their needs. For example, Reception children eagerly explored how to create a variety of materials that differed in texture and colour. In Year 11, EAL pupils were very actively engaged in using body language as well as words to converse with one another, and A-level art pupils demonstrated a high level of proficiency in a number of skills through sketch work, watercolours and photography. Evidence from lessons observed, work viewed and the staff and pupil discussions, indicate that the pupils deploy effectively a wide range of skills and a good depth of knowledge in support of their learning.
- 3.8 Pupils of all ages demonstrate strong communication skills. They are particularly adept in speaking and listening. Pupils spoke confidently and eloquently in lessons and when meeting inspectors and they listen carefully to each other and contribute willingly to discussions and debates in the classroom. The work viewed demonstrated good writing and careful presentation skills. These communication skills were often in evidence as the pupils worked in pairs or in groups in class. For instance, Year 9 pupils, performing in filmed adverts that they had designed and directed themselves, were confident and assured in their communication skills. A group of Year 12 pupils confidently communicated their opinions on the representation of the female voice in a poem and used subject specific technical language very precisely when discussing imagery in the same poem.
- 3.9 Across the school, the pupils demonstrate good levels of numeracy and apply these skills successfully in a wide range of subjects. Children's work on display in EYFS indicates levels of numeracy above those expected for their age. Year 9 pupils confidently used the concept of heating to a constant weight when deciding if a scientific reaction was indeed completed. Year 12 pupils demonstrated higher-order numeracy skills when exploring Newton's laws in a physics lesson.
- 3.10 Pupils are confident and adept users of ICT when required, as a result of leaders' and governors' provision of hardware throughout the school, including computer tablets for the younger pupils, which is adequate for their needs. The work viewed demonstrated sound use of ICT in support of projects and other independent work. However, the pupils' application of ICT skills to enhance their learning across the curriculum is limited. This is because teaching does not always use ICT to support teaching and learning.

- 3.11 Pupils demonstrate effective study skills. They can bring together information from a number of sources and make appropriate judgements from this information. For instance, Year 6 pupils demonstrated thoughtful analytical skills when exploring World War II poetry, and the teaching effectively encouraged this successful outcome through skilful questioning. Pupils use their analytical and hypothesising skills to good effect in some subjects. For instance, lower sixth pupils used a variety of sources effectively when devising a talk on evolution and Neo-Darwinism, hypothesising with confidence on the various theories and their implications. However, opportunities for the pupils to demonstrate such thinking techniques were limited in a range of subjects.
- 3.12 Pupils achieve highly in the wide range of co-curricular activities available to them. These activities are invariably led by those with expertise, and they successfully develop the pupils' talents, enabling the pupils of all abilities to be encouraged to take part and achieve success. As a result, the pupils participate enthusiastically, and school teams of all ages are successful in a range of competitions. Pupils successfully represent national, regional and county teams in a range of sports, including football, rugby, hockey, athletics and cricket. In July, particular pupils were selected to represent England at a World Youth Cup football event in Sweden, which fielded 1800 female teams from 85 countries. Pupils demonstrate excellent creative skills in a range of artistic, musical and drama activities. Senior musicians perform in a number of notable external orchestras and ensembles, the artwork on display, and seen in class, is innovative and of high quality, and the creative design work when producing short videos was highly thoughtful and also very innovative. Notable success is achieved by the pupils in the Duke of Edinburgh (DoE) Award scheme and participation in this scheme is high, relative to the size of school. Pupils' enjoy and achieve very well in co-curricular activities as a result of a well-organised programme of activities and dedicated staff, who are generous with their time. A very large majority of parents in the questionnaire, said that the school provides a suitable range of co-curricular activities.
- 3.13 Pupils of all ages have positive and productive attitudes towards their learning. Children in EYFS sustain their focus well in a variety of well planned, engaging and enjoyable activities. Pupils with SEND have very positive attitudes towards their learning and they demonstrate high levels of initiative. Pupils from Years 1 to 6 spoke enthusiastically about their work, although the teaching did not always give these pupils the opportunity to work independently and take leadership in their learning. A small minority of the pupils in the senior school did not agree that the school helps them to become confident and independent. Inspection evidence did not support this concern. Senior pupils spoken to and observed in lessons, demonstrate good and sometimes excellent levels of initiative and independence in their approach. Throughout the school the pupils are enthusiastic in lessons and confident when asking and answering questions. The school is successful in its aim to encourage the pupils to be inquisitive and celebrate creative learning.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils at all ages, demonstrate a well-developed level of self-understanding and take appropriate responsibility for their own actions and behaviour. As they progress up the school, they develop and demonstrate a sense of self-esteem and self-discipline. Pupils develop self-confidence and resilience from an early age, and when they move on from the preparatory and senior schools, the pupils are well prepared for the next stage in their lives. Pupils across all ages, both in class discussions and in meetings with the inspectors, were assured in their own views and spoke in a confident and engaging manner. They demonstrate resilience when trying to achieve success. For example, EYFS children view making mistakes as quite normal and simply a way to help them learn. Outside the classroom, pupils respond very positively to the many opportunities that exist in the co-curricular programme for them to strive to achieve success. A small minority of senior pupils in the questionnaire did not feel that the feedback and marking helped them improve. Inspection evidence, including viewing pupils' work, observing lessons and from the pupil and staff discussions, did not support this concern. Senior pupils

had a clear understanding of how to improve their own learning and could evaluate their own performance using feedback from assessments and their termly tracking grades.

- 3.16 Boarders at all ages demonstrate high levels of self-confidence and resilience. The strong sense of belonging in the boarding houses encourages boarders to work together to maintain harmony in their house communities. A very large majority of the parents responding to the questionnaire agreed that the boarding experience had supported their child's progress. A small minority of boarders in the questionnaire felt that boarding did not help them to become confident and independent. Inspection evidence did not support this concern. Visits to the boarding houses, and the boarders spoken to indicated that the boarding experience encouraged their self-awareness and confidence, leading them to become more independent and to think for themselves. The leadership and management of boarding successfully encourages the development of the boarders' self-confidence and resilience.
- 3.17 Pupils display a sensitive and clear awareness of the consequences of the decisions they are encouraged to make. They make informed choices about their learning in class and the courses they wish to study. The personal, social, health and economic education (PSHE) programme is particularly helpful in ensuring pupils are aware of the importance of such decisions and their impact on their personal well-being. Children in EYFS make confident decisions in their learning and play, and are quick to choose activities at which they can do well. Other junior pupils demonstrate clarity and purpose when making such decisions, although in the teaching observed the opportunities to do so were sometimes missed. In the senior school, the pupils spoken to felt confident in their ability to make the right decisions over which course they might choose, their examination revision topics and their activities. A minority of pupils who responded to the questionnaire did not agree that they received helpful advice about their choice of subject or career. Some senior pupils also expressed the view that their ability to make informed decisions about possible future paths was not always supported well by the careers advice that they received.
- 3.18 Pupils of all ages develop a good spiritual understanding, and they appreciate the non-material aspects of life whether religious, philosophical, or other. Pupils respect and greatly value their school environment and the opportunity it provides for calm reflection. Their surroundings, such as the chapel and abbey ruins on site, were mentioned by the pupils as a source of strength and enjoyment. Pupils are encouraged to be self-reflective in assemblies and chapel services, and their spiritual understanding is deepened through discussions in PSHE and other lessons. This was seen when junior pupils, after hearing a song in assembly about a world without flowers, reflected in class about such a world and how sad that would be. Similarly, other pupils, when discussing loss of memory and a loss of an ability to form new ones, reflected thoughtfully and maturely on what a sense of loss that would be. Senior pupils spoken to talked appreciatively about the art and creative design demonstrated by their peers.
- 3.19 Pupils throughout the school are naturally thoughtful of others. They exhibit a strong moral awareness and have an excellent understanding of the difference between right and wrong. This was seen when a Year 11 class responded to a poem about honour-based violence in a very sensitive manner, demonstrating a well-informed moral perspective. Similarly, Year 13 pupils discussed the differing moral and ethical values between a Victorian society and the current more liberal one. Pupils are courteous, accept responsibility for their own actions, and demonstrate excellent behaviour. They understand and accept the fairness of the school's approach to rewards and sanctions. A very large majority of pupils who responded to the questionnaire agreed that the school expects them to behave well. EYFS children demonstrate respect for others and happily take turns in their activities. Pupils hold doors open for each other and being kind and thoughtful of others is the norm. Pupils understand the consequences of poor behaviour, such as bullying. They are very supportive of their friends and know the steps to take should they be concerned. Boarding plays a very important part in supporting the whole school's ethos, and boarders' consideration of the feelings of others is very evident. Pupils spoken to commented that the strong pupil-teacher relationships, built on trust, help develop a clear understanding of the school's expectations when thinking of others.

- 3.20 Pupils enjoy working with others and do so to excellent effect when presented with the opportunity. They respond very well and make good progress when working collaboratively. They derive great enjoyment from working with each other, as noted when older pupils in a creative design class developed their thinking and understanding by working with others first to test out their ideas. Similarly, in a science lesson the pupils worked very productively together to investigate factors which affect the rate of reaction. Pupils in a number of sports training sessions observed, and in a Duke of Edinburgh Award Scheme meeting looking at how to prepare menus for a forthcoming expedition, made good progress as a result of working together towards a common goal. Social development in the boarding community is excellent. A small minority of the pupils who responded to the questionnaire disagreed that the school helped them to develop strong teamwork and social skills. Inspection evidence, from observing lessons and a number of co-curricular activities, as well as speaking to the pupils, does not support this view.
- 3.21 Pupils happily take on roles of responsibility to contribute positively to the lives of others in the school community. Senior pupils spoke enthusiastically about taking on roles such as prefects and running sports coaching sessions for the younger pupils. School council members spoke very positively about their views being listened to and the responses the school has consequently made, for instance, in the timings of the school day, and in the meal menus to provide more healthy options. Pupils at all ages demonstrate a keen awareness of the needs of others. Younger pupils eagerly take leadership in donating boxes of gifts for children less fortunate than themselves and in providing musical entertainment at a local care home. Older pupils contribute positively to the local community and wider society, for example, when supporting families who have sick children in the local hospital, and when undertaking community work as part of the *Great British Beach Clean* initiative. Pupils of all ages willingly take the initiative in their own charity fundraising, helping raise significant money for a range of worthy causes.
- 3.22 Pupils readily exhibit respect and tolerance for other cultures. They show no discernible prejudice and are genuinely interested in each other's traditions and enjoy sharing their different celebrations. The pupils spoken to express a clear understanding that the diversity in their school community was central to the school's ethos and success. The multi-national nature of boarding enables all pupils at the school to appreciate other cultures and traditions first-hand. Boarders spoke warmly about the positive outcomes of being part of such a diverse community, and boarders who arrive from overseas feel they are made welcome and quickly feel secure within the school community. School leaders and governors have successfully encouraged the pupils to be culturally aware and to celebrate such diversity. School leaders successfully encourage this respect for others through related initiatives such as membership of the Round Square group of international schools.
- 3.23 Throughout the school, the pupils demonstrate an excellent and well-informed understanding of how to be physically and mentally healthy. In EYFS, children are aware of the importance of cleanliness and what constitutes a healthy snack. Other junior pupils spoke enthusiastically about making healthy choices at lunch and the importance of exercise. Senior pupils spoken to, including boarders, were quick to share their knowledge of healthy eating during the inspection, and all pupils were confident about staying safe online. Pupils demonstrate a clear understanding of how to maintain a healthy balanced lifestyle. They appreciate the value of the pastoral support available to them, the opportunities for exercise which they much enjoy and the knowledge and understanding they gain from their PSHE lessons.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the co-curricular activities that occurred during the inspection period, and attended house meetings and an 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 Richard Mannix	Reporting inspector
Ms Wendy Barrett	Compliance team inspector (Deputy head, GSA school)
Mr Roland Martin	Team inspector (Headmaster, HMC school)
Mrs Nova Shoesmith	Team inspector (Deputy head, IAPS school)
Mr Andrew Towse	Team inspector for boarding (Head of boarding, ISA school)