



ISI Independent
Schools
Inspectorate

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

Kingsley School

March 2019



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School's Details

School	Kingsley School			
DfE number	878/6030			
Early Years registration number	EY553261			
Registered charity number	306709			
Address	Kingsley School Northdown Road Bideford Devon EX39 3LY			
Telephone number	01237 426200			
Email address	reception@kingsleyschoolbideford.co.uk			
Headteacher	Mr Peter Last			
Chair of governors	Mrs Lisa Harty			
Age range	0 to 19			
Number of pupils on roll	351			
	Boys	190	Girls	161
	Day pupils	286	Boarders	65
	EYFS	124	Prep	79
	Seniors	94	Sixth Form	54
Inspection dates	19 to 21 March 2019			

1. Background Information

About the school

- 1.1 Kingsley School, a co-educational day and boarding school for pupils aged between 0 and 19 years, includes a day nursery for children aged 0 to 3 years, a pre-school class for 3 to 4 year olds, a preparatory school for pupils aged 4 to 11 years and a senior school for pupils, including boarders, aged 11 to 19 years. Boarders reside in three houses, two for boys and one for girls. The school is registered with the Council for the Registration of Schools teaching dyslexic pupils (CReSTeD).
- 1.2 Since the previous inspection a new headmaster has been appointed. At the time of the inspection ownership of the school was being transferred from the Methodist Independent Schools Trust (MIST) to a new company (Kingsley Education Limited).

What the school seeks to do

- 1.3 The school seeks to discover, nurture and celebrate the talents and achievements of each and every pupil. It aims to provide pupils with varied learning opportunities within and beyond the curriculum so that they leave the school with the necessary confidence to succeed in their adult lives.

About the pupils

- 1.4 Day pupils come from a range of professional backgrounds, mostly from white British families who live within a 5 to 45-minute radius of the school. Boarders come from a variety of countries, with particular concentrations from Hong Kong, Korea and Germany. Nationally standardised test data provided by the school indicate that the ability of senior pupils is broadly average and that of sixth form pupils is below average, according to the data analysis carried out by ISI. The school identifies 84 pupils as having special educational needs and/or disabilities (SEND), the majority of whom receive support for dyslexia, dyspraxia and autistic spectrum disorder. Ten pupils have an education, health and care (EHC) plan. There are 46 pupils who receive support for English as an additional language (EAL). The school provides individualised programmes of study for many of its pupils, including the most able.

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. 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 In the junior school, the 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 In the sixth form, A-level results in the years 2015 to 2017 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. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 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 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. 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.
- 2.17 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

- 2.18 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 good.
- Pupils of all abilities, including those with SEND and EAL, make good, and sometimes excellent progress from their starting points.
 - Pupils often exceed their own expectations over time due to support which takes account of each individual's strengths and needs.
 - Pupils achieve highly in a very wide range of extra-curricular activities.
 - In the most effective lessons, teachers improve pupils' short-term progress through flexible teaching approaches.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop high levels of self-confidence and self-knowledge due to excellent support from dedicated staff.
 - Pupils have high levels of acceptance of each other and collaborate willingly and effectively.
 - Pupils have a strong sense of right and wrong and uphold the values of the school.
 - Older pupils in the preparatory and the senior school act as effective role models and show unprompted concern and care for younger pupils and those new to the school.

Recommendation

- 3.3 The school is advised to make the following improvement:
- Enable pupils to make consistently excellent short-term progress through lessons that constantly feature innovation, challenge and variety.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils in the Early Years Foundation Stage (EYFS) make good progress from their starting points, the majority meeting national expectations and some exceeding them by the end of their Reception year. This is because they are well supported by their teaching and support staff who plan a wide variety of activities and carefully monitor each child's individual progress. In the preparatory school, pupils make good long-term progress from their starting points as evidenced by work scrutiny and the careful recording of their internal and, more recently, external assessment data. Contributory factors to successful outcomes for pupils in the preparatory school are the use of specialist teachers in several areas, effective planning for all pupils including those with SEND and the provision of targeted individual support where appropriate.
- 3.6 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. Results at GCSE have been above average in relation to the national average for maintained schools. Results in IGCSE English and German have been higher than worldwide norms. Results in IGCSE English EAL and English literature have been similar to worldwide norms. At A level, results have been similar to the national average for maintained schools. In 2018 pupils taking BTEC Level 3 courses achieved well, with about half of all entries gaining starred distinctions. Pupils with SEND and who speak English as an additional language (EAL) achieve beyond their expected levels both in the mainstream school and in the Learning Development Centre as a result of the extremely effective support that they receive. In 2018 a small number of EAL pupils achieved outstanding results at A level and progressed to highly competitive universities.

- 3.7 Pupils in the EYFS and the preparatory school develop good, and sometimes excellent, knowledge, skills and understanding across a broad curriculum. Reception children were observed dressing up as spacemen, planning what they would need for their journey and then collaborating together to make their large rocket out of junk. Year 3 and 4 pupils demonstrated strong motor skills by carrying out 'turtle' and 'starfish' agility exercises and showed their understanding of the points of the compass by running in different directions during their woodland environment session. Throughout the preparatory school 'perseverance' is a key concept, and the pupils are able to explain how important it is to keep trying even when they have not yet quite grasped the concept. Pupils often work in small groups in the classroom and are able to help each other and make progress due to carefully differentiated activities. They show resilience and determination when, for instance, learning a musical instrument, improving their handwriting or learning the rules of netball.
- 3.8 In the senior school most pupils make good progress and the majority of SEND and EAL pupils make rapid progress from their starting points. They develop good knowledge, skills and understanding across a well devised curriculum which includes individualised provision at GCSE and in the sixth form. In the pre inspection questionnaires all parents who responded agreed that the school provides a suitable range of subjects and almost all parents and most pupils agreed that teaching enables pupils to learn and make progress. Pupils in a GCSE drama class confidently plotted story lines and characters for a devised piece based on a newspaper article, and pupils studying A-level English were able to absorb and adapt information from a variety of sources, ask perceptive questions and evaluate their answers. Pupils carried out practical tasks with confidence in a range of science and mathematics lessons. Pupils in a Year 9 art lesson were highly engaged in the process of colour mixing in order to produce flesh tones for a portrait with accuracy and care. Pupils have responded very well to a recent senior leadership initiative which helps them track their own progress towards targets based on their starting points. In many lessons observed pupils were well engaged in their learning but in some, particularly in Years 7 to 9, pupils made slower short-term progress due to teaching methods that were less effective at engaging all the pupils.
- 3.9 Pupils of all ages achieve success in a very wide range of extra-curricular activities. Many start a new skill when they arrive at the school and then develop their talent to achieve at county, regional and national level. There have been recent team and individual successes at a national level in judo, handball, athletics and cross-country. EYFS and preparatory school pupils develop their sporting skills in these activities and senior school pupils gain coaching expertise by running sessions for them. Preparatory school pupils can learn a musical instrument through a scheme sponsored by a local town band and some pupils then go on to join the band as their proficiency increases. Some senior pupils develop strong sports skills by playing for local rugby and football clubs. Pupils also achieve success in the creative arts, for instance by participating in a play within the *Connections* programme run by the National Theatre. Pupils have their art work displayed in a local gallery and the school choir was Devon Choir of the Year in 2018. Pupils achieve success because they are presented with many opportunities in order to find out where their talents lie and expert coaching in order to develop them.
- 3.10 EYFS children and preparatory school pupils communicate readily and effectively with each other in the classroom and whilst outside in the playground or the extensive school grounds. The youngest children are able to describe what they are doing, always encouraged by attentive staff. Most pupils listen attentively to their teachers and each other, especially when they are in smaller groups. They produce some excellent free writing as seen in Year 3 work describing their imagined experiences in space. In the senior school many students have effective communication skills, as seen in class, and in conversation with adults, where they listen and engage in discussion with maturity in their personal and social education (PSE) sessions. Pupils, including those with EAL, find their distinctive voices through a range of opportunities for public speaking and debating in which they participate with enthusiasm. Some of the work seen by inspectors included extended writing from older pupils which demonstrated synthesis of a number of ideas and sophisticated use of language.

- 3.11 Pupils have good and sometimes excellent levels of numeracy. In the senior school they are able to use these skills effectively in other subjects such as in A-level geography where pupils applied statistical tests to their data and in Year 10 biology where they were analysing results from a drugs trial. Year 2 pupils achieved success at working out components of sums to reach a given number. Able mathematicians improve their understanding and skills further by participating in masterclasses run by the school. Pupils develop their computer skills from an early age, learning basic computer skills in Year 1 and then moving on to programming a 3D game in Year 2 and successfully designing and building programmable robots in Years 3 and 4. In the senior school pupils use information and communication technology (ICT) confidently for research and in order to prepare presentations.
- 3.12 Pupils have effective study skills. In the preparatory school homework club pupils were keen to achieve and demonstrated a mature understanding of the need to use time effectively. In the senior school pupils use their study periods wisely to prepare and complete work for their next lessons. In the sixth form pupils, especially those studying BTEC courses, develop strong independent learning skills. Boarders who spoke to the inspectors praised the independence that boarding has given them and explained how they have to plan effectively in order to get their work done. They also expressed the view that support given to them within the boarding community helped them to improve their academic work.
- 3.13 Most pupils across the school have highly positive attitudes to learning. They face challenges with a determination to succeed and a recognition that they may need to work towards long term goals. In the preparatory school there is a 'can-do' approach in evidence among all the pupils who say that their achievements are celebrated on a regular basis both informally in the classroom and in wider school assemblies. In the senior school pupils of all abilities work hard to achieve the best they possibly can. In this they are extremely well supported by dedicated staff, thus fulfilling the school's aim to help each individual pupil achieve the best they can.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Day pupils and boarders throughout the school develop strongly as individuals and show excellent levels of self-understanding and resilience. The school therefore fulfils its aim to discover, nurture and celebrate the talents and achievements of each and every student. In the EYFS and the preparatory school pupils feel that staff believe in them and help them to believe in themselves. A recent theme for these pupils has been 'perseverance'. Pupils who spoke to inspectors described how they had the confidence to persevere because they received a lot of praise from their teachers, such as when trying to improve their harp playing or understanding of angles in mathematics. In the senior school pupils described gaining self-confidence by learning how to speak in front of others or put forward a point of view. Some EAL pupils said that constantly using the English language in discussions and when socialising with other pupils has made them more confident. Pupils work towards long term goals and develop considerable resilience, such as when learning complicated gymnastics or judo routines, or developing a character in a drama performance, because they receive highly effective support from dedicated staff in lessons, in their forms and tutor groups, and in their boarding houses. Pupils with SEND and EAL are supported individually by both teachers and, in some cases, dedicated teaching assistants. This holistic support is a strong contributory factor to the personal development of these pupils and those who spoke to inspectors were clear that it has enabled them to gain self-confidence and self-esteem.
- 3.16 Pupils develop their effective decision-making skills from an early age. In the EYFS pupils choose their own activities and are actively encouraged to try something new. Throughout the prep school pupils exhibit a strong ability to make decisions about their own learning, for instance choosing topics to write about in their space-themed topic or activities to take part in when enjoying their woodland area. Boarding pupils confidently make decisions about how to manage their time, when to get their

academic work done and when to relax or socialise. In interviews with inspectors they spoke of the increased independence and sense of managing their lives boarding has given them. Pupils moving into the sixth form choose their subjects and the type of award to study in consultation with key staff. Almost all parents and a very large majority of pupils who responded to the questionnaire agreed that the school helps pupils to be more confident and independent. Senior pupils feel well supported in making choices about their future whether it be towards university or a different route.

- 3.17 Pupils show an appreciation of the non-material aspects of life and embrace opportunities to learn more about themselves by being creative. Many pupils play musical instruments and sing, individual art work is on display around the school and pupils participate enthusiastically in drama activities and productions, all of which heighten their experience of life. Pupils who spoke to inspectors said that they appreciated opportunities to reflect and explore their spirituality in assemblies and in tutor sessions and that they felt a strong sense of belonging to a Christian community. They said they valued the small chapel room where they can go for moments of quiet reflection or discussion with the Chaplain. Pupils in the preparatory school described how they had enjoyed planning and writing their remembrance service.
- 3.18 Pupils from an early age have a strong sense of right and wrong and appreciate the need to be responsible for their own behaviour. In the preparatory school pupils help to devise their classroom and playground rules and those pupils who spoke to inspectors said that owning up was important. They had a strong sense of the importance of fairness. There is a strong emphasis on kindness and the pupils do their best to be kind to each other. Older pupils within the preparatory school help to supervise the playground and were clear during discussion that sometimes they are the best people to sort out other children's problems. In the senior school Year 7 to 9 pupils discussed the morality of a recent event in the news with interest and a strong understanding of the issues involved. Pupils confirmed in discussion that they will challenge poor behaviour if they see it and that adults are quick to respond. Pupils' moral understanding is also increased by the comprehensive personal, and social education (PSE) programme delivered by tutors across the whole school. Pupils are very aware of the importance of British values including the rule of law, democracy, respect and tolerance for all. In a Year 3 to 4 PSE sessions pupils learned about individual liberties and used appropriate terms, such as discrimination, effectively whilst taking part in a lively debate. In a Year 7 to 9 session, pupils discussed the issue of radicalisation with real interest and thus improved their understanding of the importance of respect for democracy and the rule of law.
- 3.19 Pupils of all ages collaborate often and with a high degree of competency in the classroom and in sports and creative clubs, in boarding houses and across age groups. In interviews they spoke with confidence about these opportunities from being involved in the *Battle of the Bands* music project in Year 9, to experiencing challenge as a group whilst undertaking the Duke of Edinburgh's Award scheme gold expedition in Spain, or working together in the boarding community to help tidy up and clean areas of the boarding houses during the weekend. Prep school pupils collaborate effectively whilst investigating outdoors in the forest school and when engaged in the extensive use of targeted group activities in the classroom. In the senior school sixth form pupils mentor those in Year 7 and build up meaningful relationships with them over time, thus developing their leadership skills whilst supporting the younger pupils.
- 3.20 Pupils have a well-developed sense of social responsibility. They undertake leadership positions readily and carry out their duties with commitment. Year 6 pupils take a strong role in looking after their younger fellow pupils. In boarding houses pupils elect their leaders and so these senior pupils feel well supported in their roles and carry them out with care. School prefects chair the school council of representatives elected by the pupils in each year group, lead discussions and take suggestions put forward to be considered by the head. There are many instances where the school council's suggestions are realised, such as the implementation of their request to have a wider selection of people delivering assemblies.

- 3.21 Pupils take the initiative in raising money for charity, sometimes individually and at other times through whole school initiatives, such as their long-term commitment to a local charity which supports the education of children in Uganda. The school supports a pupil there and is currently fundraising to help to build a girls' boarding house. Pupils also engage with the local community. Some pupils play with local sports teams or are members of local athletic clubs and a group of boarders play their instruments in a local church band on Sundays.
- 3.22 Almost all parents and most pupils who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. This is confirmed by inspection evidence. The school is an international community and pupils say that they benefit enormously from the multi-cultural environment which this creates. Boarding pupils spoke in interviews about how living alongside pupils from other countries has improved their understanding of different cultures. In the preparatory school pupils enjoy new friendships and are very welcoming to new pupils and visitors. This term their focus word has been 'respect', and pupils show their own respect for others by listening to each other carefully and respecting each other's differences. In the senior school, boarding pupils mix readily with each other during evenings and weekends and they demonstrate a strong sense of mutual tolerance. International pupils mix with the day pupils, especially in activities organised in their competition houses, and in sports though they also enjoy spending time with those who speak their own language at times. As a result of these things pupils demonstrate a strong appreciation and tolerance of different cultures and ways of life.
- 3.23 Pupils know how to stay safe, including online, and they understand how to stay healthy particularly by diet, exercise and a balanced lifestyle. In the preparatory school pupils enthusiastically choose a fitness choice from a wide range of activities including judo tots, ballet, cross country and handball. Senior pupils say that they appreciate the many opportunities they have to pursue a wide variety of sports and leisure pursuits such as surfing and trampolining, all of which help to keep them fit. They enjoy the varied activities which help them to reduce stress such as yoga and mindfulness. When experiencing difficulties pupils can seek support from pastoral staff whom they describe as very approachable and refer themselves for further counselling support if they wish. Almost all pupils who responded to the questionnaire said that they knew how to stay safe online.

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 and deputy chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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

Mrs Kate McCarey	Reporting inspector
Dr David James	Compliance team inspector (Deputy head, HMC school)
Mr James Passam	Team inspector for boarding (Deputy head, HMC school)
Mr David Gajardharsingh	Team inspector (Head, SofH school)
Mrs Karen Pickles	Team inspector (Former senior housemistress, HMC school)