



ISI Independent
Schools
Inspectorate

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

Elstree School

November 2022

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School's Details

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| School | Elstree School | | | |
| DfE number | 869/6007 | | | |
| Registered charity number | 309101 | | | |
| Address | Elstree School Woolhampton Hill Reading Berkshire RG7 5TD | | | |
| Telephone number | 01189 713302 | | | |
| Email address | office@elstreeschool.org.uk | | | |
| Headmaster | Mr Sid Inglis | | | |
| Chair of governors | Mr James Sunley | | | |
| Age range | 3 to 13 | | | |
| Number of pupils on roll | 271 | | | |
| | Day pupils | 204 | Boarders | 67 |
| | EYFS | 31 | Pre-prep | 53 |
| | Prep | 187 | | |
| Inspection dates | 22 to 24 November 2022 | | | |

1. Background Information

About the school

- 1.1 Elstree School is an independent co-educational day and boarding school. The school was founded as a boys' school in 1848 and moved to its present location in 1939. The school became fully co-educational in September 2020, with girls from the Pre-Prep able to progress up through to the Prep School. Since 1961, it has been administered as a charitable trust, overseen by a board of governors. Boarding is available on a flexible basis, from one-night to full boarding, for pupils aged 8 and over. The nursery, which includes an Early Years Foundation Stage (EYFS) setting, and pre-preparatory departments are accommodated in a separate building in the grounds.

What the school seeks to do

- 1.2 The school seeks to encourage all pupils to make their best effort to reach a level that they thought they couldn't reach. It aims to enable them to achieve this through the honesty of their endeavour, the dedication and skill of staff, the environment provided for learning and the quality of the facilities. It seeks to foster an understanding that communities thrive and flourish through respect, courtesy, honesty, loyalty, fairness and service to the community.

About the pupils

- 1.3 Most pupils come from professional backgrounds in the locality and elsewhere in the UK. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average for those taking similar tests. The school has identified 46 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and attention deficit disorder; 34 of these pupils receive additional specialist help. No pupil has an education, health and care plan. There are 30 pupils who have English as an additional language, 13 of whom require additional support for their English. The needs of the most able pupils are met through targeted activities in lessons, setting of classes according to ability, and a scholarship programme for the older pupils.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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. 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, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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] and NMS 19 and 22 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 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and 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 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 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.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Key findings

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

- Pupils make rapid progress in relation to their abilities.
- Pupils display excellent speaking, listening, reading and writing skills throughout the school.
- Pupils develop high levels of ability, skills and confidence in numeracy.
- Pupils of all age groups are resilient, self-confident learners who make excellent use of prior learning to analyse and hypothesise across a wide range of subjects.

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

- Pupils have an excellent understanding of the impact their decisions have on their achievements and wellbeing and act accordingly.
- Pupils demonstrate a highly developed understanding of how to improve their learning and develop as individuals.
- Pupils exhibit a clear understanding of expected standards of behaviour and fulfil these expectations.
- Pupils demonstrate extremely high levels of respect, courtesy, honesty, loyalty, fairness and service, fulfilling the school's ethos to promote these.

Recommendations

3.3 The school is advised to make the following improvements.

- Ensure younger pupils gain greater confidence in the use of information and communications technology (ICT) by being given more opportunities to use and develop their digital skills in lessons.
- Ensure all pupils gain a wider understanding of life outside the school through positive engagement with the local and global communities and increased outreach events.

The quality of the pupils' academic and other achievements

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

3.5 Pupils demonstrate extremely high levels of attainment. This is confirmed in data provided by the school, their work in lessons and evidence from their written work. The majority of pupils achieve at levels significantly above age-related expectations, across the full range of subjects, by the time they reach Year 8. Pupils enjoy excellent levels of success in gaining places, often with scholarships or other

awards, at selective senior schools. Pupils identified as having SEND make excellent progress due to highly effective and personalised support in class and a very well-integrated learning support programme. This accurately assesses individuals' needs and plans targeted support. By the end of the EYFS all children have reached at least the expected levels of development in all areas of learning. They have an excellent foundation in all seven areas of the EYFS curriculum, on which they are able to build their future learning. Pupils' extremely high attainment demonstrates that they continue this excellent rate of progress as they move through the school. The school is successful in meeting its aim to encourage all pupils to reach a level that they thought they couldn't reach.

- 3.6 Pupils make excellent progress in the development of their knowledge, skills and understanding. They use their prior knowledge and achievements extremely successfully to achieve high standards across a broad range of subjects, at all age levels. In Reception, children successfully recalled the meaning of words such as fable and errand as they practised a song for their nativity play. In Year 1, pupils drew upon their knowledge of artists such as Kandinsky and Goldsworthy, to create their own works of art as they painted with sensitivity in response to music. Older pupils demonstrated highly proficient skills in French as they conjugated the verb avoir in the present tense with its different endings and accurate pronunciation. These high levels of achievement are the result of the inclusive balance and breadth of the curriculum, very well-planned teaching by capable, enthusiastic and committed staff, and the provision of different tasks designed to suit the needs of individual pupils.
- 3.7 The pupils consistently demonstrate excellent communication skills. Across all areas of the curriculum, pupils show themselves to be attentive listeners. They are articulate and speak with clarity and confidence when talking in front of their peers or reading from texts. Pupils' written work, whether in books or digital format, is of a consistently high standard. In Year 1 pupils wrote well-formed letters and used carefully considered adjectives as they wrote creative responses to fireworks using onomatopoeia. In Year 3, pupils spoke very confidently and knowledgeably when discussing what adjectives, verbs and nouns they would use in writing an account of going to the World Cup Final. They happily read their detailed descriptive stories to the remainder of the class. Pupils express themselves clearly and employ the appropriate, subject-specific vocabulary to do so. For example, in a Year 8 physics lesson, pupils drew a well-expressed distinction between weight and mass. In music lessons, pupils sing with gusto, using pitch, volume, accurate intonation and emotion to convey different feelings.
- 3.8 Pupils have excellent numeracy skills. In the EYFS, children gain a strong foundation in number order, concepts of quantity, number patterns and basic operations of addition and subtraction because numeracy is embedded throughout the curriculum. Year 1 pupils demonstrated secure understanding of counting on and back as they completed additions and subtractions up to 20, using a range of resources, such as number lines and counting blocks. Across the school, pupils work at a high level of numeracy in class because they are challenged to by their teachers, who make the subject interesting and fun and set high expectations. For example, Year 6 pupils demonstrated excellent mathematical knowledge and understanding in their verbal responses to open-ended questioning on square, cube and prime numbers, as well as cube and square roots. Pupils' numeracy skills are used to excellent effect outside of mathematics lessons. For example, pupils successfully used their numeracy skills in designing, measuring and calculating the resources needed to make their own docking stations as part of a design and technology project. The pupils are confident with mathematical operations when they need to use and apply numerical skills and calculations. Pupils apply their mathematical skills successfully in such areas as calculations of speed in relation to distance and time in physics, or when calculating flow rates and other river metrics following a Year 7 geography field trip.
- 3.9 Pupils develop highly proficient skills in the use of ICT as they move up through the school. From an early stage, pupils' skills are enhanced through dedicated ICT lessons. All pupils in Year 6 and above benefit from having their own digital devices as part of the school's commitment to digital learning. Younger pupils commented that they use tablets very occasionally in lessons but would like to use them more regularly. Inspectors agree that use in the younger years is less widespread. Older pupils

see digital technology as a natural part of the learning. They stated clearly that the transition from paper to digital working, a policy enabled by the vision of senior leaders, has helped them to make greater progress in most subjects. This progress is particularly evident when pupils collaborate in real time across devices with peers and teachers. For example, pupils reviewed and modified their answers to examination questions using shared files. They did so in a highly effective manner to improve their skills of self-analysis and their answers, or to complete further extension work of the topics covered. In this way, older pupils acquire a solid technical foundation to build upon in their future learning both at school and beyond.

- 3.10 Pupils have excellent study skills. As they move up through the school, they increasingly develop a wide range of strategies to support and extend their learning. As a result, pupils are well prepared for the next stage of their education. In the EYFS, children exhibit high levels of independence as they self-register on arrival, selecting activities from the rich and stimulating environment. This independence is supported by a clear emphasis on promoting the characteristics of effective learning. In Year 1, pupils make excellent use of rhymes and active engagement to reinforce counting patterns. For example, they counted in twos as they took their seats on an imaginary bus in the middle of the classroom. Pupils are well organised and clearly take pride in their workbooks; their work shows high quality and excellent quantity. Pupils utilise successfully, and draw from, a wide range of learning resources in their lessons and for prep, including digital files, video clips, worksheets and work booklets. Older pupils develop good high-order skills to investigate and analyse data individually and draw reasonable conclusions, often in response to probing, open questioning from teachers. Year 3 pupils, when testing the strengths of different materials in a science lesson, verbally expressed their understanding of the importance of ensuring a fair test. They predicted the outcome of their experiment and, after completing the test, accurately wrote up the results before setting out hypotheses about the features that affect the materials strength. Year 5 pupils confidently drew upon their knowledge and prior experience to select appropriate tools and techniques in design and technology to modify and improve their ball-bearing mazes. In Year 8 pupils used a 'review to improve' approach exceptionally well to learn from the mistakes they had made in an earlier mathematics test. Working in pairs, they were able to analyse and explain their work. They then utilised strategies effectively to simplify and factor equations, calculate areas and perimeters of quadrants using pi, and calculate percentages from ratios. Pupils have a deeply embedded understanding that mistakes are an opportunity to improve their learning.
- 3.11 The academic and other achievements of the pupils at the school are excellent, amply supported by the breadth of the curriculum and the extra-curricular programme. This success is strongly supported by teaching from specialist staff in all non-academic curriculum areas, and access to purpose built and high-quality facilities and resources. This is reflected in the high number of senior school scholarships awarded consistently to pupils in these broader areas of education. Pupils achieve significant success across a broad range of activities including music, drama, art, and a wide variety of sports for which they can win much prized ties and socks for representing the school. The school itself puts much emphasis on fulfilling individual potential by initially identifying, and then developing pupils' individual skills and talents. Pupils were keen to point out the balance the school enables between academic work, sport and free time which helps them to develop their wider interests. The school supports those who have interests and commitments outside of school, allowing them to excel in other spheres, whether academic, sporting or in the arts.
- 3.12 Pupils have an outstanding attitude to learning. They are enthusiastic, highly motivated and consistently eager to learn. Pupils organise themselves highly effectively: they arrive at lessons in a very positive frame of mind, ready to listen and correctly equipped. In the EYFS, children play with purpose and focus as they complete challenges, such as combining coloured blocks to build a wooden car from a photograph. These successfully enable them to develop their fine motor skills and identify patterns. Pupils are positive and eager learners when involved in group or collaborative work where the task requires the group to direct its own learning. The school strongly supports the development

of pupils' initiative, resilience and pupils' responsibility for their own learning. Pupils persevere and show resilience even when they find an activity difficult, remaining focused and enthused at all times.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-knowledge and understanding of their own strengths and areas for improvement, both academically and with regard to their personal development. For example, Year 3 pupils demonstrated commitment and dedication as they practised for an upcoming recorder performance. Pupils face challenges head on, striving to improve and endeavouring to understand themselves. This is due to a positive learning environment that promotes self-esteem, self-confidence, discipline and resilience highly successfully. In preparing for drama examinations, pupils exhibited high levels of confidence as they performed in front of other pupils and staff. Pupils have a strong sense that they are responsible for improving their own learning, recognising that application and self-discipline are essential if they are to reach their potential. This was seen very clearly in a Year 8 maths lesson where pupils were able to identify where they had gone wrong, work through the problem with a peer and then tackle other sample questions to master the particular mathematical concept. These positive attitudes to their own development and betterment ensure that pupils are very well prepared for the next stage of their learning and lives.
- 3.15 Pupils have an excellent understanding of the importance of making good decisions. As they move up through the school and gain a deeper knowledge of themselves and their current and future needs, pupils become excellent decision makers. For example, they are successful in determining how best to balance academic demands against time set aside for clubs and other pursuits. This is because pupils are extremely well supported and advised through the school's detailed personal, social and health education programme and the strong caring relationship they have with their teachers. In discussions, pupils expressed a clear understanding of the impact that the decisions they make will have on them both now and in their futures. This includes academically, in their day-to-day relationships, and in the choices they make about their personal lifestyle. Pupils put this understanding into practice throughout the school by demonstrating attitudes whereby they join in activities and challenge themselves through, for example, participation in the 'Year 6 Headmaster's Project' whereby they research and present a report on a topic of their choice. They fully subscribe to the concept of practising to get better. Pupils take effective decisions as members of the school council. This is highly effective in suggesting and bringing about positive changes in the school's organisation and facilities. For example, the council has been instrumental in the installation of a drinking fountain and clock near the artificial grass pitch, and in persuading the school to acquire additional equipment for outdoor play.
- 3.16 As pupils move up through the school they develop a strong spiritual understanding. In the EYFS, children responded with excitement and awe at the sudden appearance of a rainbow. Younger pupils know about different religions and understand some of their key beliefs. Year 2 pupils reflected and wrote persuasively about things and people who make them feel hope, faith, peace and joy in response to the Christian tradition of lighting Advent candles. Older pupils enjoy and gain fulfilment from the nature that surrounds them in the school grounds, comparing the trees and sky to a painting. Pupils develop a strong understanding of the non-material aspects of life through involvement in charitable activities, such as collecting and delivering donations for a local foodbank, and through the many artistic outlets available to them. When asked what was important in their lives pupils responded by identifying clearly a range of influences, including friends, pets, education, someone to rely on, kindness and joy.
- 3.17 Pupils have an excellent moral understanding. They understand and appreciate the importance of taking responsibility for their own behaviour. As a result, behaviour around the school is excellent. In the EYFS, children's excellent behaviour reflects clear and well understood classroom rules which

promote positive behaviour and respect for others. Older pupils have an excellent understanding of the nature of good manners, and the fact that these may vary in different cultures or situations, for example, different uses of utensils when eating. Pupils put this understanding of good manners into practice with great success. Throughout the school pupils show respect for each other. They fully appreciate the importance and need for rules and maintaining the highest standards of communal behaviour and respect. They demonstrate successful fulfilment of the school's aim to foster an understanding that communities thrive and flourish through respect, courtesy, honesty, loyalty, fairness and service to the community. Pupils respond well to the school's reward system of 'stars', 'commendations' and 'distinctions'. They perceive that it motivates them and successfully recognises and promotes day-to-day achievements and good behaviour.

- 3.18 The social awareness and collaboration of the pupils is well developed. Overall, pupils develop strong communal bonds and a sense of belonging to a community whose members are there to support each other. This is in response to the strong communal ethos promoted by senior leaders. Pupils are considerate towards each other. Pupils work extremely well together during lessons and through activities such as sport, music, drama, clubs and activities. Older pupils participate successfully in annual team-building activities. They reflect with great affection on the skills they learn such as co-operation, confidence and leadership. The pupils fully understand the need to work as a team to achieve a common goal. Their understanding is further reinforced through the highly competitive house system. Pupils compete in house activities such as inter-house maths and science challenges, and a poetry competition. Boarders stated clearly that there is a very strong social collaboration and sense of community in the boarding house, evident in the range of activities, from bonfire night festivities to dorm tidying, in which they participate and, in many cases, help to organise.
- 3.19 Pupils make an excellent contribution to others. They fully understand the importance of supporting others and do so through their day-to-day actions. They take on positions of responsibility and leadership as they move up through the school. Pupils described the pride they feel in roles such as class leaders, eco-committee members, heads of house, sports captains or dormitory captain. Pupils fulfil such roles effectively and responsibly. Pupils also gain a wider understanding of life outside the school through positive, active engagement with the local and wider communities. Senior pupils eagerly and successfully complete the school's 'Elstree Award' for which they complete various tasks based on the ideals of challenge and service. These range from navigation and team-building activities to charitable service. Pupils engage positively in occasional outreach activities such as collecting donations for a local food bank and organising activities for a group for disabled children, although these are less widespread. Dormitory captains oversee their roommates successfully to ensure rooms are tidy and also act as a conduit to house parents, representing other boarders' views. They are well regarded by the other boarders for the way in which they fulfil these roles.
- 3.20 Pupils have a highly positive understanding of, and respect for, diversity and equality. This is developed because of the school's broad and inclusive curriculum. Pupils gain a deep awareness of diversity through the well-stocked, inclusive library, trips and visits to different places of worship, focus weeks that celebrate different cultures and languages, and from the wide range of visiting speakers. In Year 1, pupils celebrate the beauty of diversity by designing fish that represent their individual personalities and characteristics, for a display. Boarders highlighted the excellent integration within the boarding house. They commented that it ensures new boarders are quickly and sensitively welcomed into the close-knit community. Pupils throughout the school say that they are free to express their individual identity and character knowing that they will be treated with due respect from others.
- 3.21 Pupils have an acute sense of how to stay safe, including when online. They show strong awareness of the benefits of leading a healthy, balanced lifestyle. From the EYFS onwards, pupils are aware of the importance of eating sensibly and they take regular exercise, participating enthusiastically. Pupils are aware of what healthy food choices entail, helped by being encouraged at every meal to take at least one vegetable or salad item. Food, including that provided for boarders, is felt by pupils to be of good quality and plentiful. A small minority of boarders indicated that evening snacks, including fruit,

are in limited supply. The school is aware of this and has reinstated provision of fresh fruit; this is now freely available outside scheduled meal and snack times. Pupils recognise the importance of maintaining their mental health and wellbeing and follow guidance intended to help them do so. This is provided through a structured pastoral curriculum closely linked to age-appropriate educational assemblies and talks. Pupils fully recognise these aspects as a vital factor in their on-going personal wellbeing and individual development. Pupils enjoy the opportunities provided by the extensive grounds whilst also having a strong sense of how to stay safe and which areas are out of bounds.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the 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. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

| | |
|--------------------|---|
| Mr Chris Manville | Reporting inspector |
| Mr Jonathan Brough | Compliance team inspector (Head, IAPS school) |
| Mr Richard Evans | Team inspector (Former head, IAPS school) |
| Mr Andrew Selkirk | Team inspector for boarding (Former deputy head, SofH school) |