



ISI Independent
Schools
Inspectorate

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

Giggleswick School

May 2023

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School's Details

School	Giggleswick School			
DfE number	815/6011			
Registered charity number	1109826			
Address	Giggleswick School Settle North Yorkshire BD24 0DE			
Telephone number	01729 893000			
Email address	office@giggleswick.org.uk			
Headmaster	Mr Sam Hart			
Chair of Governors	Mr Alex Thursby			
Proprietor	Giggleswick School			
Age range	2 to 18			
Number of pupils on roll	462			
	Day pupils	247	Boarders	215
	EYFS	36	Juniors	62
	Seniors	258	Sixth Form	106
Inspection dates	10 to 12 May 2023			

1. Background Information

About the school

- 1.1 Giggleswick School is an independent co-educational day and boarding school in Settle, in North Yorkshire. Founded in 1512, the school is a limited company and charity overseen by a board of governors, who are also trustees of the charity.
- 1.2 Boarding accommodation is in seven houses, all sharing the school site, one of which is designated for the youngest pupils in Years 4 to 8. The remaining six houses are for pupils from Years 9 to 13. Two are for female pupils and four are for male pupils. Day pupils are integrated into boarding houses.
- 1.3 Since the previous inspection the nursery has been redesignated as the pre-school, Mill House, and provides education for children from the age of two to four. The junior school for pupils aged 4 to 11 has been integrated into the senior school to create one entity. A new chair of governors was appointed in April 2019. The current headmaster of the senior school has been in post since January 2022.

What the school seeks to do

- 1.4 The school aims to support every child in their lifelong journey of learning so that they have the skills to lead fulfilling lives and make a valued contribution to society.

About the pupils

- 1.5 Pupils come from a wide variety of backgrounds. Day pupils come from a largely rural local area within a 20-mile radius of the school. The majority of pupils who board live in the United Kingdom. International boarders come from a range of European and world-wide countries. Data provided by the school indicate that the ability of the pupils in the school is broadly average compared to others who take the same test nationally. The school has identified 77 pupils as having special educational needs and/or disabilities, 40 of whom receive additional specialist help. No pupil in the school has an education, health and care plan. English is an additional language for 67 pupils, who are supported as required in specialist EAL classes. Pupils identified as being the most able in its population are offered additional challenge both within lessons and through enrichment activities and academic societies.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase pupil numbers from the current registered capacity of 471 to 545.

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 In the junior school, 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 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.6 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. 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.
- 2.8 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

- 2.9 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. 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 3, 5–12, 15, 16 and 20 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 19 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 4 and 7 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 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 2 are met.**

3. Recommendation with regard to material change request

Summary of findings

- 3.1 The school has applied to increase its pupil numbers from a current registered maximum of 471 to 545.
- 3.2 The school has an appropriate policy for safeguarding that provides suitable arrangements to safeguard and promote the welfare of pupils at the school.
- 3.3 Safeguarding arrangements are implemented effectively, including in boarding and for children in the EYFS. The school provides appropriate support for pupils' needs, including listening to pupils, giving a suitable response and taking appropriate action when concerns are raised. In interviews pupils, including boarders, confirmed that their views and concerns are listened to and acted upon. Care for boarders is sensitive to their different needs and an inclusive environment is promoted within the school.
- 3.4 All staff have received suitable training, including on recent changes to statutory guidance and online safety. New staff undergo a comprehensive induction process to ensure that they understand their safeguarding responsibilities. This induction includes details of *Keeping Children Safe in Education* (KCSIE) part 1 and Annex B; the staff code of conduct; whistleblowing procedures; procedures for children missing education; and the school's behaviour policy. The designated safeguarding lead (DSL) and deputies have sufficient status and authority to undertake their roles, and have appropriate levels of training, which is in line with local procedures. The DSL provides regular informal updates to staff and opportunities for discussion on any changes to safeguarding policy and its implementation. Handling of any allegations against adults working in the school is effective and includes prompt and effective liaison with external agencies. Pupils understand how to stay safe online and there is suitable monitoring of technology and its use.
- 3.5 Discussions with staff confirm that they have a full understanding of their safeguarding responsibilities. They understand the importance of 'early help' strategies, know how to report any concerns about pupils or other staff, including low-level concerns. Staff understand the various types of child-on-child abuse, including sexual harassment, the seriousness of such behaviour and the vulnerability of certain groups to these, including pupils with SEND. They understand how to report any concerns about senior leaders. Appropriate records for safeguarding are kept electronically and these are regularly monitored by the DSL. These show timely and appropriate liaison with both parents and local agencies. The proprietor provides the safeguarding team with regular support and appropriate challenge; undertakes an annual safeguarding review with due diligence and demonstrates rigour in its oversight of arrangements. Suitable recruitment procedures are implemented.
- 3.6 There is suitable provision made for boarders' laundry and storage of their possessions. Boarders' meals are provided appropriately and there is suitable provision for access to food and drinks outside mealtimes.
- 3.7 Safeguarding arrangements are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.8 The school has an appropriate written health and safety policy which covers the areas suggested by the relevant health and safety laws. Senior leaders and appropriately qualified staff ensure that the policy is fully implemented. All aspects of health and safety are monitored effectively to ensure the safety of pupils, visitors and staff. The proprietor oversees this process via review by a governors' committee which meets termly. New staff are provided with suitable health and safety information during the induction process and all staff receive regular updates and training as required by their roles. The arrangements are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.

- 3.9 The school has an appropriate fire policy which complies with the Regulatory Reform (Fire Safety) Order 2005 in aiming to reduce risk. The designated competent person has appropriate training for their role and all other staff receive regular training. Fire marshals receive training appropriate to their role, including in the use of fire extinguishers. Fire risk assessments for each building are completed regularly by an external agency and action points are addressed in a timely manner. Fire drills are undertaken regularly, including during boarding time and evacuation times are recorded. Fire alarms and extinguishers are regularly serviced and are appropriately located around the school site. Fire doors are kept closed and escape routes are kept clear. The arrangements are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.10 The school ensures appropriate supervision of pupils at all times of day, including at night in boarding, and for a range of activities, including off-site visits. It provides suitable guidance for staff, which outlines the expectations of staff in this area. Staff duty rotas are published termly, which demonstrate that a suitable number of staff are on duty during break and lunchtimes. These rotas are reviewed regularly and amended if necessary to ensure pupil safety. The school is aware of the particular requirements for supervision in the EYFS and a suitable level of supervision is maintained. The arrangements for supervising pupils are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.11 The school has a suitable risk assessment policy and comprehensive arrangements are in place to ensure that risks are appropriately identified. Suitable action is taken to mitigate and reduce risks across the school site. All risk assessments are regularly reviewed and updated, and staff have access to these through the school intranet. All staff who are involved in producing risk assessments for activities, trips off site, or areas of the school, including boarding and the EYFS, receive appropriate training which is updated when necessary. The planning process for off-site trips includes a detailed process of risk assessment. Suitably qualified senior staff oversee the risk assessment process, sign off the assessments and evaluate their effectiveness. The arrangements for risk assessments are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.12 The school implements a suitable recruitment policy effectively. This has due regard to the procedures outlined in KCSIE 2022. The school makes appropriate checks prior to appointment to ensure the suitability of staff, supply staff and proprietors and a single central register (SCR) is kept as required. The arrangements for appointing staff are likely to remain adequate in meeting the needs of the additional numbers of pupils envisioned in the material change application.
- 3.13 There are sufficient toilet and washing facilities for the number of pupils and these are appropriate for the ages and needs of pupils. Medical facilities are suitable and accommodation for short-term care of sick and injured pupils contains a washing facility and is near a toilet. All areas of the school are maintained in a good state of repair and are regularly monitored for safety; any maintenance issues are promptly rectified. Classrooms are suitably sized and have suitable acoustics and lighting to promote learning. There are plentiful supplies of drinking water, all clearly labelled. There is an adequate supply of hot and cold water for washing and hot water supplies do not pose a threat of scalding. External areas are suitably spacious, enabling provision for pupils' physical education and outdoor play. The arrangements are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.14 Good quality sleeping accommodation is provided for boarders, giving appropriate privacy. Where boarders share a room, they are able to express a preference about whom they share with. Each boarder has a suitable bed, desk for private study and lockable cupboards for their possessions. Internet access is appropriate. There are sufficient toilet and washing facilities with good quality fixtures and fittings which are readily accessible from the sleeping accommodations. Access to hot water is suitable. The boarding houses are well lit, heated and ventilated. They are well maintained, and cleaning is regular and thorough. Accommodation is well furnished and of sufficient size for the number, needs and ages of boarders accommodated. There is appropriate separation between

boarder and staff accommodation, and boarders are not allowed into staff accommodation. Bedding is warm, clean and comfortable. Boarders are able to personalise their areas. Boarding accommodation is reserved for the use of those pupils designated to use it and is protected from access by unauthorised persons. Any use of CCTV is limited to the exterior areas of the school and does not intrude on boarders' privacy. The arrangements for boarding are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.

- 3.15 The school's first aid policy contains suitable arrangements which are implemented effectively to ensure that its pupils have appropriate access to first aid when it is required through injury or illness, including for boarders. The policy details the arrangements for those with medical needs and the procedures for recording accidents and informing parents of illness or injury. There are a suitable number of trained first aiders among the school staff. Nursing staff are available at the school's health centre during the day and boarding staff are suitably trained to care for boarders overnight. Medical kits are available at strategic points throughout the school site and portable kits are taken on sporting fixtures and trips away from the school premises. Boarding pupils have access to local medical, dental and optician practices by appointment. In addition, the school doctor holds a surgery for boarders twice a week. All medication is stored safely and securely, and accurate records are kept of its administration. Boarders are allowed to self-medicate if they have been assessed as being sufficiently responsible to do so. The school has recently increased the hours of the school counsellor to further support mental health. The current provision for the wellbeing of boarders is likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.16 The school's leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the independent school standards are met consistently. Management of boarding is effective. The governors and senior leaders have ensured that preparations for the increase in numbers have been undertaken with due regard for pupils' education and wellbeing, including in the EYFS. Proprietor review is suitably thorough to ensure that policies are appropriate for the needs of the pupils and are effectively implemented in practice to actively promote their wellbeing. The current arrangements are likely to continue to meet the needs of the additional numbers of pupils envisioned in the material change application.
- 3.17 Effective planning has been completed for the introduction of extra pupils. The site and individual classrooms would accommodate the larger numbers. There is sufficient space and facilities to cope with an increase in the number of boarders. The proprietor has ensured that safeguarding structures have sufficient capacity to manage the larger numbers.

Recommendation

- 3.18 It is recommended that the request to increase overall numbers to 545 pupils is approved.

4. 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'.

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

Key findings

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

- Pupils achieve highly in a range of extra-curricular and sporting activities with many achieving successes in regional and national competitions.
- Pupils have extremely positive attitudes to learning; they are hardworking and resilient and work effectively both collaboratively and independently.
- Pupils of all ages are excellent communicators who listen well and express themselves articulately both orally and in writing.
- Pupils have highly developed information and communication technology (ICT) skills, which enhance their learning.
- Not all pupils progress as rapidly as they could in lessons because of some overly directive teaching.

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

- Pupils display an excellent understanding of themselves; they are self-confident and resilient.
- Pupils show outstanding levels of respect and inclusivity: they value diversity and demonstrate sensitivity and tolerance towards others.
- Pupils' social development is excellent; they collaborate extremely well in lessons and extra-curricular activities.
- Pupils have a very well-developed understanding of how to keep themselves safe and healthy, both physically and mentally.

Recommendation

4.3 The school is advised to make the following improvements.

- Encourage pupils to develop their initiative further by providing more opportunities for pupils to take ownership of their learning within lessons.

The quality of the pupils' academic and other achievements

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

4.5 Throughout the school pupils make good and often excellent progress over time. Pupils' achievement in the junior school is excellent in all subjects, and skills in English and mathematics are particularly

strong. In the Early Years Foundation Stage (EYFS), children make good progress in relation to their starting points, with most reaching or surpassing national age-related expectations by the end of Reception. Year 1 pupils swiftly grasped the 'ph' in phonics and could recognise read and write complex words, including this sound such as photograph and alphabet. Even younger children could ask for milk or water and say please and thank you in French. Year 3 pupils could adroitly use a ruler to measure distances and draw lines of a given length in centimetres and millimetres. In the senior school, achievements in public examinations has been consistently good for the last four years. In 2019 just under half of all entries at GCSE were awarded grades 9 to 7 and this level of success was mirrored in the teacher- and centre-assessed grades in 2020 and 2021. At A level in 2019 nearly two-thirds of entries were awarded grades A* to B and in 2020 and 2021 this level of success increased. The 2022 GCSE and A-level results were in line with this performance. The vast majority of pupils achieve places at their first choice university, many of which have exacting entrance requirements. Around 90% obtain places at their first choice of institution. Pupils with SEND or EAL make equally good progress, and often outperform expectations, benefitting from the effective support they receive. Approximately half of the sixth form enter the Extended Project Qualification (EPQ) and in the last three years over three-quarters have been awarded the top three grades. Almost all parents and most pupils who responded to the pre-inspection questionnaire agreed that teaching enables pupils to learn and make progress.

- 4.6 Pupils are highly successful in an extensive range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, and specialist sports coaching. Boarders appreciate the extra time they have to use school facilities and hone their skills. Pupils develop their excellent skills beyond the classroom in response to their teachers' encouragement and challenging enrichment activities. Pupils are successful in individual external music examinations, and several have performed with regional and national orchestras. Drama is an important part of school life with many pupils enjoying success in speech and drama examinations and in school plays. School teams of all ages are successful in a variety of local and regional competitions, and pupils represent county and regional teams in a range of sports, including rugby, hockey, and cricket. The most talented sports players have been selected for county and national squads. Pupils have also enjoyed success in a wide range of national competitions, including Young Enterprise, debating competitions, mathematics challenges and science Olympiads. Pupils are also successful in the Duke of Edinburgh's Award Scheme obtaining awards at all levels.
- 4.7 Pupils are determined and diligent learners, with an evident desire to succeed. This enthusiasm for learning is also embedded in the broader ethos of the school, which promotes a collegiate approach to pupils' learning, with older pupils regularly helping younger ones. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. Boarders greatly appreciate the prep periods which they say enables them to be more productive. Scrutiny of work from pupils across the school showed that work was neatly presented and clearly labelled and divided into different sections of the syllabus, indicating the pride which pupils took in their work.
- 4.8 Pupils achieve well in all areas of the curriculum, thus fulfilling the school's aim to produce curious, skilled, and passionate learners. Boarders speak very highly of the support offered by teachers in the evenings and say that access to the library after school contributes to their achievements. Teaching is supported throughout the school by detailed tracking and monitoring systems that enable teachers and managers to monitor pupils' progress closely. In the questionnaire, almost all parents agree that the school benefits from strong governance, leadership and management. This contributes to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. In the questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that most teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. However, opportunities for pupils to exercise control over their learning and develop their own ideas is restricted by some teaching that is overly instructive and directive, particularly when worksheets are overused. Pupils can

and do respond positively to teacher led questioning and promotion of debate, but they are less able to take the initiative and leadership in their own learning.

- 4.9 Communication skills throughout the school are excellent. Pupils read well. This begins in the junior school where reading is highly valued with a well-used and well-resourced library, inspiring reading areas, such as a castle corner. In the senior school the availability of the well-used library after school hours further fosters a love of reading both for pleasure and research. Pre-school children could correctly identify the sound an individual letter makes and write it correctly, while Reception children quickly learned the 'wh' and 'aw' sounds and could accurately read, say and write words such as 'who', 'why' and 'yawn'. As pupils progress through the school, they write with increasing fluency and sophistication. For example, Year 2 pupils used advanced vocabulary such as 'passionate' and 'enthusiastic' when describing a character's emotions. GCSE pupils showed a deep understanding of narrative techniques and story arcs when describing the 'beast' in *The Lord of the Flies*. Pupils are confident and articulate speakers, enthusiastically embracing opportunities for public performance in drama productions, speaking in chapel and in debating and philosophy clubs. Pupils enjoy contributing the 'Lib Ed' lecture programme, which involves preparing and videoing a short lecture that is then uploaded for all to view. Pupils are very good listeners both to each other and to their teachers. For example, Year 4 pupils listened intently to another pupil's poem which inspired them in writing their own. EAL pupils are able to communicate in spoken English with accuracy. As they become more confident, their answers become increasingly complex and varied. Many are highly successful in formal English language examinations.
- 4.10 Pupils are very competent mathematicians. Pre-school children can count with confidence beyond 10 and understand the concept of symmetry, as seen when they were checking that their butterfly designs were balanced. Pupils in Year 4 were adept at solving multi-step money problems involving both multiplication and addition of two- and three-digit numbers. GCSE pupils could accurately solve quadratic equations, while A-level pupils showed a deep understanding of advanced integration and gradient functions. Pupils apply their mathematical skills confidently across a range of subjects, notably science. The additional mathematics clinics are well attended, and pupils say they appreciate the opportunity this provides for them to consolidate their understanding of topics that they may have initially found challenging. More able mathematicians compete with success in national mathematical competitions.
- 4.11 Pupils' acquisition of study skills and ability to hypothesise, analyse and synthesise data are well developed across the school. Pre-school children demonstrate excellent thinking skills and are actively engaged in various activities. For example, when experimenting with water they developed their fine motor skills when using funnels to fill various containers and learned about volumes and gravity. Year 5 pupils used inference well when analysing character traits in a passage from a book, while year 6 hypothesised about outcomes based upon images and drew conclusions and offered theories. Sixth formers have well-developed higher-order thinking skills such as reasoning and synthesising data and can critically analyse information and test the validity of an argument. For example, in a Year 12 design and technology lesson pupils drew comparisons between different uses of concrete. EPQ pupils developed excellent research skills and showed initiative when choosing their topic for investigation and how best to present it. A scrutiny of pupils' work showed some excellent independent learning, but opportunities for pupils to demonstrate this are not consistently available within lessons.
- 4.12 Pupils of all ages use a broad range of highly developed ICT skills, including specific computing skills such as coding. The range and complexity of their skills increase as they move through the school. Pupils use ICT on a daily basis with confidence and familiarity. The youngest children learn how to use a mouse accurately. Junior school pupils confidently use ICT to research information and can word process their work. Year 9 pupils use ICT in art, for example to manipulate photographs and develop a collage in the style of Lichtenstein and Rosenquist. Sixth form DT pupils adroitly use various software design programmes to manipulate 3D models, while in an activity for the bi-weekly 'Desert Island Gigs' podcast pupils confidently use software to cut and edit sound files.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils develop high levels of self-confidence through the positive encouragement they receive from their teachers and house staff. In the questionnaire most parents said that boarding supports their children's academic progress and personal development. Pupils speak highly of the way in which the school helps them to develop their self-understanding and self-knowledge. They cited the close interactions with teachers, informative marking and their regular progress reports as being instrumental in helping them to improve. Pupils praised the individual help they receive from teachers who, they say, always make time for them. Those appointed as prefects [praepostors] exert a strong but democratic influence on school life. Others benefit from widespread leadership opportunities offered by the extensive clubs and societies, the Combined Cadet Force (CCF) and house assemblies and competitions. In interview, pupils said that they felt very well prepared for the next stage in their lives. Almost all parents who responded to the questionnaire said that the school helps their children grow in confidence and independence.
- 4.15 Pupils develop decision-making skills from the earliest age, so that by the time they leave school they are adept at making sensible, considered choices. The youngest children carefully select which activity they wish to do, from playing with a ball in the playground to devising a ramp so their toy digger could navigate a steep slope. Within lessons pupils are frequently given choices, for example Year 5 could choose from a range of activities in order to boost their understanding of the life cycle of frogs. Pupils are prepared to take risks and are not afraid to make mistakes, secure in the knowledge that school is a safe space where pupils can explore ideas without the fear of failure. There is an atmosphere of mutual support and respect throughout the school. As they mature, pupils become increasingly aware of the consequences of their decisions. Pupils think carefully about which activities to join, whether to be members of one of the school councils or which position of responsibility to apply for. Senior pupils make informed and mature decisions regarding which subjects they will study at school and their post-school career options.
- 4.16 Pupils exhibit a deep spiritual awareness. This is evident in the great respect and empathy they displayed in the Chapel service where they listened attentively and joined in singing hymns with gusto and obvious enjoyment. In discussion pupils stressed the value they placed upon the school's Christian ethos, and those of other faiths also valued the opportunity Chapel provided for quiet reflection. Pupils speak passionately about non-material aspects of life, and in particular, the importance of family and friends. Pupils who spoke to inspectors remarked on the high-quality artwork on display around the school, and the beauty of their surroundings.
- 4.17 Pupils acquire a strong understanding of different cultures and a thorough knowledge of fundamental British values, such as respect for the rule of law and tolerance of others, through a comprehensive personal, social, health and economic education (PSHE) programme. Reception children compared the life of a Kenyan child with their own and so developed an understanding of and respect for different cultures. Almost all parents agreed that the school encourages an atmosphere of respect and tolerance. In discussions, pupils showed an excellent understanding of what diversity, inclusion and empathy mean in practice. For example, a Year 5 discussion on what made a family produced a wide range of responses and pupils listened sensitively to differing views, showing that they are aware of various social structures. Boarders say that the eclectic mix of cultures within the houses has increased their understanding of those with different backgrounds from themselves. The Equality and Diversity committee, which represents those in the school community with diverse race, faith, gender, sexual orientation and economic backgrounds, is run by a praepostor (prefect) and pupils commented upon the school's unreserved support for their initiatives. The school culture, embodied by school leaders and governors alike, supports this by effectively promoting its ethos and expectations of tolerance and kindness to all.

- 4.18 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect. In discussion pupils confidently demonstrated their ability to distinguish between acceptable and unacceptable behaviour. The development of their moral values begins in the EYFS where children learn to share, take turns and be polite to staff and each other. Pupils are happy to discuss complex moral and social issues such as the education of girls in developing countries or the concept of truthfulness in autobiographies. They appreciated the balance that needs to be struck between the safety of the majority and the rights of individuals. From the youngest age, pupils are very mindful of the wellbeing of others and are considerate and caring in their relationships with peers and adults. Almost all parents and pupils agreed that the school actively promotes and expects good behaviour.
- 4.19 Pupils' social awareness is excellent, and this helps to create an extremely happy community. Their relaxed relationships and social confidence are nourished by the school culture and the family nature of the boarding houses. Children in the EYFS were observed socialising happily together and sharing toys at break times, while other junior school pupils played happily in mixed year groups, collaborating in discussing the rules of a game and who should take what role. Pupils collaborate well in lessons, as seen in a sixth form Theatre Studies lesson where they listened carefully to each other's views when reviewing *Drive your Plough over the Bones of the Dead*. Pupils acquire their excellent social skills through the many opportunities the school provides to engage with others in joint ventures, such as the inter house singing and speaking competition. Pupils spoke very positively about working together as a team in sports competitions, or when planning expeditions for The Duke of Edinburgh's Award Scheme (DofE). Pupils of all ages come to understand their own and others' emotions and how this can influence their actions and impact on those around them. Almost all parents said that the school equips their child with the team-working and social skills they need in later life. Most pupils agreed that the school helps them build positive relationships.
- 4.20 Pupils make a positive contribution to the school community through roles such as prefects, heads of houses, within the CCF, serving on the school council and organising house and school teams. Senior pupils spoke of the great satisfaction and fulfilment they felt when assisting younger pupils at Chapel services throughout the year and notably at Christmas. The active school council puts forward its own ideas for improvements in the school community. It has been successful in several initiatives, including influencing the choice of equipment for the junior school playground and improvements to school food. Houses take it in turn to prepare presentations for chapel assemblies. Pupils contribute well to the local community, for example helping man a local vaccination centre as part of their DofE service commitment, or volunteering in a local charity shop. They show a mature understanding of how they can help those less fortunate than themselves by supporting many charities, both local and further afield. Each house chooses a charity to support and devise a range of fundraising activities, including cake sales and the Three Peaks Challenge.
- 4.21 Pupils show an excellent understanding of how to keep themselves healthy and stay safe. Almost all parents and almost most pupils agreed that the school encourages pupils to learn about and adopt a healthy lifestyle. From pre-school upwards, pupils understand the importance of eating a balanced diet. They discuss healthy lifestyles knowledgeably in PSHE lessons and understand how to care for their teeth. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit and vegetables at mealtimes. Pupils acquire skills to manage stress and maintain positive mental health through their PSHE lessons. Several key staff are trained in mental health providing the pupils with further support for their wellbeing. Almost all pupils agreed that the school teaches them how to stay safe online, something which is regularly reinforced in ICT and PSHE lessons. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and myriad opportunities for recreation using the excellent facilities provided. All pupils who spoke to the inspectors could name people at school that they could talk to should they have any worries or concerns.

5. Inspection Evidence

- 5.1 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 chapel. 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 William Ibbetson-Price	Reporting inspector
Mr Richard Metcalfe	Compliance team inspector (Former bursar, HMC school)
Dr Jonathan Ewington	Team inspector (Assistant Head, SoH school)
Ms Julia Langford	Team inspector (Head, IAPS school)
Dr Guy Roberts	Team inspector for boarding (Assistant Head, HMC school)
Mr Gerard Silverlock	Team inspector for boarding (Former Head, IAPS school)