



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

GODSTOWE PREPARATORY SCHOOL

JUNE 2018



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SCHOOL'S DETAILS

School	Godstowe Preparatory School			
DfE number	825/6007			
Registered charity number	310637			
Address	Godstowe Preparatory School Shrubbery Road High Wycombe Buckinghamshire HP13 6PR			
Telephone number	01494 529273			
Email address	office@godstowe.org			
Headmistress	Ms Sophie Green			
Chair of governors	Mrs Kate Allner			
Age range	3 to 13			
Number of pupils on roll	443			
	Boys	16	Girls	427
	Day pupils	357	Boarders	86
	Pre-prep	110	Prep	333
Inspection dates	5 to 7 June 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Godstowe Preparatory School is a day and boarding school for girls aged between 3 and 13 years and boys aged between 3 and 7 years. It was founded in 1900, becoming England's first all-girls prep school, and forged close ties with Wycombe Abbey School that are still in force today. Pupils in the prep, for Years 3 to 8, are educated in the main school building. Those in the Nursery and pre-prep are educated in Lodge. The school has a board of governors known as Council.
- 1.2 The current headmistress has been in post since September 2017. Since the previous inspection, a new building housing the two Reception classes has been opened and Nursery facilities have been improved. There have been numerous improvements to the three boarding houses which are all located on the school site.

What the school seeks to do

- 1.3 The school aims to foster a happy atmosphere, enabling pupils to aim for their goals and to be confident, happy and successful, and to enjoy learning together. It seeks to prepare pupils for the next stage of their education and to gain places in the most appropriate senior schools.

About the pupils

- 1.4 Day pupils come from families with various professional backgrounds, most living within a 20-mile radius of the school. Boarders come from a wide range of British and international backgrounds. The school's own assessment indicates that the ability of pupils is above average. The school has identified 90 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 71 of whom receive additional specialist help. Also, 2 pupils in the school have an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for 31 pupils, whose needs are supported by specialist teaching and their classroom teachers. Data used by the school have identified 37 pupils as the most able in the school's population, and the curriculum is modified for them and for 28 other pupils due to their special talents in sport, music, art or drama.

2. REGULATORY COMPLIANCE INSPECTION

Preface

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

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 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.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 **The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 **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

- 2.10 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.
- 2.11 **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

2.12 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 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 those 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, and its results in public examinations, 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Beginners	Reception
Kindergarten	Year 1
Transition	Year 2
Form I	Year 3
Form II	Year 4
Lower Third	Year 5
Middle Third	Year 6
Upper Third	Year 7
IV Form	Year 8

Key findings

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

- Pupils of all ages and abilities achieve highly and make rapid progress as reflected in their success at Common Entrance and the scholarships and awards achieved at the point of transfer to their senior schools.
- Pupils display outstanding communication skills, speaking with eloquence and often using sophisticated language.
- Pupils' numeracy skills and knowledge are exceptionally strong.
- Pupils are enthusiastic learners who readily face the challenges in every aspect of school life.

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

- Pupils are extremely self-confident and have a deep understanding of themselves, helping them to move on to the next stages of their lives making a positive contribution to society.
- Pupils display a strong spiritual awareness through reflection and a deep appreciation of the world around them.
- Pupils are socially mature and readily take on responsibilities, understanding that their contributions make their school and the wider community a better place for all.
- Boarding pupils contribute positively to the life of the school, strengthening the personal development of everyone.

Recommendation

3.3 The school is advised to make the following improvement:

- Enable pupils to develop their higher-order thinking skills by strengthening some teaching to provide more opportunities for independent learning.

The quality of pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all abilities achieve highly during their time at the school and their progress is rapid. They achieve excellent results in both the internal and external examinations that they take. In the EYFS, most children meet the Early Learning Goals and a large majority exceed them. Assessments at the point of entry, throughout the school, indicate a profile of mixed ability. This makes the excellent progress of the pupils even more significant. Pupils achieve highly in Common Entrance assessments and scholarships results, and are very well prepared for the next stage of their education, fully supporting the aims of the school. The high level of pupils' academic achievement is supported by an active approach from staff in using relevant data, and comprehensive records are maintained for each pupil, enabling careful tracking of their progress. Such data are reviewed regularly and then compared to teachers' experience of the class work that each pupil is producing. This leads to planning that meets the needs of pupils of all abilities, including those with SEND or EAL and the more able. In response to the pre-inspection questionnaire, most parents felt that the school meets their children's educational needs effectively and that teaching enables their children to make good progress and develop skills for the future. Almost all pupils felt the school provides them the opportunity to learn and make good progress, and most indicated that they know how well they are doing in their subjects.
- 3.6 Pupils have excellent confidence levels when speaking; they speak up and speak out. Quieter class members are encouraged to contribute. A focus on listening skills has been identified for development across the whole school and yet pupils listen well to one another, do not speak over each other and are respectful in taking turns. Pupils communicate with a sophisticated vocabulary at all ages and are bold about sharing their opinions and thoughts, openly but not inappropriately. This is exemplified by pre-prep pupils who offered energised responses with excellent emphasis and explanation of the meaning of 'sportsmanship', whilst another was able to explain the meaning of 'resilience' in her own words. Pupils are competent in using suitable language for specific academic subjects such as in mathematics and science. In class discussions, pupils speak clearly and confidently and explain their thoughts and conclusions. In interviews during the inspection, pupils were articulate, communicative and responsive. Pupils interact with adults appropriately and confidently in all areas of school life. The quality of the pupils' writing is of a high calibre. They write intelligently and empathetically on a wide range of topics. Pupils' creative writing is imaginative, and they display great capability in producing excellent historical notes from source materials. From an early age, children enjoy mastering the techniques of written communication. Pupils are avid readers and their recent success in the accelerated reader scheme is testament to their prowess in this area. The school now celebrates Accelerated Reader Master School status.
- 3.7 As pupils move through the school, they build up an excellent set of skills and knowledge. Their extensive general knowledge and breadth of factual understanding are shared willingly. Pupils' well above age-appropriate abilities enable them to tackle a variety of subjects successfully. In all subjects, the more able pupils achieve highly and are generally successfully extended. They often produce work of an outstanding quality. Less able pupils and those with EAL develop their knowledge and skill sets extremely well. They benefit enormously from having a secure support system in place for the areas of learning which they need to improve and strengthen. In their responses to the pre-inspection questionnaire, a small minority of pupils felt that marking does not help them to improve their work. A scrutiny of pupils' books demonstrated that work is consistently marked to a high standard, often including comments on how a pupil could extend and improve their outcomes. Less able pupils are appropriately supported and produce significant amounts of work that has clearly challenged them. Pupils' skills in the creative areas of the curriculum are outstanding, particularly in art. In many lessons, pupils evidence competency in problem solving, such as when younger pupils successfully grappled with monetary challenges when buying items and calculating the correct change from a given amount. Pupils are expert at collaborative learning and discussing issues with passion in their lessons. From an early age in the EYFS, children build firm foundations that form a strong basis for the future acquisition

of skills and knowledge. The pupils' broad skills and knowledge base are supported by a comprehensive curriculum and an excellent array of extra-curricular activities. Both parents' and pupils' questionnaire responses support this view.

- 3.8 Numeracy abilities are strong throughout the school. Younger children in the EYFS confidently count up to 10 and develop a solid understanding of number value. Pupils across the school engage enthusiastically with the well-structured numeracy teaching which is supported by a range of schemes of work. When challenged, pupils respond positively and demonstrate a willingness to grapple with complex mathematical problems. Pupils are adept at mathematical investigations and are supported by well-resourced lessons. A strong culture of numeracy is in evidence across the curriculum and this enables pupils to be successful at the point of transfer to senior school, entering their chosen schools knowing that they have a firm base on which to build. The pupils' level of mathematics work exceeds age-related expectations, and this is reflected in the work of older pupils which is excellent in breadth, range and quality. Mathematical skills are applied well in other areas of the curriculum, such as counting in modern foreign languages and data gathering and handling in geography. In the latter, older pupils displayed strong development of practical measuring skills as they gathered microclimate data.
- 3.9 Pupils achieve excellent outcomes across the many aspects of the school's provision. The school has high expectations for its pupils, and the pupils are engaged and enthusiastic learners. It celebrates pupils' success in all its forms, and pupils' emerging abilities are encouraged and fostered equally well. An open culture of professional communication is present amongst the members of staff, who know their pupils very well. Excellence is evident in all aspects of school life, from the impressive scholarship results and senior school places gained to the cups and awards in many curricular and co-curricular areas. Pupils are highly successful in a range of musical activities such as in local festivals of young musicians, the national children's orchestra and in a wide range of instrumental examinations. Sporting excellence is reflected in regional and national success in teams including for lacrosse, netball, swimming and cross-country. Success in external drama examinations is also excellent. Pupils are accomplished artists and their work is regularly showcased by the school.
- 3.10 Pupils demonstrate outstanding attitudes to learning across the curriculum. Their attitudes to school are overwhelmingly positive. Pupils respond enthusiastically to all opportunities to work collaboratively with classmates on many different topics and problems throughout the school day. They recognise the strength that comes from working together and that they can learn so much more from each other's approaches to study and their shared ideas. Collaboration is excellent and a real strength within the school. When given opportunities, pupils display excellent leadership and independence in their learning. In some instances, they are provided a limited choice of tasks to complete which restricts their opportunities to demonstrate what they know and what they can do. They approach every task willingly and with high degrees of motivation.
- 3.11 Pupils enjoy using information and communication technology (ICT) across the curriculum. They use the available resources competently, particularly in project work and research in subjects such as geography, religious education, music composition and history. Pupils benefit from subject-specific ICT resources, such as in mathematics. Older pupils use coding programs with confidence and high interest levels, and they are greatly motivated when debugging errors. The older pupils' familiarity with the use of convertible tablets is excellent, and younger learners confidently experiment with programmable toys.

3.12 Pupils demonstrate outstanding abilities and familiarity with effective study skills across the curriculum. They understand the term 'expert learner' and are aware that the school supports and trains them to become independent learners by the time they leave the school. Higher-order thinking skills are good when opportunity is provided for the pupils to extend their thinking and learning rather than there be an emphasis on teacher-led tasks. In response to the questionnaire, a few pupils felt that some lessons are not interesting. Interviews indicated that this is often when the work set is too prescriptive and there is not enough scope for pupils to become fully involved in a lesson. They can draw on a range of strategies to complete tasks, including helping one another and raising questions. Pupils understand the importance of re-visiting work and consolidating learning. Younger pupils are eager to experiment and test out innovative ideas. Pupils bring their excellent creativity to bear in much of their work, right across the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' excellent self-knowledge extends to their inner sense of self-worth; pupils are confident, self-assured and positive. They are able to describe themselves well in terms of their strengths and also weaker areas. Pupils regard themselves as individuals who can learn and succeed. They deal extremely well with setbacks and disappointments, and always resolve to do better. They are not deterred when facing challenge. Pupils are appropriately self-confident. Excellent self-understanding is evident in classrooms and pastoral discussions. Pupils are aware that they are becoming expert learners and that the school is assisting them with these skills. They can assess the efficacy of their own performance through reflection and the self-analysis skills taught at the school. Pupils who board spoke confidently about how the boarding experience has strengthened their self-confidence. These skills are great assets as the pupils prepare for the next stage of their education. The outstanding personal development of the pupils is intrinsically linked with the excellent support and guidance given to them by the school's senior leaders, fully reflecting the aims of the school. This view is supported by most parents through their questionnaire responses, where they felt that the school meets their children's pastoral and welfare needs effectively. Pupils are equally enthusiastic with regard to the systems in place for their personal development, and a very large majority of pupils felt that there is somebody at school to talk to if they have a concern or worry.
- 3.15 Pupils have strong spiritual awareness. The school's Christian foundation provides opportunities for pupils to engage in specific religious activities that strengthen this aspect of their spiritual development. They also recognise that some aspects of life are less tangible but are special and important. Pupils find a fascination and a sense of satisfaction in ideas that are not of the world, such as faith, fantasy and mythology. They are well-rounded and clearly value the non-material along with the material in terms of their well-being. Pupils are provided the opportunity to engage in spiritual thought and to try to put into words or music both abstract and spiritual concepts. They are encouraged to consider the broader aspects of life and to reflect on the beauty of the world around them. Outstanding artwork abounds across the school and music is a very popular option for many pupils, strengthening the depth of their spiritual understanding. Pupils' achievements in music, art and drama are all excellent and support a school-wide spiritual awareness.
- 3.16 From an early age in the EYFS, children are excellent decision makers. They learn to make reasoned choices about their activities and how to handle their friendships, understanding that making the right decisions has a positive impact on their setting. Pupils in the main school fully appreciate that choices will need to be made about their on-going schooling when they leave Godstowe and are comfortable about this. They look forward with positivity. Pupils make important decisions about their learning in that they readily seek out staff for additional help should they be struggling with any aspects of study. Pupils make intelligent choices around the use of their free time including areas such as music practice. Tutors and boarding staff assist pupils in seeing the overall picture of their busy weeks, so that they can avoid clashes and apportion their time well. Pupils are expert at decision making in their lessons, as reflected in their skilled collaborative undertakings, as observed in an English lesson where older pupils prepared for group presentations about a poem they had studied. They readily shared their ideas with one another and were skilful at determining feedback with which everyone felt happy. Pupils engage in problems and challenges, including in boarding, with enthusiasm and report back on their findings with confidence.

- 3.17 Pupils have a clear understanding of what is expected of them through the school rules and values which pervade every aspect of school life. Their excellent moral values allow them also to appreciate that not all views are shared and that some decisions will be subjective ones. Pupils are not overly regimented, but a true spirit of trust between staff and pupils permeates the school, going hand in hand with responsibility. Pupils feel it a great honour to be selected for special positions of responsibility; especially sought after by older pupils is supporting staff during break supervision in Lodge or dog monitor in Turner House. They demonstrate awareness of a high moral code and a clear understanding of right and wrong. In their responses to the questionnaire, an overwhelming majority of pupils felt that the school encourages them to behave well and that they understand the sanctions for poor behaviour. Boarders respond positively to the fact that there are minimal rules but high expectations. Pupils subscribe to the rule of law for the benefit of all and recognise that their own school environment succeeds as a result of these expectations. They are confident that the school's moral code is for their protection and they are all able to articulate clearly the school's high expectations for their behaviour and attitudes to their peers. Through provision such as the school council, pupils contribute to the moral ethos of the school and value being a part of the school's success in this regard. Most parents felt that the school actively promotes good behaviour.
- 3.18 Pupils' social skills are extremely well developed. Pupils readily empathise with others in school or the wider community. Their collaborative and group work skills are highly developed and highly effective, and pupils are very naturally drawn to work with one another and are ready to offer mutual support. When pupils give advice to another, they do so in a spirit of helping and caring and not criticising. Pupils are expert at working successfully in a social context. Group work is common to most lessons, and co-operative learning is a natural part of the school's culture. Boarders enjoy and clearly benefit from the excellent social and supportive culture of their boarding houses. For example, they benefit from activities set such as house challenges, collaborative artwork and scavenger hunting. Boarders make a positive impact on the lives of everyone within the school community through their excellent social skills, independence and maturity.
- 3.19 Pupils consider it a great honour to serve the school community through their various roles and responsibilities. They have multiple opportunities to engage in contributing to the life of others. Pupils respond enthusiastically to roles within the school such as being a prefect or sports captain. They look beyond the confines of the school site to their wider community and have great concern for others, especially those less fortunate than themselves, supporting different charities. For example they raised money and awareness of homelessness by sleeping outside for a night and are strong ambassadors for the preservation of the environment through the 'Starfish Squad'. Pupils are extremely polite and courteous, for example holding doors open as they move around school. They display advanced empathy skills. For example, when discussing a recent volcanic eruption in Guatemala pupils demonstrated great sensitivity and could understand the impact that the tragedy had on people's lives. A comprehensive range of trips, tours and outings supports the pupils' extensive knowledge of the world around them.
- 3.20 Pupils show great cultural sensitivity. They mix very naturally and like to find out more about one another's cultural differences. Pupils see diversity as richness and know that they can learn much from one another. Cultural diversity is well represented in the displays around school and the lesson content of subjects such as personal, social and health education (PSHE) and geography, demonstrating that the school places importance on this area to strengthen the pupils' cultural development. The school has a broad international pupil body which supports understanding and tolerance of other cultures and religions. Pupils discuss national and cultural differences openly with healthy curiosity, and respect for other people is evident throughout. The boarding experience supports pupils' cultural understanding, with pupils describing the boarding community as a 'worldwide home for everyone'. In response to the questionnaire, an overwhelming majority of parents felt that the school actively promotes values of democracy, respect and tolerance of those with different faiths and beliefs. This positive viewpoint was also reflected in the pupils' responses

where most felt that the school encourages them to respect other people and that it encourages them to be tolerant of those with different faiths and beliefs.

- 3.21 Pupils have an excellent appreciation of the importance of sport, a balanced diet and good health to their well-being. There is a positive, 'can do' mentality throughout the school that concurs with the strapline 'confident-happy-successful'. Pupils move around the school safely and considerately, using facilities and equipment with a great deal of care, for example when working or tidying up in the cookery room. They display a genuine concern for the welfare of others within their community, lived out in the ways that they are prepared to serve and help others. Pupils confidently articulate excellent awareness of healthy living. They are expert at engaging in sporting activities safely and effectively by warming up and warming down. In lessons such as science and PSHE, pupils learn how to stay healthy and this is modelled by the school caterers who ensure that healthy options abound at meal times. The dining room is attractively laid out with plenty of reference made to healthy eating options on wall displays and arrangement of fruit and vegetables on the servery counters. Pupils' well-being is promoted with supportive posters and displays around the school.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Graham Gorton	Reporting inspector
Mr Howard Tuckett	Compliance team inspector and team inspector (Head, IAPS school)
Mrs Frances Mwale	Team inspector (Head, IAPS school)
Mrs Mary Allen	Team inspector for boarding (Head of international boarding, HMC school)