



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**HawleyHurst School**

**November 2019**



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## School's Details

<b>School</b>	HawleyHurst School			
<b>DfE number</b>	850/6046			
<b>Address</b>	HawleyHurst School Fernhill Road Blackwater Camberley Surrey GU17 9HU			
<b>Telephone number</b>	01276 587190			
<b>Email address</b>	info@hawleyhurst.co.uk			
<b>Headteacher</b>	Miss Victoria Smit			
<b>Proprietor</b>	HawleyHurst Ltd			
<b>Age range</b>	2 to 19			
<b>Number of pupils on roll</b>	252			
	<b>EYFS</b>	20	<b>Juniors</b>	64
	<b>Seniors</b>	160	<b>Sixth Form</b>	8
<b>Inspection dates</b>	26 to 28 November 2019			

## 1. Background Information

### About the school

- 1.1 HawleyHurst School is an independent co-educational day school for pupils aged between 2 and 18 years. It was formed as a result of the merger in January 2018 of Hurst Lodge School, which was based in Ascot, and Hawley Place School, which was on the school's current site. The school is owned by a limited company amongst whose directors are the headmistress and her brother, both of whom managed and owned Hurst Lodge School. They are supported by another director.
- 1.2 The school is structured in three sections: the Nursery (EYFS), the prep school (Reception and Years 1 to 6) and the senior school (Years 7 to 13). Prior to the merger, which took place since the previous inspection, Hurst Lodge accommodated boarders. The school has since discontinued this provision.

### What the school seeks to do

- 1.3 The school aims to provide a holistic approach to education and to place learning, creativity and the building of self-worth at the centre of the school's life. It seeks to provide a secure and purposeful environment which enables pupils to develop mentally and physically as far as they are able, with the pursuit of excellence in intellectual, physical and cultural activities being the end goal, whilst educating pupils to become responsible citizens and tread lightly on the earth.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds, predominantly from white British families who live within a 20-mile radius of the school. Nationally standardised tests indicate the ability profile of both the prep and senior school is in line with the national average. The school has identified 130 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 69 of whom receive additional specialist help. The number of pupils with an education, health and care (EHC) plan is 39. They have a variety of needs including medical needs, speech, language and communication difficulties and specific learning difficulties. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers and by specialists. Data used by the school have identified 147 pupils as being the more able in the school's population and the curriculum is modified for them by a range of activities inside and outside the classroom.

## 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.

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 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.** 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. 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](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in 2016 were well above average and in 2017 and 2018 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 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 Whilst most day-to-day arrangements are securely in place to safeguard and promote the welfare of pupils by means that pay due regard to statutory guidance, this has not been followed in one respect. Where the school has accepted a criminal record check from previous employers under the three-month rule, it has not carried out its own separate check of the barred list prior to appointment. These checks were carried out satisfactorily during the inspection.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraph 7 [safeguarding] are not met.**

### Action point 1

- the school must ensure that when it accepts a criminal record check from previous employers under the three-month rule, it carries out its own separate barred list check prior to appointment [paragraph 7(a) and 7(b); EYFS 3.9]

#### **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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

#### **PART 6 – Provision of information**

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 The standard relating to the provision of information [paragraph 32] is 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.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor does not ensure 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.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

#### **Action point 2**

- **the school must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that all standards are consistently met, and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)]**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

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

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



## Key findings

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

- Pupils have very positive attitudes to school and a great love for learning.
- Pupils are confident communicators with each other, with staff and with visitors to the school.
- Pupils are proud to excel in the very wide range of creative activities which are available to them.
- Pupils make rapid progress in most learning areas but in some this was less good, particularly where learning is overly teacher-led.
- Where they have the opportunity to do so, pupils of all abilities make good use of information and communication technology (ICT) to support and enhance their learning.

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

- The quality of relationships between pupils and their peers and between pupils and staff is particularly strong.
- Pupils display a respect for, and appreciation of diversity, both within and outside the school.
- Pupils have a profound understanding of right and wrong and the need to take responsibility for their decisions.
- Pupils have a strong understanding of their own and others' strengths and abilities, and are proud to promote and support one another's successes.
- Pupils have a fundamental sense of belonging and appreciation of their school community and the people within it.

## Recommendations

3.3 The school is advised to make the following improvements:

- Increase the quality of pupils' achievements by monitoring the quality of teaching and disseminating the excellent practice where it exists to all learning areas.
- Develop the learning of pupils with a wider range of needs by increasing the use of ICT in the school.

## The quality of the pupils' academic and other achievements

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

3.5 Pupils make good progress in the development of their knowledge, skills and understanding. They are actively engaged in their learning because teachers are committed to supporting their achievements. The caring approach which teachers show for them was commented on favourably by many pupils in the pre-inspection questionnaire. In some subjects, pupils are able to share their own knowledge with others; for example, in music, a culture of sharing constructive criticism is developing all pupils and sensitive pairing is enhancing the skills of both pupils in the pair. Pupils often show a good recall of knowledge in lessons. For example, they were seen recounting accurate factual content relating to a wide range of topics including meiosis, fossilisation, renewable energy and the features of a stone keep castle. In creative subjects a high level of self-motivation pervades. In most areas of the school pupils were observed to be making good progress in their learning. This was seen in responses to oral questioning and to questions based on work from previous lessons, written work in books and pupils' curiosity in lessons. Sometimes pupils do not develop their individual understanding sufficiently because teaching is overly teacher-led and provides few opportunities for independent learning. The

recommendation from the previous inspection regarding the dissemination of excellent teaching practice throughout the school remains to be fully met. In order to be suitable for all of the pupils in the school, leadership and governance have ensured that the curriculum has been reviewed and that small class sizes are in place to allow teachers to engage with learning on an individual level and regularly monitor pupils' progress. As a result, pupils achieve well in a variety of learning areas from the traditional subjects to others such as environmentalism and sustainability, boxing and etiquette.

- 3.6 Many pupils reported that they feel that they achieve highly because of how well the school knows them. Nationally standardised tests indicate the ability profile of the school is in line with the national average. Levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils make good progress over time. In the nursery and in the prep school, pupils of all abilities are making progress in line with the expectations of the national curriculum because individual needs are fully understood by staff, and an effective tracking and monitoring system of progress is in place whereby pupil's attainment is measured against the objectives of the national curriculum. In the years 2016 to 2018, the last three years for which comparative data is available, results in GCSE examinations have been above the national average. Results in A-level examinations were well above average in 2016, and in-line with the national average in 2017 and 2018. Pupils with a wide range of needs make good progress with the help of learning support assistants who encourage them to make progress to the point that they can work independently. Consequently, pupils with SEND, and the more able make similar progress to that of their peers.
- 3.7 Pupils are successful at communicating their ideas and do so both in the classroom and when talking to adults. They make excellent progress in literacy. In Reception, pupils understand and recognise letter sounds using a range of sources and younger pupils in the prep school are able to write simple sentences expressing their likes and dislikes. Many pupils enjoy reading and make good progress with fluency and comprehension in the prep school. In the senior school, pupils write expressive poetry and then recite their poems with clarity and confidence. Many pupils are confident in communicating because of the opportunities they have seized to enjoy improvising, whether in form time singing, drama script reading, public speaking or in general interaction in class and at break. Pupils are confident in asking for help and also willing to give helpful feedback to others. They display excellent listening skills showing great respect for the thoughts of others. Pupils of all ages are confident speaking in front of their peers due to the culture which encourages pupil interaction. In the nursery, children are able to answer and ask questions confidently and listen to simple instructions, due to the encouragement of the staff. Musical communication is strong and the communal piano in the breaktime shelter is very popular, furthering pupils' enjoyment and abilities. In creative movement pupils work with others to communicate the appropriate body language of hip-hop.
- 3.8 Pupils have a good numerical understanding and this is reinforced not only in mathematics but also in related subjects such as business studies and physics. Younger pupils in the prep school are able to confidently add two-digit numbers whilst older pupils successfully apply their graphing skills to science. In the senior school, mathematical methodology is carefully applied to handle problems. Pupils are at ease with numbers and thus have confidence in analysing data. For example, pupils in business studies thoughtfully analysed the current state of the economy and recent trends in employment growth. Pupils do not typically state they cannot do something because they find mathematics difficult, but rather state that they find calculations in science easy because they are good at algebra and see the two as connected. In physics, for example, senior pupils capably used quadratic equations to solve a problem.
- 3.9 Pupils use ICT well in a variety of subjects and demonstrate an awareness of internet safety, which is an integral part of the curriculum. They enjoy using the internet for independent research and for presenting to their peers. Older pupils in the prep school efficiently use the internet, such as to search for facts on the Egyptians, and younger pupils learn about complex ideas such as algorithms. Pupils directly apply their ICT skills where they have the opportunity to do so, most notably in English and

the humanities. In the senior school, many pupils demonstrate an advanced level of skill with ICT. They show confidence and dexterity in their use of ICT in graphic design and one has won a national award in digital art as a result. Older pupils use interactive educational websites in drama to collaborate over script development. In music, pupils use software to compose and record pieces. A number of pupils also learn to code and find this an area of real interest. The learning of many pupils with SEND is enhanced by the access to specific software in some areas of the curriculum including applications designed to develop their numeracy. Pupils who struggle with languages enjoy touch typing courses, learning keyboard skills and are keen to work independently to increase accuracy and speed.

- 3.10 Pupils demonstrate excellent study skills. For example, in physical education (PE), younger pupils in the prep school were able to use higher level thinking skills to achieve success in a game where the teacher presented a range of problems that required solving. Younger prep school pupils demonstrated advanced inference skills to understand which properties made materials magnetic after being challenged in science to understand why certain materials are attracted to magnets. Pupils in the older years stated that they have a confident understanding of how to study effectively because of the revision skills they were taught when they were younger. They develop their study skills through tasks such as data research homework. For example, research homework provoked a discussion on the validity of analysed data amongst older pupils in the prep school. Senior pupils successfully analyse results from experiments to help them make hypotheses, such as in physics where they analysed data carefully before using higher order thinking skills to carry out a series of complex calculations in order to solve a problem. In English, senior school pupils critically hypothesised the topic of an alternative future and summarised these concepts succinctly through poetry.
- 3.11 There is a good array of pupils' achievements outside the formal curriculum and pupils are proud of their successes and are eager to share them with their peers, who in turn are proud to celebrate with them. Pupils achieve significant sporting, riding, archery, debating and musical successes including representing their country. Pupils' achievements in the performing arts and in creative activities are particularly strong. Pupils reflect the strong ethos of joining clubs and making the most of opportunities available to them. During the inspection, public speaking teams enjoyed success in a regional competition. Whether in public speaking for the school, playing polo or the drums, pupils are celebrated for the diversity of their achievements and they respond positively to a variety of awards to mark their success. However, some pupils regret the small number of opportunities for competitive sporting fixtures. The leadership is aware of their views and is taking steps to address them. For example, female cricket was introduced due to a rise in interest outside of school. Many of the pupils' achievements are directly a result of their work at school but also many are outside of the school, such as pupils who have had extended commitments on stage and in film. These achievements are actively and readily supported, such as through additional lessons to catch up on missed work. Pupils and their parents are very appreciative of this support.
- 3.12 Pupils' attitudes to learning are excellent and a culture of mutual respect is evident between pupils and all staff. Pupils are supportive and respectful of the needs of other learners. They take responsibility in their learning, whether they have worked independently or with a partner. Children in Nursery demonstrate initiative and self-directed play because of an extensive range of activities and stimuli. Pupils show a good work ethic whilst carrying out independent research, quietly discussing points with their peers as they arise, and staying focused. Although not always having the opportunity to show independence in their work, when they do, they show initiative and creativity such as inventing types of soup flavours in art. They are extremely willing to work in pairs or larger groups and

do so in a constructive fashion. Furthermore, pupils show great pride in the progress they make in one-on-one classes and in older year groups, where they frequently show leadership in their learning.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have an outstanding level of self-awareness and knowledge of their strengths and weaknesses. They understand when and how to interact with others and in the prep school they show a mature approach to what to do when they are unhappy. They are resilient in lessons where there is a culture of trying, even if many attempts are required to get to the desired outcome. Pupils have a strong self-understanding and ask for help appropriately. Consequently, as they grow older, they can articulate what they need to do in order to improve their learning. Pupils of all needs and abilities enjoy high levels of self-esteem because of the support they receive in the school community. Pupils in Year 11 are very conscious of the challenges in the world of work ahead. They inform themselves of the most appropriate sixth form route, demonstrating a considered curriculum view on their next steps. A very large majority of parents in the pre-inspection questionnaire agreed that the school helps their child to be confident and independent with many of them adding positive comments about this aspect of the school's provision.
- 3.15 Pupils take responsibility for their own decisions during break times and out of the classroom. The system of encouraging pupils to reflect on their intentions and to consider possible outcomes in order to develop their decision-making skills, is strongly embedded and is a key feature of how pupils are encouraged to develop positive relationships and to make decisions independently. As a result, pupils speak confidently about conflict resolution and the skills required. Pupils of all ages form an elected school council that helps makes decisions affecting the school, including planning to replace use of plastic cups at lunch with reusable water bottles. Pupils make independent decisions whilst learning. In drama, a group developed their own performance piece through discussion and critical feedback, their teacher only intervening with suggestions when necessary. Pupils work effectively in groups such as in history, allocating roles and compiling notes in an effective and efficient fashion, without the need for teacher input. In discussion, pupils spoke about the open relationship they have with their teachers and their understanding that they are expected to take responsibility for their learning and improvement.
- 3.16 Pupils demonstrate a strong ability to advance their ideas about issues concerning the future. This is exemplified as they discuss ethical questions and the attitudes such as optimism and pessimism. They reflect on what might be best for both humanity and the natural world and understand the argument that these are not necessarily aligned. Pupils are proud to be at the school and the sense of community is key to many moments, particularly the remembrance parade. Furthermore, several examples of spontaneous performances; on the piano in the rain, senior pupils dancing in the drama room, singing on the path at break, illustrate a school at ease with itself, where pupils are happy and consequently form a strong community. With this comes a sense of public spirit, so pupils are fully prepared to champion the environment or advocate a cause. These pupil-generated activities cement a spirituality within the school. Pupils appreciate the power of music to evoke emotions such as the characteristics of funeral music, recognising hope and happiness as well as sadness; integrating these reflections into their own compositions.
- 3.17 Pupils have a clear understanding of right and wrong. Children in the nursery display an early understanding of following rules in games that reinforce the need to play fairly. In the prep school, pupils talk knowledgeably about the golden rules and any consequences of failing to observe them. The traffic light behaviour system is understood by all pupils. It is applied flexibly to be adapted to pupils' differing needs. Pupils of all ages talk confidently of the anti-bullying week initiative and signs of the pupil-led *Be a buddy, not a bully* campaign are evident throughout the school. They express clear views about fairness in wider society and are aware of societal changes over time. Senior school

pupils maturely discuss moral issues such as domestic violence and the nature of authentic remorse, with objectivity, and in PE they discuss the morality of performance enhancing drugs. Pupils appreciate being rewarded for courtesy as much as for good work. They extend their courtesy and responsibility outside of school in coming to the help of others in need.

- 3.18 Pupils' social development is excellent and they thrive in collaborating with others. In the nursery, children share resources and work as a team learning skills such as setting the table for snacks and helping to put each other's coats on. Pupils enjoy feeling valued for their thoughts in English and media studies, and similarly embrace opportunities to work in pairs to solve problems in maths and science. Pupils enjoy collaboration across age groups, particularly where it enables the older pupils to develop their own confidence through coaching others in clubs or leading them in house groups. Pupils respect one another's opinions during lessons and respond thoughtfully and appropriately to differing views. The pupils genuinely care for one another, and for each other's learning, and this is a real strength of the school. They endeavour to make sure that they all look for the best in each other and help and support one another to do as well as they can in all areas.
- 3.19 Charity is seen as being important by the pupils, and this is reflected in their actions. All of the pupils have been active in raising money this year and they take their responsibility seriously to help those who are less well off than themselves. Older pupils in the prep school contribute positively to the lives of others within the school as they sensibly carry out clearly defined positions of responsibility. The school encourages volunteering activities, such as litter picking, which pupils do willingly. Pupils are keen to fundraise and support a variety of causes such as, collecting clothes, sponsoring badgers and performing to help others. Many seize opportunities for leadership and there are multiple examples of community endeavour. Drama monitors play an active role in helping prepare and direct stage performances and members of the eco-committee are proud of recent ventures including reducing plastic in the school and putting up signs to reduce idle engine running in the school car park. The business studies team recently worked with local charities on sustainability projects. Many pupils were involved in a recent drama performance to the residents of a local care home. The pupils are passionately engaged with their school and local community, and proud of their roles and effort. The school is set away from the local community, but altruism in the school is not.
- 3.20 Pupils are proud of the level of diversity in the school and an ethos of tolerance, respect and inclusivity is evident in every interaction. They report a culture of recognising both difference and commonality, such as when those in the prep school describe the similarity of the Bible and the Quran. Pupils show a clear ability to understand their own differences as well as those of others. Reflecting modelling by school leaders and staff, they have created an environment where difference is accepted, for example showing a strong awareness of issues facing transgender children. The tolerance that they show for each other and the sensitivity that they demonstrate in class is exceptional. They recognise that many pupils, for one reason or another, find some areas difficult but, not only do they accept this, they celebrate it as a real strength. Pupils with additional learning needs praise the tolerance and kindness that is shown to them. Pupils comment that they appreciate being celebrated for what they are good at rather than being judged for what they find challenging. Whilst pupils enjoy debate, they demonstrate a dislike of discrimination and a belief in reasoned discussion rather than unreasoned disputes.
- 3.21 Pupils and children of all ages have a good awareness of how to be physically and mentally healthy. They enjoy sport both in school and outside of school. Children in the nursery demonstrate an excellent understanding of a healthy diet due to the provision of healthy snacks. They know why they wash their hands prior to eating due to the use of staff questioning and the establishment of routines which help them understand why healthy mealtimes are important. Pupils in the prep school talk confidently about a balanced diet, understanding the importance of fruit and vegetables and including a variety of colours on the plate. Older pupils opt to eat the healthy snacks which are widely available at break time. Pupils also enjoy the variety of food available at lunchtime and make wise choices partly because of the information they learn in personal, social and health education, biology and food

technology. In the senior school, pupils show a well-informed understanding of the benefits of cardiovascular exercise and health related fitness, both in the classroom and on the sports field. In a lesson on controlled movement, older pupils in the prep school showed an understanding of different muscle groups. Pupils have a strong understanding that people can be more vulnerable than they appear because of this focus during mental health week. All pupils demonstrate an age-appropriate awareness about a range of safety issues, particularly online safety and the school's policy of restricting access to phones reinforces a culture of staying safe.

## 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 a director of the proprietorial body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Alasdair McBay	Reporting inspector
Mr William Brierly	Compliance team inspector (Headmaster, SofH school)
Mr Nick Robinson	Team inspector (Headmaster, IAPS school)
Mr Andrew Webster	Team inspector (Headmaster, ISA school)
Mr William Yates	Team inspector (Deputy head, HMC school)