



ISI Independent
Schools
Inspectorate

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

Lord Wandsworth College

March 2020



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School's Details

College	Lord Wandsworth College			
DfE number	850/6064			
Registered charity number	272050			
Address	Lord Wandsworth College Long Sutton Hook Hampshire RG29 1TB			
Telephone number	01256 860348			
Email address	headsec@lordwandsworth.org			
Headteacher	Mr Adam Williams			
Chair of governors	Mr Robert Hannington			
Age range	11 to 18			
Number of pupils on roll	630			
	Day pupils	278	Boarders	352
	Seniors	467	Sixth Form	163
Inspection dates	3 to 5 March 2020			

1. Background Information

About the school

- 1.1 Lord Wandsworth College is an independent co-educational day and boarding school for pupils aged between 11 and 18 years. It is a registered charity, overseen by a board of governors who are all trustees of the Lord Wandsworth Foundation.
- 1.2 The school was founded in 1912, originally as an agricultural college for children who had lost parents through death, divorce or separation. In 1988, female sixth form pupils were admitted, and in 1997 the school went fully co-educational.
- 1.3 The school is divided into the senior and sixth form departments. There are eight houses which contain both day and boarding pupils, one for Years 7 and 8, three for female pupils and four for male pupils.

What the school seeks to do

- 1.4 The school aims to equip pupils with character attributes, passion, resourcefulness, independence, skills, knowledge and qualifications so they can become the best possible versions of themselves and make a great contribution to a changing world.

About the pupils

- 1.5 Pupils come from a range of family backgrounds with the vast majority living in Hampshire, Surrey or Berkshire. The college supports 43 pupils through the Lord Wandsworth Foundation, many of whom have been bereaved of one or both parents or who have lost their support through other circumstances. A few pupils come from overseas from a number of different countries. Data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 151 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and processing difficulties, 51 of whom require additional specialist help. No pupil in the school has an educational, health and care (EHC) plan. English is an additional language (EAL) for 38 pupils, of whom 25 receive additional support for their English.

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. 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](#).

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 associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2018 to 2019, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2018 to 2019 have been in line with the national average for sixth formers in maintained schools.
- 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standards relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The 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>Lord Wandsworth College</i>	<i>National Curriculum name</i>
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils across the school acquire a good level of knowledge and develop a solid understanding of their work.
- Pupils generally display positive attitudes towards their learning and participate purposefully in lessons.
- Pupils are confident communicators in their lessons and are prepared to involve themselves positively in discussions, when given the opportunity.
- Pupils achieve high standards in the extensive co-curricular programme and gain a wide range of skills from their positive involvement in the activities.
- Pupils' progress is sometimes limited by the direction and planning of the teaching.

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

- Pupils have an excellent understanding of themselves and are very willing to express their opinions.
- Pupils show a clear awareness of the need to have rules and take responsibility for directing their own behaviour.
- Pupils work together very positively and effectively both inside and outside the classroom.
- Pupils display an excellent attitude of tolerance and respect towards each other, fully appreciating the value of living in a diverse community.
- Pupils make an excellent contribution to the wider community and many show an exceptional awareness of the needs of other people.

Recommendation(s)

3.3 The school is advised to make the following improvement:

- Ensure that the progress of all pupils is supported by a consistent approach to the direction and planning of the teaching.

The quality of the pupils' academic and other achievements

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

3.5 The college meets its aim of equipping pupils with the skills, knowledge and qualifications to help them achieve their potential. Pupils take a combination of GCSE and International GCSE (IGCSE) courses. Pupils achieve results above the national average for maintained schools and make good progress. 92% of grades in 2018-2019 were at 9-4 with 47% at 9-7. Sixth form pupils take a combination of A-level and Pre-U courses and achieve results in line with the national average. 97% of grades in 2018-2019 were at A*-E, with 59% at A*-B. There is no significant difference between the performance of SEND pupils and others at GCSE and IGCSE, with EAL pupils achieving higher than the college's average. In the sixth form, the performance of these groups is above the average for the rest of the college though not by a significant margin. Almost all parents and most pupils who responded to the pre-inspection questionnaire agreed that teaching enabled the pupils to learn and make progress. Inspection evidence supports this perspective. Across the school, pupils make good progress overall, through the years.

- 3.6 Pupils develop their knowledge, skills and understanding successfully across a wide range of subjects, achieving good standards in the vast majority. This was observed in all year groups. Pupils showed good levels of knowledge of the core concepts within their subject areas, though there was less evidence of more in-depth learning in some of the lessons observed on inspection. There was good use of questions requiring a recall of understanding at the beginning of lessons, which enabled pupils to feel confident with their learning and move forward onto the next topic. Sometimes not all students were fully occupied once they had finished the set task and this limited their progress, though equally there were some lessons where pupils were fully engaged and challenged throughout. The work scrutiny undertaken during the inspection provided some useful evidence on the amount of progress made by pupils, though this was not helped by an inconsistent approach to marking across the subjects. Teachers provided some valuable resources and activities that gave opportunities for pupils to develop and exhibit their skills fully. Pupils showed good knowledge and understanding in all lessons observed and most seemed enthusiastic and keen to learn and develop their skills further.
- 3.7 Pupils are very confident and competent in communicating their ideas and listen respectfully to each other and learn from this. There was an excellent example of this in a politics lesson on voting rights, where pupils listened carefully and made perceptive comments in developing their answers.. Many pupils are highly eloquent in conversation and in class, answering questions and in discussion. A few pupils are more cautious in expressing their views but are nonetheless capable of writing, reading and listening effectively. Most teaching encouraged this involvement through careful planning. The pupils' ability to communicate very effectively was also seen in other media such as artwork and in dramatic performance. Pupils' written work is clear and well-expressed and, in most subjects, effective written feedback from teachers helps pupils to progress, though this is not always the case.
- 3.8 Pupils expressed confidence in their numeracy skills and could use their understanding outside of their mathematics lessons, as seen in an economics lesson where pupils had to analyse income elasticity of demand. However, these skills were limited by the opportunities given to them in other subjects. The evidence from lessons shows that pupils' numeracy is sufficient to allow progress in other subjects. Pupils who spoke to the inspectors reported that they feel confident in their ability to handle numbers and that they received helpful support where needed, including when they used mathematical skills in other subjects.
- 3.9 Pupils in younger years use information communication technology (ICT) confidently in their work though this was not always as obvious elsewhere in the school. In the most effective teaching seen, pupils made excellent use of a wide variety of applications, such as in a lesson where they created a mail-merge database to produce a game. Pupils confidently use their laptops and tablets in lessons. They expressed appreciation of subjects that uploaded work and marked assignments online because they received instant feedback. Younger pupils confidently used their devices in a history lesson and enthusiastically described their use of tablets as a positive and welcome aid to their learning. The school's recent developments in ICT, focusing on the younger years initially, are clearly having a positive impact on the children's learning and especially their engagement in lessons. Pupils demonstrate good and sometimes excellent levels of ability to control and manipulate ICT to aid their studies. Pupils used their skills effectively for projects inside and outside the classroom, seen in a promotional video produced by pupils in the Combined Cadet Force (CCF) and in a three-dimensional design product of a skittles game.

- 3.10 Pupils draw on a range of information and apply this to new tasks. In some lessons observed, pupils hypothesised confidently, and they displayed good core skills across all lessons. In a geography lesson older pupils effectively and independently analysed the success of an aid programme in Tanzania. There was strong evidence of pupils using high levels of thinking and exploring their work fully, developing their own ideas and views effectively, encouraged by some challenging teaching, based around leaders' successful embedding of the school's *Attitudes, Approaches, Routines and Habits* learning strategy. Pupils draw on information learnt in previous lessons and apply it to new tasks, helped by the consistent use of recap questions at the start of lessons, seen in a maths lessons on binomial expansion. They are confident in putting forward suggestions to predict the outcome of questions, even if they are not always accurate in their predictions. Pupils recognise the role that the boarding house plays in fostering these skills by providing them with extra support. However, sometimes opportunities for pupils to demonstrate and develop such study skills were more limited than they might have been because some lessons did not challenge or provide clear direction.
- 3.11 Pupils learn a wide range of new skills, both academic and non-academic, from the opportunities provided by the extensive co-curricular programme. They achieve very high standards in many of these activities, with significant success in a variety of sports, both team and individual, and considerable success in music and drama examinations and other areas. The artwork on display throughout the school is outstanding and represents a range of different media. The number of drama and music events over the year reflects the commitment of pupils, teaching and the support of senior leaders and helps to develop further pupils' skills of performance. The high level of participation and achievement in sport and other areas of the co-curriculum builds confidence and self-esteem among the pupils. They also take part successfully in a range of subject-based events such as the UK Maths Challenge and an art competition combining public speaking and artistic knowledge. Pupils gain success in The Duke of Edinburgh's Award scheme (DoE) at all levels including gold. Pupils gain valuable insight into leadership and develop their resilience through their participation in the Combined Cadet Force (CCF).
- 3.12 Good attitudes towards work were seen in many lessons. Pupils work together effectively and are confident in the support they receive from the school. Pupils show good levels of initiative and independence, especially when they are supported by dynamic teaching. In a biology lesson, pupils discussed dominant and recessive genes in relation to eye colour, using prior knowledge to suggest hypotheses for the likely answer, whilst in a drama lesson, pupils confidently prepared and presented a piece of improvisation using different techniques of communication. Pupils are clearly comfortable working independently or collaboratively. Where it is challenging and dynamic, the teaching helps to foster this positive attitude and assists pupils' progress and development as learners. All pupils interviewed understood the need to take responsibility for their own learning, and all were happy to do this. The *Attitudes, Approaches, Routines and Habits* programme and strong leadership in this area has been effective in beginning to embed this culture of academic responsibility and thus develop pupils' skills and progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show strong levels of self-confidence, in keeping with the school's focus on developing character attributes which will help their future progress. Pupils demonstrate calm self-resilience and great confidence inside and outside the classroom. Overall, there are good levels of self-esteem and this is aided by teaching that often requires self-reflection. Pupils appreciate the support they receive from teaching and the boarding community, through activities such as the *Confidence Club*, so that they consequently develop greater responsibility for their learning. This was seen in the mature way pupils conducted themselves in interviews, where they were more than prepared to express their views openly, positive and negative. Pupils thrive in the positive atmosphere of the school with its stated aim of building character and promoting wellbeing, a key and developing feature of recent years. Pupils who spoke to the inspectors said that they are proud to be part of a mentality that has developed a creed of trying everything, at least once. Pupils' levels of motivation are high, and they demonstrate a strong awareness of themselves and how to improve their performance in examinations. Most pupils, including boarders, who responded to the questionnaire agreed that the school, including boarding, helped them to become more confident and independent.
- 3.15 Pupils are involved in making decisions on their own lives. They benefit from a careers' programme which involves them from an early stage in understanding themselves, through reviewing their strengths and weaknesses, with the effect that they can choose their future pathways, confident in knowing the range of possibilities open to them. Pupils participate fully in their house councils and they suggest ideas for improving their and others' experience at the school, encouraged by the leadership's increased promotion of pupils' involvement in school life. Prefects also meet regularly to review how they can best support younger pupils, such as in the development of the cultural committees. An example of the pupils' involvement in decision-making is in the design of the new dining hall and catering facilities, about which their views were sought and valued. Pupils have a very clear sense of developing their independence and take the opportunities to make decisions. They can access advice from a range of sources in the school and assisted by the school's use of external presentations to broaden pupils' perspectives on the world beyond the school gates. Pupils are actively engaged in any decisions about choosing option subjects, which gives them a greater sense of responsibility for their learning.
- 3.16 Pupils who spoke to the inspectors said that they appreciate the opportunities for quiet reflection on their lives, enabling them to become stronger as individuals. Pupils learn from their religious studies lessons to discuss perceptively, different philosophical concepts. They are reflective and consider the wider issues in the world around them, such as the current challenges to the environment. The latter has led them to form an environment committee and take on projects such as reducing the school's use of plastic. Pupils said that they value the support of the chaplain and the provision of a quiet area in the chapel for their own quiet reflection. They spoke positively about activities such as the yoga and meditation clubs and the natural calm of the school's extensive grounds, as a means of giving them time away from the challenges of their work and a chance to relax, ready for the next day.

- 3.17 Pupils have a strong understanding of right and wrong, as shown in their self-produced set of cultural norms which state their community beliefs: to be courageous in doing what is right, respecting themselves and others, encouraging others to be themselves and be inclusive of all. They know to challenge inappropriate behaviour and acknowledge that such occasions are dealt with decisively. They value the school's high expectations for behaviour. An approach of restorative justice is used increasingly in the school and pupils recognise that this is an effective way of tackling issues of behaviour. Pupils exhibit an excellent level of behaviour around the school and in the lessons observed, were mostly very focused and engaged in their learning. Pupils show a strong awareness of the needs of other people and the value of a code of conduct as emerged during a discussion by senior pupils on the moral attitudes described in Jane Austen's books. Their ideas reflected the school's ethos and emphasis on thinking of other people, developed strongly in recent years. Pupils clearly have an excellent sense of personal responsibility for their own actions and understand that there should be consequences if they fall short of their own expectations.
- 3.18 Pupils take part in a wide array of community involvement, often through the houses. Pupils are capable and confident collaborators, working together successfully inside and outside the classroom, as seen in the positive atmosphere of a rehearsal for the *Foundation Day* celebration taking place the following week. Pupils work collaboratively to provide support to other pupils as well as organise a broad range of charity fundraising activities for the school. Pupils view collaboration as being an important part of being a member of the school community. Pupils exhibit a very strong sense of cohesion, seeing the importance of working together, so that they can all develop their potential. This sense of cohesion is achieved in a very natural way and thrives in the close links between day and boarding pupils, through the house system. Pupils develop their collaborative skills strongly through the many boarding events, from organising the weekly social nights, to interhouse sports and debating teams. The result is that pupils work together enthusiastically to solve many different types of problems in teams of varying sizes. Almost all parents and most pupils who responded to the questionnaire agreed that the school enabled pupils to be confident and independent.
- 3.19 Pupils contribute fully to a wide range of charities from local to international and this broadens their awareness of the needs of the wider world. There is a strong sense of cohesion in the school often focused within the houses, and which transcends age boundaries, thus building further pupils' confidence and sense of community. Pupils respond positively to the opportunities to be involved in the world outside the school, through activities such as engaging in outreach work like supporting children in a local school for pupils with disabilities or helping at the local church on Sundays. The number of opportunities for pupils to contribute to others, the school or the community is one of the school's strengths and pupils develop valuable skills of leadership and enterprise through these. Boarders cheerfully engage as subject ambassadors, helping other pupils in house. The school clearly articulates the imperative to look beyond its gates, at the wider world both locally and far away and pupils respond positively to this exhortation and grow in strength of character as a result.
- 3.20 Pupils see inclusion as an important aspect of their school and are passionate about the importance of having tolerance and respect for each other. They take part in the cultural committees which promote an appreciation of the diverse community that is Lord Wandsworth College. Pupils have strong views on not tolerating racism and respect is strongly embedded in the school. Overseas pupils were clear that they had been made to feel very welcome when they arrived. The cultural committees in every year-group are led by pupils and are active in promoting tolerance across the school, developing further their awareness of themselves and each other. The pupils, whatever their background, work together very successfully, celebrating the different cultural festivals of pupils in the school. Almost all parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. The house system with its blend of day and boarding pupils, promotes this sense of togetherness and enables pupils to develop a genuine and strong respect for each other and appreciation of the value of diversity. Pupils understand fully the school's strong lines on issues such as racism and misogyny.

3.21 Pupils feel very safe and healthy both physically and mentally. They value the training and support provided by the school in keeping themselves safe and healthy, through events such as presentations on nutrition. Pupils understand clearly the need for a balanced diet and benefit from the range of healthy food on offer. Pupils know about the importance of mental health and see the wellbeing programme as a valuable support for them. Pupils have a clear understanding of how to keep safe online, as confirmed by most pupils who responded to the questionnaire. They could explain why it was important to lead healthy lives and they knew how to do so. They learn about these issues through a programme of assemblies and lessons, as well as through more informal activities, often taking place within the houses. These assemblies can be led by outside speakers, by staff or indeed by pupils, some of whom have chosen to talk to their peers about issues such as stress. The pupils gain valuable insight into their own characters and clearly grow in strength as healthy individuals, reflecting the success of the school in achieving its key aims, with their emphasis on wellbeing and happiness, helping others and involving pupils in their own development.

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 house and form meetings. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Gareth Price	Reporting inspector
Mr Andrew Underwood	Compliance team inspector (Deputy head, GSA school)
Mrs Nichola Haworth	Team inspector for boarding (Head of boarding, HMC school)
Mr Keith Metcalfe	Team inspector (Head, HMC school)
Mr Alex Osiatynski	Team inspector for boarding (Head, IAPS school)