



**ISI** Independent  
Schools  
Inspectorate

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

**Repton School**

**February 2020**



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### School's Details

<b>School</b>	Repton School			
<b>DfE number</b>	830/6001			
<b>Registered charity number</b>	4390219			
<b>Address</b>	Repton School The Hall Repton Derbyshire DE65 6FH			
<b>Telephone number</b>	01283 559220			
<b>Email address</b>	headmaster@repton.org.uk			
<b>Headteacher</b>	Mr Mark Semmence			
<b>Chair of governors</b>	Sir Henry Every Bt.			
<b>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	608			
	<b>Day pupils</b>	190	<b>Boarders</b>	418
	<b>Seniors</b>	322	<b>Sixth Form</b>	286
<b>Inspection dates</b>	25 to 27 February 2020			

## 1. Background Information

### About the school

- 1.1 Repton School is an independent co-educational boarding and day school for pupils aged between 13 and 18 years. The school was founded in 1557 as a boys' school and became co-educational in 1979. The school is set in its own grounds in the village of Repton with ten boarding houses, four for female and six for male pupils, located around the village. The school is a charitable company limited by guarantee and is administered by a board of governors which also oversees the prep school, Foremark Hall, and a company promoting the development of Repton schools overseas.
- 1.2 Since the previous inspection, a new headteacher was appointed in April 2019. He has restructured the senior management team and introduced technology to support pupils' achievement and wellbeing.

### What the school seeks to do

- 1.3 The school aims to promote pupils' self-confidence, community values and lifelong friendships, encouraging pupils to embrace opportunity and challenge. It aims to ensure pupils develop the skills and store the experiences that inspire real achievement, creating the pathways for lifelong learning.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds, with around one in seven pupils coming from overseas. Data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 118 pupils as having special educational needs and/or disabilities (SEND), which include specific learning difficulties and medical disabilities. All receive additional specialist help as required. There are no pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for 88 pupils, 23 of whom receive timetabled EAL lessons. Data used by the school have identified 139 pupils as being the most able in the school's population. They are supported through individual tutorials and extension opportunities. Pupils with particular talents such as in sport or music are nurtured through special programmes.

## 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 REGULATORY 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.

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 2017 to 2019, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have been well above 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 standard 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 standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 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 standard 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>
B block	Year 9
A block	Year 10
O block	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13



## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils make excellent progress and achieve outcomes which are well above national average levels at GCSE and A level.
  - Pupils' group and individual achievements beyond the classroom, particularly in sport, are outstanding.
  - Pupils are highly articulate communicators who speak confidently with their peers and adults.
  - Pupils display highly positive attitudes, and they work very productively.
  - The skills of some pupils in information and communication technology (ICT) are not as highly developed as those in other areas.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils work effectively in teams and support each other very well.
  - Pupils have high levels of self-confidence and self-knowledge and are consequently very well prepared for life after they leave school.
  - Pupils understand how to stay safe and healthy, take full advantage of the many opportunities for sport and exercise, and make sensible choices about diet and lifestyle.
  - Pupils behave well and willingly take on responsibilities in their houses and across the school.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- developing older pupils' ICT skills in subjects across the curriculum.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils achieve highly and make excellent progress across the wide range of academic and extra-curricular opportunities available to them. Pupils' achievement in public examinations has been consistently high for the last three years, particularly for girls, with performance both at GCSE and A level being well above the national average for maintained schools. Between 2017 and 2019, around two thirds of GCSE results were at Grade 7 or above. At A level in the same years, around seven out of ten results were at Grade B or above. Pupils with EAL and SEND achieve to the same standard as their peers, aided by highly effective learning support, and more able pupils are challenged and successfully encouraged to achieve very highly. Almost all university applicants achieve admission to their first or second choice of university, often to institutions and courses with high standards of entry, including those overseas. In the questionnaire responses, almost all parents said they felt the range of subjects was suitable for their children, and a very large majority of parents of boarders felt that the boarding experience had helped their children's progress.
- 3.6 Pupils make excellent progress in developing their knowledge, understanding and skills across a wide range of subjects, activities and disciplines. In their questionnaire responses, almost all pupils said that their teachers help them to learn and make progress, and in discussions many pupils told inspectors that teachers give up their time willingly to help them. Pupils gain new knowledge rapidly. For example, in a GCSE French lesson, pupils quickly developed an excellent understanding of the accurate formation of the past tense because the teacher had planned practice activities which rapidly built pupils' confidence. Pupils effectively link new learning to what they know already. For instance, in an

A-level religious studies lesson, pupils demonstrated their excellent knowledge and understanding of liberation theology and the key figures in the movement because the teacher's questioning effectively helped pupils build on their understanding from previous lessons. All groups of pupils make equally rapid progress. Pupils in Year 10 with SEND, for example, were observed making excellent progress in understanding topics in biology because of the effective additional personalised learning support that they received.

- 3.7 Pupils develop excellent communications skills, and they speak with confidence and articulacy with their peers and with adults. This is because the school explicitly develops these skills, for example in house and school debates, and in a public speaking course taken by all pupils in the sixth form. Pupils use these debating skills well in lessons. For example, in a GCSE chemistry lesson, pupils argued their point of view in a confident and well-informed way in a debate on the use of paper versus plastic. Similarly, in an A-level economics lesson, pupils expressed their views on government fiscal policy with clarity and insight, deploying evidence to support their views, and challenging the opinions of others with reasoned arguments. Pupils are comfortable talking with unfamiliar adults. For example, younger pupils talked confidently with inspectors whilst dining in their houses. Pupils display excellent listening skills: in an A-level music lesson, for example, pupils compared very effectively different examples of popular music from the 1950s and 1960s. Pupils' excellent writing skills are evident throughout the school, notably in the samples of written work that were examined.
- 3.8 Pupils develop excellent mathematical and numeracy skills. Pupils make rapid progress in mathematics from their starting points and achieve highly in public examinations: in 2019, six out of ten pupils achieved a Grade 7 or higher in mathematics GCSE. The school's more able mathematicians competed in the UK Senior Maths Challenge, with seven pupils last year gaining gold awards, and ten pupils gaining silver awards. Pupils' numeracy skills are deployed effectively across the curriculum. Scrutiny of younger pupils' work in biology showed pupils using their numeracy skills very well in an exercise on exchange surfaces in living organisms, and their work in physics showed an excellent understanding of decimal and standard form in an exercise on density. A-level economics pupils are confident in constructing and analysing complex supply and demand graphs and, in an A-level physics lesson, pupils demonstrated excellent numeracy skills in dealing with the complex equations in the analysis of thermodynamics problems.
- 3.9 Younger pupils' ICT skills develop well because all pupils study a course in digital literacy in Year 9. All pupils have their own notebook computer which they can use in all lessons and for private study. Pupils use the internet in a mature and critical way. For example, pupils in a biology lesson in Year 9 used their notebook computers to research the causes of pulmonary diseases. Pupils demonstrated a clear understanding of the concept of plagiarism, and of how to evaluate sources found online. Similar proficient use of the internet was seen in a geography lesson in Year 9, with pupils competently researching the spread of the Ebola virus compared with that of coronavirus. The development of older pupils' ICT skills is more varied. Some examples of older pupils' using excellent ICT skills were seen, for example in A-level photography, in which pupils had created excellent images by using appropriate software. However, older pupils told inspectors that they do not use their ICT skills extensively in many subjects, other than for research and for completing their prep. In a number of lessons observed in Key Stage 4, pupils' ICT use was limited to word processing and searches of the internet. The school is aware that not all subjects are providing extensive opportunities for older pupils to fully develop their ICT skills.
- 3.10 Pupils throughout the school display excellent study skills, particularly those of independent learning and research, which are developed in many subjects and activities. The very large majority of parents in questionnaires said that the school helps their children to develop skills for the future and helps them to be confident and independent. Pupils can weigh up evidence and come to a reasoned conclusion. For example, scrutiny of pupils' geography work in Year 9 on the social, economic and environmental impact of a ski resort in Kashmir shows pupils demonstrating a sophisticated appreciation of both sides of the argument, and an ability to make a reasoned evaluation. Pupils can

draw from a wide range of sources in their studies. Pupils in a GCSE classics lesson confidently used a wide variety of written and other sources to make a detailed comparison of Theseus and Romulus. Older pupils in an A-level politics lesson could interpret complex legal sources, able to scan and annotate very competently a legal text on the role of the supreme court in the Brexit debate. Pupils develop excellent higher-order thinking skills in many lessons and subjects. For example, A-level mathematicians demonstrated excellent thinking skills in an exercise on proofs of the irrationality of the square root of 2. Similarly, in a business studies lesson, A-level pupils demonstrated well developed analytical skills, making and testing hypotheses about why some businesses fail to respond to changes in the business environment. Pupils were successful in this because the teacher had explicitly taught pupils to develop their thinking skills.

- 3.11 Pupils are successful in a range of external academic competitions, including winning national prizes in physics, economics and philosophy, and 21 pupils gained gold in The Duke of Edinburgh's Award scheme (DofE). Teams of pupils enter the UK Linguistics Olympiad with considerable success, including winning gold certificates. Pupils are very successful in music, with high numbers achieving Grade 8 or Diploma level in music examinations, and the chapel choir performs each year on BBC Radio 4 and at St Paul's Cathedral. Musicians from Repton have won organ and choral scholarships and gained places at universities and conservatoires with high standards of entry. Repton pupils are outstandingly successful in sport; the boarding environment contributes strongly to this success, providing pupils with the time and access to facilities which enable them to excel. In 2019, the school won all three of the England hockey girls national championship titles at under-14, under-16 and under-18 levels, while the boys' hockey team won gold at under-16 level and silver at under-18. Amongst a wide range of sporting success, Repton pupils are British champions at indoor pentathlon, long jump and junior ladies figure skating, six pupils have been selected for county cricket squads, and three pupils have qualified for national swimming championship finals.
- 3.12 Pupils display highly positive attitudes to work and school life, and they work very productively both individually and as part of a group. For example, in a physics lesson in Year 9 on electrical circuits, pupils worked with great enthusiasm on a variety of tasks and displayed a healthy competitiveness in the final assessment task. In a GCSE art lesson, pupils were wholly absorbed in their print-making task, in an atmosphere of total focus and concentration, whilst still being able to experiment and reflect on their experience. Pupils are notably helpful and supportive of each other in their work. This was seen in a GCSE Spanish lesson in which pupils worked collaboratively to produce a detailed model written answer, using three tenses, on the topic of sport and leisure. Sixth-form pupils worked collaboratively and supported each other in rehearsals for A-level drama pieces, providing each other with feedback that both encouraged them and provided insightful ways to improve.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate high levels of self-confidence and self-awareness. They are thoughtful and mature young people who understand themselves well, and they are consequently prepared exceptionally well for life after school. The boarding environment contributes greatly to this. A very large majority of parents of boarders, in their questionnaire responses, said that the boarding experience has supported their children's personal development, and a similarly high proportion of boarders themselves agreed that boarding has helped them to become more confident and independent. This independence is shown in different ways. In an important 1<sup>st</sup> XI hockey match, the girls decided to lead themselves, both in the warm-up and in giving the half-time team talk, taking responsibility for improving their own performance. They requested that coaches take a step back, in a deliberate move to promote their own independence. Pupils know how to improve their work and performance, and act on the advice given by teachers in many subjects in their marking. This was seen, for example, in a French lesson in Year 9, in which pupils successfully reflected on and improved their written work in response to detailed marking and personalised feedback provided by the teacher.

Pupils are resilient: they told inspectors of times when they had not succeeded straight away, and of strategies they use on these occasions. They told inspectors that school teambuilding days, activities like the Combined Cadet Force (CCF), the DofE scheme and the experience of boarding all help to foster their independence.

- 3.15 Pupils develop extremely good decision-making skills which are apparent across a range of activities. In discussions, pupils said they were aware of the importance of making correct decisions regarding their use of time to balance academic studies with extra-curricular opportunities. Pupils are confident to make decisions about the options and pathways that are open to them both in school and beyond because they feel well informed. Pupils are often given choices in how they complete a piece of work, especially in the sixth form. In an A-level textiles lesson, for example, pupils felt confident to choose a project for their final piece and work independently on it. Similarly, in A-level technology, pupils choose their practical projects independently, and make decisions about how to develop them with little input from the teacher.
- 3.16 Pupils show a well-developed understanding of, and appreciation for, the non-material aspects of life. They told inspectors that they appreciate chapel as a valuable time for quiet reflection, and they welcome this chance to bring a little peace and stillness into their busy lives. Pupils from one boarding house are refurbishing an area in their house to create a space for quiet reflection and mindfulness. In religious studies lessons, pupils show a sophisticated ability to think about important questions, such as the existence of God and whether going to war can ever be justified. In a sixth-form art lesson, pupils demonstrated that they reflect on and respond to the work of other artists with maturity and sophistication. Although the school has a broadly Christian ethos, pupils have a respect for other religions, which are actively promoted throughout the school. Pupils told inspectors they enjoy the chance to engage with broader philosophical issues, which are discussed in a variety of academic societies, especially in regular meetings of the *Hampshire Society*, run by the religious studies department.
- 3.17 Pupils show excellent moral understanding and demonstrate this through their extremely good behaviour in lessons and around the school, as well as in the courtesy and consideration they display towards each other and to visitors. In their questionnaire responses, the very large majority of parents said that the school actively promotes good behaviour, and almost all pupils said that the school expects them to behave well. Older pupils act as role models for younger ones and willingly take on the responsibilities that both the school and their houses provide them, such as being prefects, supervising prep and undertaking lunch duties. Inspectors witnessed pupils responding with maturity to many opportunities in the curriculum to develop their sense of morality, for instance when considering the ethics of war in religious studies, climate change in a tutorial session, issues of consent in personal, social and health education, or broader moral issues arising from the study of a Shakespearean text.
- 3.18 Pupils collaborate extremely well with each other both in lessons and in a wide range of other activities. In their questionnaire responses, the very large majority of pupils said that the school helps them to develop strong teamwork and social skills. In a GCSE English lesson, pupils worked very well together making mind maps which compared poems, with a number of pupils moving around the class helping others. Sixth-form pupils displayed strong teamwork skills in an A-level mathematics lesson in which they worked together to use the trapezium rule to solve integration problems. Pupils listened to each other and took the time to check each other's methods and answers. Pupils told inspectors that their teamworking skills are developed very well in the many sports opportunities that they enjoy, in CCF drill and teamwork, and through many house activities that boarders in particular can benefit from.
- 3.19 Pupils show a well-developed understanding of the need to contribute both to the school and to the wider community. Pupils speak with passion and pride about their group fundraising activities for their chosen charities. They organise events such as a 'sale of work' for which many make craft items and sell food and drink to the school community and the local village. Pupils understand the importance

of giving time to help improve the lives of those less fortunate than themselves. They are taking a lead on raising money for local homeless young people, including an all-night sleep out in Derby. Volunteering is a central part of the DofE scheme, and through this, pupils help with local youth groups. They organise lunches in the village hall for local elderly people, and through a link school in Ghana, pupils volunteer to teach overseas. Sixth-form pupils in particular contribute positively to school life and support the staff very effectively in the day-to-day running of the school, deriving considerable benefit from doing so.

- 3.20 Pupils understand well the importance of diversity within the school and wider society, and they appreciate the value in treating everyone equally. In their responses to the questionnaires, the very large majority of pupils said that the school actively encourages them to respect and tolerate other people, and parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. The school is a harmonious place in which to learn, and inspectors noted on their many visits to boarding houses that boarders from different backgrounds get on very well together, integrate quickly and mix freely. Pupils' understanding of and support for the key values that underpin life in modern Britain, including democracy and the rule of law, are evident from pupils' attitudes and behaviour, and from the views that they express.
- 3.21 Pupils understand very well how to live safe and healthy lives. This comes in part from their work in the classroom. For example, pupils in an A-level physical education lesson conducted a lively debate on the ethics and effectiveness of drug taking in sport, whilst others in an A-level Spanish lesson showed an excellent understanding of the health benefits of the Mediterranean diet. Pupils are very aware of what contributes positively towards their physical and mental health, specifically with regard to diet, drugs, fitness and online safety. Pupils told inspectors that talks from external speakers, organised by the school, on drugs, addiction and gambling made a strong impact on them. Pupils take full advantage of the many opportunities and facilities that they have for co-curricular sport and exercise. Pupils said they appreciate the activities for the less competitive, such as dance, yoga and swimming. In one extra-curricular activities session, inspectors observed a group of pupils working independently through an exercise programme in the strength and conditioning room, taking responsibility for their own personal fitness. Pupils understand the importance of healthy eating and make sensible choices in their diet. Pupils are aware of how to stay safe, both physically and online, and know to inform an adult that they trust if they have any concerns about their own safety or that of another pupil.

## 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, including the chair of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period and attended house registration periods and chapel. 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 Michael Phipps	Reporting inspector
Mrs Pamela Leech	Deputy reporting inspector
Mrs Nicola Smillie	Compliance team inspector (Headteacher, GSA school)
Dr Martin Boulton	Team inspector (Headmaster, HMC school)
Mr Nick Brown	Team inspector for boarding (Deputy head, HMC school)
Mr Jonathan Shaw	Team inspector for boarding (Head, HMC school)
Mrs Susan Wallace-Woodroffe	Team inspector for boarding (Headmistress, GSA school)