



ISI Independent
Schools
Inspectorate

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

Rossall School

June 2019



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School's Details

School	Rossall School			
DfE number	888/6044			
Registered charity number	526685			
Address	Rossall School Broadway Fleetwood Lancashire FY7 8JW			
Telephone number	01253 774201			
Email address	head@rossall.org.uk			
Head	Mr Jeremy Quartermain			
Chair of governors	Mr Chris Holt			
Age range	2 to 19			
Number of pupils on roll	639			
	Boys	338	Girls	301
	Day pupils	393	Boarders	246
	EYFS	55	Juniors	121
	Seniors	276	Sixth Form	187
Inspection dates	25 to 27 June 2019			

1. Background Information

About the school

- 1.1 Founded in 1844, Rossall School is an independent day and boarding school for boys and girls aged between 2 and 19 years. Incorporated by Royal Charter, the school is a registered charity. It is governed by the Council of the Corporation of Rossall School.
- 1.2 The school comprises three departments: infants, including an EYFS section, for pupils aged 2 to 7 years; juniors for pupils aged 7 to 11 years; and seniors, including a sixth form, for pupils aged 11 to 19 years. Boarders, from the age of 7 years are accommodated in 8 boarding houses, 1 mixed junior house, 3 for senior girls, and 4 for senior boys.
- 1.3 Since the previous inspection, the school has built a new sports centre and performing arts centre. A new head was appointed in September 2018.

What the school seeks to do

- 1.4 The school seeks to inspire life-long learning within a nurturing, creative and intellectually dynamic community. It endeavours to develop young people who are caring, compassionate and committed to making a positive contribution to society.

About the pupils

- 1.5 Most day pupils live within a 15 miles radius of the school and come from a range of business and professional backgrounds which reflects the diverse cultural and social character of the area. Almost all boarders come from overseas, representing thirty-eight countries. Nationally standardised test data provided by the school indicate that the ability of the senior school is above average and broadly average in the sixth form. The school has identified 74 pupils as having special educational needs and/or disabilities of whom 45 receive additional support, predominantly with dyslexia. No pupil in the school has an education, health and care (EHCP) plan. English is an additional language (EAL) for 184 pupils, of whom 153 receive additional support in this regard. Data used by the school have identified 38 pupils as being the most able in the school's population, and the curriculum is modified for them through the school's enrichment programme.

2 Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE, performance was in line with the national average for maintained schools in 2015 and above the national average in 2017.
- 2.4 Results in international baccalaureate examinations were similar to worldwide norms in 2017.
- 2.5 In the sixth form, A-level results were in line with the average for sixth formers in maintained schools in 2015 and below the national average in 2017.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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.
- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 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

- 2.21 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.
- 2.22 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.

Key findings

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

- Pupils' overall attainment in the most recent nationally standardised examinations is good.
- Pupils achieve very well in a range of extra-curricular and sporting activities.
- Junior pupils are inquisitive, curious and consistently take responsibility for their own learning.
- Pupils of all ages have excellent communication skills.

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

- Pupils relate very well to each other because of the supportive environment of the house structure and the boarding system.
- Pupils embrace and respect the diversity of the school and appreciate their own and other cultures and faiths.
- Pupils' behaviour is exemplary.
- Pupils of all ages display a high level of environmental awareness and care for their surroundings.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils' overall attainment in nationally standardised examinations is strengthened by continuing to embed effective monitoring and tracking of pupils' progress.
- Further support pupils' progress in the senior school, through greater consistency in the effectiveness of feedback and marking.

The quality of pupils' academic and other achievements

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

3.5 Pupils' attainment in the senior school in GCSE examinations was above the national average for maintained schools in 2017 and results in IGCSE have been similar to worldwide norms. Analysis of data provided by the school indicates that in 2018 the proportion of examinations that were awarded the highest grades was well above the average for pupils taking the same subjects. Results in International Baccalaureate in 2018 were in line with the worldwide norms. Pupils' attainment at A level was line with the average for sixth formers in maintained schools in 2015, and in 2017 was below the national average for maintained schools with similar results achieved in 2018. A high percentage of leavers gain places at their first choice university, a significant number of which are on competitive courses. Pupils with English as an additional language (EAL) make rapid progress in their linguistic skills. They have benefited from the dedicated extra support and increased contact time. Pupils with special educational needs and disabilities (SEND), perform above their capabilities due to the specialist help they receive. The school is undergoing a period of great change. A new leadership team has been appointed and has introduced a rigorous approach to improving progress and attainment. Pupils are beginning to benefit from a more focused system of monitoring and tracking to maximise their learning and progress. Pupils speak confidently about how well they are achieving in subjects and know what they need to do to improve further. They also stated through interview and pre-inspection questionnaires that feedback helps them improve, as do clear expectations of the outcome for which they should be aiming. However, marking and feedback is inconsistently applied across departments in the senior school and this is inhibiting the progress of some pupils.

- 3.6 Pupils of all ages demonstrate excellent attitudes towards their learning. They work collaboratively as well as individually. Junior pupils are inquisitive, highly motivated and display curiosity about the world beyond the classroom. They achieve well because the junior school curriculum enables them to take responsibility for their own learning and they relish the opportunity to do so. They investigate topics thoroughly, setting their own lines of enquiry and competently finding the answers to the questions they have posed. A junior class confidently discussed politics, prime ministers and government systems, following an impromptu comment about the present leadership election. In the senior school many pupils approach their academic work with enthusiasm and enjoyment. Carefully planned lessons, skilled questioning and appropriate challenge enable pupils to engage and take control of their own learning. In a Spanish lesson, pupils worked out for themselves how they could improve the quality of their work and developed a strategy to use next time. Where lessons are less well planned and the focus of the lesson is not clear, pupils are less likely to engage, and progress can be slow. This was reflected in the pre-inspection questionnaires, where a very small minority of senior pupils indicated that activities in lessons were not interesting and time was not well used.
- 3.7 Pupils' skills, knowledge and understanding across all areas of learning is very good. They think for themselves and can accurately analyse data and text, applying their knowledge to new situations. In a maths lesson, senior pupils effectively used their previous knowledge to judge which of two problem solving methods was the more effective. They were able to explain why and justify their opinions. In a reception class, pupils passionately explored square numbers and were able to identify, using blocks, which ones would not make square numbers. In a senior English lesson, pupils' sophisticated thinking was observed when a newspaper article was produced from a poem. Psychology pupils argued and discussed cogently, enhanced by a touch of humour.
- 3.8 Pupils demonstrate higher order thinking skills and hypothesise, analyse and synthesise information when they are encouraged to think for themselves and searching questions are used. Year 8 pupils studying 'The Tempest', were highly successful in evaluating Shakespeare's purpose when challenged to analyse a section of the text after undertaking their own research. Senior pupils' written work displays their very good ability in synthesising and analysing data. Junior pupils consistently challenge themselves to think about the deeper meaning of their learning or actions. They recently contacted an ocean conservation group in preparation for cleaning the local beach, following an investigation into protecting the environment. They are inquisitive learners, always asking how and why.
- 3.9 Pupils' oral communication is very good. They have excellent speaking and listening skills. Boarders demonstrated eloquence and confidence when speaking informatively about their school and the boarding experience. Year 4 pupils debated passionately whether Dennis, from 'Boy in A Dress' should be expelled. Pupils with EAL improve their English and public speaking skills by taking small parts in performances. Written work is well presented and carefully produced. From an early age, pupils display a willingness to perform and speak in public. They participate in presentations, school assemblies and drama productions, and do so confidently and competently. A number of pupils have gained notable achievement in LAMDA exams. Junior pupils excitedly take pleasure in presenting their work, orally and in writing.
- 3.10 Junior pupils enthuse about the way they are encouraged to learn independently, and are motivated by the challenge provided by their inquiry. They are confident they will attain well in tests and enjoy taking part in the self-assessment process. They spoke with enthusiasm about their 'dictator day' and what they learned about various forms of government. They were able to reflect on the implications of holding total power, and what it felt like not to have any. Pupils' numeracy skills are well developed and applied successfully in other areas of the curriculum. In music, senior pupils counted beats to develop complex rhythms. Sixth form science pupils engaged in complex mathematical tasks and calculated the conditions needed for the formation of granite. Younger pupils confidently take measurements, tabulate data, draw graphs and calculate as required. In history, pupils use methods of numeracy effectively to understand chronology through handling data, statistics, graphs and charts. Numeracy in the infants is very good. Learning outcomes focus attention, and enable pupils to transfer

successfully their skills to other areas of the curriculum. Pupils have gained notable success in national mathematics challenges. Pupils show a very good range of ICT skills and are confident in applying these to all areas of the curriculum. All pupils have benefited from an increasing use of ICT and personal tablets. Senior pupils have produced some excellent slideshows and videos in order to share their thoughts and ideas. A French class made up their own quiz cards using subject specific vocabulary. The pupils further developed their own language skills by playing the quiz using their personal devices. When ICT is used to set homework, provide video assistance and questions, pupils agree that it definitely helps their learning and progress. Many spoke with enthusiasm about the advantages of keeping track of amendments and improvements in their written work digitally. Pupils of all ages effectively develop a range of skills through routine use of ICT for presentations in all areas of the curriculum. They demonstrate excellent on-line research skills in all parts of the school. They speak enthusiastically about the opportunities provided by the internet to develop topics they find interesting such as coding. Junior pupils, using their tablets for research, were aware of unreliable websites and the need to verify any information before it was used. Pupils know how to stay safe online.

- 3.11 Success in extra-curricular activities begins early in the junior school. Pupils have the opportunity to take part in a broad and balanced range of enrichment activities. They participate willingly and are encouraged to take music and sport scholarships into Year 7. Pupils are proud of the successes they have gained in swimming, golf, chess and cricket. They display determination to be part of the school musicals which take place every year. Pupils also share individual achievements from beyond the school, and the school ethos of praise and reward stimulates their further success. Senior pupils, engage with a wide variety of activities which develop new interests and hone their talents and expertise. They embrace the school's aim to promote sporting excellence and engender artistic creativity: a testament to the vision of the school's leaders. They achieve highly because the school expects that they will, and encourages them to do the best they can. The on-site space centre engages the interests of pupils, but is also a point of information for the wider community. The school is proud of its golf academy, and the success its pupils achieved being crowned National Golf Champions at the Independent Schools Golf Association (ISGA) Championship. School teams and individuals are consistently successful at national, regional and local levels. A significant number of pupils play sport for county teams in rugby, football, cricket, hockey, athletics and swimming. Football coaching run by professional players, trains pupils beyond football skills, focusing on their physical and mental well-being. There are notable achievements in music, art and drama. The school choir has sung at international venues and, at present, is preparing to sing in Westminster Abbey later this year.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils of all ages are self-confident, self-reflective and self-disciplined. From an early age they develop resilience and understand that making mistakes is part of the learning process. The embedded culture of the school encourages the pupils to have a go first and to see their teachers as a secondary resource. In EYFS, a bridge building project enabled pupils to work out successfully what changes to the structure were needed in order for the bridge to rest either side of the gap. In the junior school pupils are inquisitive, curious and resourceful. They adopt a try and try again attitude showing high levels of emotional intelligence and self-discipline. Pupils understand that they should regard failure as a challenge. Boarders, many of whom are international, recognise that boarding teaches them self-discipline and resilience. They understand it is important that they settle into a new environment quickly and speak appreciatively of staff who give them the confidence to make themselves heard. Senior school pupils value the many opportunities provided by the school which help them develop their 'character' and build self-esteem. Pupils are well prepared for the next stage of their lives through a variety of school trips, CCF, The Duke of Edinburgh's Award scheme and also a broad spectrum of sports. Pupils feel that the strong pastoral support, as well as the praise and

encouragement they receive from their teachers, builds their self-confidence and makes them feel valued by all members of the school community.

- 3.14 Pupils understand that the decisions they make are important factors in the outcome of their achievements and well-being. They recognise the importance of hard work and appreciate they can determine their own success through personal endeavour. A chemistry class independently researched a topic, designed and then carried out their own investigation. Pupils successfully considered levels of risk and learnt from their mistakes before reaching a workable conclusion. Year 2 pupils discussed how they were feeling about moving into Year 3. They proposed a number of solutions to help manage their anxiety and that of others. Sixth form pupils expressed appreciation for the support they received in the decision-making processes about their future, displaying a mature, confident attitude as a result. Senior pupils, during a history lesson, confidently shared their views on what they felt was the most effective way for them to learn.
- 3.15 Pupils' behaviour is excellent. They have a strong sense of right and wrong and there is little tolerance for unkindness and misbehaviour. Pupils have a very good understanding of the rule of law and the robust personal, social, health and economic education (PSHE) syllabus endorses and embeds the importance of taking responsibility for their own behaviour. In the junior school, pupils make up their own classroom rules, and Year 6 pupils were able to explain in detail why some rules on an invented island were more important than others. Staff, sixth form monitors and other senior pupils are excellent role models for the younger pupils who value the support they offer.
- 3.16 Pupils are very socially aware and work together effectively. The house system, rooted in the boarding houses, is fundamental to the social development of the pupils and a real strength of the school. Day pupils belong to a house, have their own rooms, and are free to go to the boarding house after school and during the weekend if they wish. There is a real sense of belonging and camaraderie between the members of the house regardless of age. Pupils value the freedom, support and nurturing that the house and boarding system provide for them, even as a day pupil. This sense of belonging was evident in the rousing congregational singing, which takes place in the school chapel. Good-natured competition between the houses, ages, boys and girls, heartily supported by the staff, provided a spirited mix between the old, established and atmospheric surroundings of the chapel and the young, vibrant and enthusiastic voices of the congregation. It is a sign of their respect for past traditions and pride for their own place in the school's history.
- 3.17 Pupils appreciate the peaceful and tranquil surroundings and the open spaces in which they are educated. They show respect for the privileges they enjoy, and the school community as a whole is active in keeping their environment clean, tidy and litter free. Pupils express genuine interest in the environment beyond their school and speak passionately about their desire to look after the world in which they live. Both senior and junior pupils spoke with enthusiasm about their beach cleaning initiatives and how important it is to care for the environment. Pupils develop an appreciation of the non-material aspect of life. They describe the calming effect of watching the sun set from the sea wall at the end of a busy day. Year 2 pupils voiced their opinion that a 'wow' moment for them was coming across something they were not expecting, or just simply being in the school dining hall. Senior pupils agree that it is an awe-inspiring place.
- 3.18 Pupils work very well together. The multicultural nature of the school is acknowledged and celebrated. Boarding is a considerable strength of the school and contributes to the experience of all pupils creating a genuine, welcoming and family ethos. Pupils view this social, cultural and mixed age group system as a real advantage. They recognise that the friendly nature of the school is due to the inclusive environment engendered by having so many different nationalities represented. EAL pupils successfully develop their language skills through cooking, using recipes written in English, whilst native English speakers develop an awareness of foreign cultures and language by cooking well known signature dishes. House captains and monitors provide valuable support, and younger pupils have stated they want to be just like them when they grow up. Junior school pupils work collaboratively

together in lessons as part of the integrated curriculum and senior pupils are socially aware, respectful and very willing to collaborate with others in a variety of group and team activities.

- 3.19 Pupils of all ages have a well-developed appreciation of what is considered to be a healthy lifestyle including diet, exercise and mental well-being. Infant pupils enthusiastically listed food which they consider to be healthy. Year six pupils confidently discussed the value of keeping both mentally and physically healthy. They appreciated the importance of a balanced diet, physical exercise and plenty of sleep and considered themselves well able to keep fit and healthy in both mind and body as they grow up. Although a small minority of pupils, through pre-inspection questionnaires and interviews, voiced some dissatisfaction with the quality and range of food, inspectors found there to be a wide range of nutritious, healthy meals and plenty of choice. An overwhelming majority of parents agree that the school encourages the children to adopt a healthy lifestyle. Pupils feel safe in the school. They are aware of the safeguarding measures and appreciate the staff who are responsible for keeping them safe and healthy, both in school and on visits. Through the recent changes in the structural arrangement of the school, and new focus for the school's aims, governors and senior leaders have endeavoured to develop young people who know how to look after themselves and who are also caring, compassionate and committed to making a positive contribution to society.

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 chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Julie Thompson	Reporting inspector
Mr Paul Barlow	Team inspector (Deputy head, ISC school)
Dr Jennifer Burns	Compliance team inspector (Deputy head, HMC school)
Mr Mark Calthrop-Owen	Team inspector (Head of maths, Society of Heads school)
Mrs Emma Custodio	Team inspector for boarding (Head of boarding, HMC school)
Mrs Tania Davidson	Team inspector for boarding (Director of boarding, BSA school)
Mr Chris Hall	Team inspector (Quality assurance inspector for international campuses, HMC school)