



**ISI** Independent  
Schools  
Inspectorate

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

**Shiplake College**

**May 2022**

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### School's Details

|                                  |  |     |                   |     |
|----------------------------------|--|-----|-------------------|-----|
| <b>School</b>                    | Shiplake College   |     |                   |     |
| <b>DfE number</b>                | 931/6050   |     |                   |     |
| <b>Registered charity number</b> | 309651   |     |                   |     |
| <b>Address</b>                   | Shiplake College<br>Henley-on-Thames<br>Oxfordshire<br>RG9 4BW |     |                   |     |
| <b>Telephone number</b>          | 01189 402455   |     |                   |     |
| <b>Email address</b>             | info@shiplake.org.uk   |     |                   |     |
| <b>Headmaster</b>                | Mr Tyrone Howe   |     |                   |     |
| <b>Chair of governors</b>        | Sir David Tanner   |     |                   |     |
| <b>Age range</b>                 | 11 to 18   |     |                   |     |
| <b>Number of pupils on roll</b>  | 492  |     |                   |     |
|                                  | <b>Day pupils</b>  | 316 | <b>Boarders</b>   | 176 |
|                                  | <b>Seniors</b>   | 289 | <b>Sixth Form</b> | 203 |
| <b>Inspection dates</b>          | 10 to 13 May 2022  |     |                   |     |

## 1. Background Information

### About the school

- 1.1 Shiplake College is an independent day and boarding school for pupils. The majority of pupils are male, with female pupils admitted in the sixth form. Boarders are accommodated in five of the eight houses, with separate accommodation for female pupils.
- 1.2 Situated south of Henley-on-Thames, the school was founded in 1959 and is an educational charity. The school's governors are trustees of the charity. Since the previous inspection, the school has created a multi activity and sixth form centre. The current head was appointed in September 2019, and the current chairman of governors was appointed in December 2020.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The college aims to develop a range of personal qualities that will enable pupils to become compassionate, confident and committed members of society by providing a culture based around being inclusive, individual and inspirational.

### About the pupils

- 1.5 Most pupils are from business or professional families. Many pupils live within ten miles of the college. A small number come from overseas with 11 nationalities represented.
- 1.6 As a non-academically selective school, pupils span a broad range of academic abilities. Nationally standardised test data provided by the college indicate that the pupils' ability profile is above average, and broadly average in the sixth form.
- 1.7 The college has identified 279 pupils as having special educational needs and/or disabilities (SEND), which includes dyslexia, 62 of which receive additional support for their needs. English is an additional language (EAL) for 13 pupils, 8 of whom receive additional support. The curriculum is modified for the more able pupils, and others because of their special talents in art, drama, music, rowing and general sports.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase their capacity from 510 to 600.

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 standards 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 The school's own framework for assessment, performance at GCSE and in the sixth form in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 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, 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**

- 2.11 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 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. Recommendation with regard to material change request**

#### **Summary of findings**

- 3.1 The school's arrangements for safeguarding and record keeping are effective, including those relating to bullying, child-on-child abuse and cyber-abuse. Pupils are confident that there are adults with whom they can share their concerns and that their views are listened to. The high proportion of pupils with SEND means that all incidents are managed with these pupils' needs in mind. Pupils understand how to stay safe online; appropriate online security measures and policies regarding the use of mobile phones and other personal devices are in place.
- 3.2 The school liaises with external safeguarding agencies when required, including seeking advice with regard to bullying and other incidents out of school which have involved pupils. Advice is sought concerning allegations against adults working in the school; a suitable low level concerns policy has been implemented and a log of incidents is maintained. Safer recruitment systems are implemented effectively, and records are maintained as required. The staff code of conduct and whistleblowing policy are understood by staff.
- 3.3 Staff training, including for those with leadership responsibilities, is regularly updated as required. Governors maintain effective oversight, through an annual review and regular updates from the designated safeguarding governor. The school has considered the needs of the additional pupils proposed to join the school. New initiatives to ensure these are met are already being implemented and evaluated for impact. These are designed to ensure continued gender equality ahead of the proposed entry of female pupils in the younger year groups as the college moves towards full co-education. Evidence indicates that this regulation would continue to be met if the increased numbers of pupils were to be admitted.
- 3.4 The curriculum and the co-curricular provision are under continuous review in preparation for the proposed changes. Plans are already underway to broaden and develop these to meet the needs of younger female pupils. This has included consultation with current parents and pupils in the sixth form.
- 3.5 Current accommodation for teaching and outdoor activities is sufficient to accommodate the planned increase in numbers. Work has begun to refurbish boarding accommodation in order to provide appropriate accommodation for new boarders. Plans are in place to extend or repurpose some current buildings to afford more social space.

#### **Recommendation**

- 3.6 Evidence indicates that the college would continue to comply with the ISSRs and NMS if the increased number of pupils were admitted. It is recommended that the material change is approved.



## 4. 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.

**The headline judgements apply 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

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

- Pupils make excellent progress, often exceeding expectations in relation to their starting points.
- Pupils achieve highly in a range of areas including within the arts, academic subjects and sports, particularly rowing.
- Pupils' information and communication technology (ICT) skills are extremely accomplished.
- Pupils have excellent communication skills.

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

- Pupils display a very high degree of self-confidence and resilience.
- Pupils are highly aware of right and wrong and understand the impact of their own actions on others.
- Pupils' collaboration skills are excellent, and they work towards shared goals very naturally.
- The extent to which pupils know and understand how to stay safe and physically and mentally healthy is excellent.

### Recommendations

4.3 The school should make the following improvements.

- Include more opportunities for stretch and challenge tasks that will specifically develop independent analysis and hypothesis skills particularly in the younger year groups.

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

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

4.5 Pupils achieve highly in their academic studies in relation to their starting points. Many pupils achieve strong examination results and most of them gain their chosen places at university and employment. Work scrutiny shows evidence of excellent progress over time, and this has been particularly evident in the pandemic years. Many pupils with modest starting points exceed expectations as they respond to the school's holistic approach to their education and their learning needs are met. More able pupils' excellent achievements and talents are celebrated, benefitting from the school's fulfilment of its aim to promote an enthusiastic ethos of participation and the importance placed on attaining their personal best. Pupils become adept in identifying areas of weakness, thus enabling their own progress.

This was seen in a science lesson where pupils moved around the room to find answers to the previously identified gaps in their knowledge. Day pupils and boarders alike cite excellent relationships and their teachers' passion for their subjects as key contributing factors to driving their own levels of achievement. In pre-inspection questionnaire responses, most pupils said that their skills and knowledge improve in most lessons, and their teachers know how to help them to learn. Regular feedback from staff who consistently share success criteria and demonstrate how grades can improve has contributed significantly to pupil progress.

- 4.6 Pupils show high levels of knowledge, skills and understanding across the curriculum and other areas. They are adept at applying their skills as they pursue their interests in a broad range of subjects and activities. Boarders participate in a variety of the opportunities on offer and appreciate the extra time boarding affords them to do so. Older pupils used their artistic knowledge of light and mood to edit their media films to convey suspense and intrigue, whilst others exhibited excellent understanding of literary structures when undertaking a timed practice question response in English. Younger pupils brought their knowledge of World War 2 history into a discussion of *After*, a story set in that period, while others applied their scientific knowledge of colour to a computing lesson on images. Pupils show creative flair and talent developed to a high standard through art and photography, design and technology and performance opportunities.
- 4.7 Pupils are highly effective communicators, both in their speech and their writing. They are quick to contribute to class verbally and they use their highly developed writing skills to good effect throughout the curriculum. Pupils demonstrate confidence in speaking, articulately expressing their own knowledge and ideas in discussions. This was observed in assembly presentations, engagement in drama and a discussion on mental health. Pupils communicate effectively through a range of written genres including poetry. Creative writing by Year 7 pupils showed particularly adept use of adjective, simile and metaphor to draw the reader in at the opening of their stories based on *The Hobbit*. Many pupils become proficient and prolific readers, supported by teaching strategies intended to embed a culture and love of reading, with progress for all pupils monitored. Pupils listen well and they are keen to put forward their views without dominating those of others. They say that they feel that their opinions are listened to and are valued in response to school leaders' success in establishing a strong listening culture and respect for the views and opinions of others.
- 4.8 Pupils are highly numerate and use number and mathematical ideas confidently to support their studies in other areas, including their sport. Pupils calculate the solutions to scientific problems adeptly in chemistry and physics, as well as their mathematics lessons. This was seen when Year 9 pupils applied their knowledge of simultaneous equations to working out the coordinates for the point at which two flight paths shown in a photograph could potentially cross. In conversation, pupils identify many other opportunities when they apply mathematics in other areas for example, geography, business studies, design and technology (DT), music and computing.
- 4.9 Pupils are extremely digitally literate and adept at using a wide range of software to support their learning. Their ICT skills are very accomplished, demonstrated by their confident, assured and effective use of a great number of digital programmes in their daily academic lives. Pupils confidently use virtual learning platforms for note taking and work filing, and complex programmes were seen to be used with high levels of sophistication. They use tablet computers to access resources and demonstrate confidence with the use of software which is used by teachers to share resources and allow work to be completed online. Pupils also use this software to aid their organisation and time management such as having access to mark schemes to support their understanding and revision away from the classroom. The early adoption of a virtual learning suite of software to further extend pupils' digital expertise is an example of the forward thinking of the school leaders supported by the governors.
- 4.10 Pupils demonstrate that they are developing excellent study skills commensurate with their abilities. They gather and use information from an increasingly wide range of sources and display their ability to analyse and reflect on their learning in their conversations. Pupils readily draw on previous knowledge of other subjects and their reading, applying these to new situations. Boarders say that the

atmosphere in the houses, particularly at weekends, encourages them to work together and share knowledge and expertise, such as in essay construction or mathematical techniques. In a sports science lesson on socialisation, pupils explained the use of children's games to facilitate skills required in later life. Sixth-form pupils analyse and hypothesise effectively, as seen in consideration of the merits of different research techniques in sociology. With guidance, younger pupils demonstrated the ability to analyse and synthesise with reasonable confidence, but these skills were less developed for their ages than those of older pupils.

- 4.11 Pupils achieve highly in a broad range of subjects and activities, with many individuals exceeding expectations. Parents comment that individuality is promoted, and the wide choice of subjects and activities, together with a friendly and inclusive ethos allows confidence to grow so that everyone can be successful. Success comes in many guises at this school, and pupils grasp the opportunities offered and work hard to achieve their goals, be it as a professional athlete, entrepreneur, doctor, or artist. Pupils have many opportunities to extend their learning activities outside the formal classroom setting and are proud of their participation and level of success in these activities. Pupils show competitive spirit and are given access to many external competitions and awards in which they excel. The art department recognises excellence with a 'Golden Easel' award to showcase talent and inspire pupils to compete in this area. Many pupils' commitment and hard work enables them to reach the high echelons of school sport, most notably in rowing. The college's rowing programme provides pupils with opportunities to compete on the national and international stage, where pupils' achievements have been exceptional. Pupils achieve well in many other activities, including rugby, poetry and musical theatre. Pupils also have excellent achievements within the arts, The Duke of Edinburgh's Award scheme and many academic subject areas, including mathematics where senior pupils have won bronze, silver and gold certificates in the UK Maths Challenge this year and successful engineering entries for the Arkwright scholarships.
- 4.12 Pupils display excellent attitudes towards their learning. They readily engage and contribute in class and become more independent as they progress through the school. Pupils are realistic but ambitious and fully engage to ensure they reach their potential. They take pride in their work, actively engage in lessons and always want to make the best possible progress. They appreciate encouragement and constructive feedback from their peers as well as their teachers and use it with purpose to improve their performance. They work well individually and collaboratively and appreciate opportunities to share ideas and skills. Pupils say that they enjoy coming to school, and participating in all the school has to offer, both academically and through co-curricular endeavours. Strong supportive relationships provide an atmosphere conducive to learning and where everyone is accepted for who they are. Pupils grasp learning opportunities and are willing to share their enthusiasms in concerts, performances and presentations, which are well attended by their peers.

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

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils display high levels of confidence and self-awareness. They are reflective and resilient and show perseverance whenever difficulties arise, whether they be academic, personal or physical, and appreciate the high-quality pastoral care and unconditional support provided by the school. They are aware of their strengths and weaknesses and are empathetic with those of others. Pupils exhibit a mature sense of self-understanding and self-esteem, without any hint of arrogance. They are highly self-disciplined, such as when waiting reflectively for chapel service to begin. They make frequent and effective use of self-assessment of their work to identify opportunities for improvement, aided by teaching which specifically sets aside time for this in lessons. They welcome feedback and use it to improve their own learning in many areas of their lives. Older pupils and leavers say that they feel well prepared for their future lives, having been given confidence and the feeling that they could 'change the world'. The vast majority of those who responded to the parents' pre-inspection questionnaire agreed that the school helps their child to be confident and independent; many parents commented

that pupils are supported to become confident and capable young people, well prepared for adulthood.

- 4.15 The extent to which pupils make positive decisions about their learning, personal development and relationships, is excellent. They are well informed, strong willed and decide for themselves based on thoughtful contemplation. Pupils make daily decisions concerning their academic work, behaviour and activities, understanding how these affect their well-being and success in attaining their goals. They accept opportunities that arise and take on challenges with courage. They confidently approach and take long-term decisions such as future career paths in their stride. Pupils exhibit maturity in the decisions they make to achieve balance between their academic, sporting and co-curricular activities. Boarders say that they appreciate the increasing freedom to make their own decisions and manage time as they move through school. Pupils discuss thought provoking topics that allow them to reflect on society and appreciate the impact of people's decisions.
- 4.16 Pupils' spiritual awareness is highly developed. The formal and wider curriculum provides many diverse opportunities for personal reflection and deeper appreciation of the non-material aspects of life. Pupils are thoughtful, and deeply respectful of other viewpoints and beliefs. In a sixth form theology and philosophy lesson pupils reflected on and debated the challenges and commitment to personal faith that Bonhoeffer displayed in Nazi Germany. Within the mainly Christian context, spirituality is observed with dignity. Pupils are respectful in chapel and appreciate peace and tranquillity, some attending and appreciating the discussion and prayer groups. Many express their feelings through art, poetry and music, such as the moving mosaic piece in response to the recent issues relating to Black Lives Matter. Pupils testify that they are given many opportunities for self-reflection and are conscious of their need for more holistic well-being. Pupils have a strong appreciation of the non-material aspects of life, including the beauty of the surrounding countryside, the wonders of nature, friendship and camaraderie.
- 4.17 Pupils' moral understanding and the level to which they take responsibility for their own behaviour is excellent. This reflects the successful implementation of a culture of consideration and courtesy for others by school leaders. Pupils appreciate the need to contribute positively to the learning environment for everyone and are well-mannered and considerate towards others. Pupils readily distinguish right and wrong and have a strong sense of fair play. Many are involved in the variety of sports teams, and teamwork, camaraderie and sportsmanship are woven into the fabric of their lives. Pupils are highly aware of the impact of their own actions on others and consequently they are very well behaved and keen to atone for any misdemeanours. Pupils explained that any low-level disruption is very infrequent, and that staff swiftly intervene to reinforce the need for responsible behaviour on those few occasions when it is required. They respect the reward and infractions system and understand how to appeal any sanctions which they feel might have been unfairly awarded. The sixth form prefects and pupils show great maturity and act as excellent role models to younger pupils. The leadership of the school council personify this in every way. Pupils demonstrate their moral responsibilities in many ways, whether helping to keep the school site pleasant and tidy or discussing the difficult balance that at times has to be made between individual rights and responsibilities.
- 4.18 Pupils demonstrate high levels of social awareness. They have a wide range of strengths and abilities, all of which are celebrated and respected. Pupils work very effectively with others to solve problems and achieve common goals. Many pupils take part in The Duke of Edinburgh's Award scheme and have a real sense of enjoyment in working effectively within teams and taking on leadership roles. This is also evident in the many sporting teams which achieve great success at the school. Pupils work together to attain goals such as Green Flag status within the national Eco Schools initiative. They volunteer to help younger pupils in activities such as art clubs where scholars share their knowledge and encourage other aspiring artists. Pupils' social skills and teamwork are strong, fostered by the pervasive ethos of participation. In questionnaire responses, most parents agree that the school helps their child to develop these skills. Pupils are very supportive of each other and speak highly of and value the college community. The camaraderie resulting from their team successes in external

competitions is clear. Parents comment that they appreciate the way that different age groups are encouraged to work and socialise together, and the strong community ethos. Pupils are well-accustomed to giving constructive peer feedback and this is an effective method to assist fellow pupils to make progress in all aspects of curriculum and other activities.

- 4.19 Pupils contribute positively to the lives of others within the school and wider society. They are empathetic and share their experience, enthusiasms and skills generously with others. Pupils value the school's strong sense of community and the expectation that pupils will look after each other well. Pupil leaders are excellent role models in fulfilling their responsibilities, such as running and managing the school council effectively. House captains support younger peers, and the buddy system is a successful mentoring system for new pupils which is particularly appreciated by boarders. Boarders say that boarding encourages them to get on well, support and tolerate each other. Their activities help bring pupils together and create connections, resulting in strong friendships and mutual support. Day pupils and boarders initiate and support charitable work and fundraising, although there have been few opportunities to extend much of this into wider society in recent months. Local community work includes working with churches in Reading, helping at the drop-in centre when restrictions have allowed. A variety of activities have been devised and supported to raise funds within the school to support a women's shelter, schoolchildren in Kenya and the work of the Disasters Emergency Committee.
- 4.20 Pupils respect and value diversity within society and show respect for and appreciation of their own and other cultures. Pupils are inclusive and tolerant of difference in whichever form they find it. They respect each other's views and celebrate the difference in cultures and abilities. Pupils testify to how happy they are at school where they feel accepted and valued as individuals by everyone in the community. Boarders value the experience of living with others from different countries and cultures. In questionnaire responses, most parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils are involved in initiatives exploring issues such as gender, racial and disability equality, and the recently formed equality and diversity committee and feminism society have allowed pupils to develop their cultural sensitivity and awareness.
- 4.21 The extent to which pupils know and understand how to stay safe and physically healthy is excellent. Pupils particularly value the many opportunities to improve and maintain their physical fitness, as was seen in the lunch time training session for the rowing club. Pupils understand the importance of good nutrition, exercise and relaxation in order to maintain physical and mental health. They are perceptive in their understanding as to which activities benefit their mental well-being. They are self-aware and will seek support and professional help when necessary. They appreciate the availability of approachable staff and counsellors if they have concerns for themselves or others. Pupils' active lifestyles are encouraged by the vast variety of sporting activities offered where everyone can find success. This is evidenced by the high participation rates for clubs and teams. Despite several pupil questionnaire responses to the contrary, day pupils and boarders alike were observed enjoying the varied menu options as part of their healthy diet. Pupils informally assess potential risks in their lives and behave appropriately to keep themselves safe, including online. The importance of staying physically and digitally safe is well understood by pupils of all ages.

## 5. Inspection Evidence

5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

|                     |  |
|---------------------|--|
| Mrs Linda Smallwood | Reporting inspector  |
| Mr Kerry Lord       | Accompanying Inspector   |
| Mrs Naomi Fowke     | Compliance team inspector (Former head, ISA school)            |
| Mr Adrian Dellar    | Team inspector (Deputy Head, HMC school)                       |
| Mr William Ings     | Team inspector (Head of Teaching and Learning, HMC school)     |
| Mr Liam Copley      | Team inspector for boarding (Deputy Head Pastoral, HMC school) |
| Mr Chris Webster    | Team inspector for boarding (Headmaster, IAPS school)          |