



**ISI** Independent  
Schools  
Inspectorate

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

**Saint Felix School**

**February 2023**

## Contents

<b>Contents</b>		<b>2</b>
<b>School's Details</b>		<b>4</b>
<b>Advice Note for the DfE</b>		<b>5</b>
<b>1. Background Information</b>		<b>6</b>
About the school		6
What the school seeks to do		6
About the pupils		6
<b>2. Regulatory Compliance Inspection</b>		<b>7</b>
Preface		7
Key findings		8
PART 1 – Quality of education provided		8
PART 2 – Spiritual, moral, social and cultural development of pupils		8
PART 3 – Welfare, health and safety of pupils		8
PART 4 – Suitability of staff, supply staff, and proprietors		9
PART 5 – Premises of and accommodation at schools		9
PART 6 – Provision of information		9
PART 7 – Manner in which complaints are handled		9
PART 8 – Quality of leadership in and management of schools		9
<b>3. Educational Quality Inspection</b>		<b>11</b>
Preface		11
Key findings		11
Recommendations		11
The quality of the pupils' academic and other achievements		12
The quality of the pupils' personal development		14
<b>4. Inspection Evidence</b>		<b>17</b>

### School's Details

<b>School</b>	Saint Felix School			
<b>DfE number</b>	935/6007			
<b>Address</b>	Saint Felix School Halesworth Road Reydon Suffolk IP18 6SD			
<b>Telephone number</b>	01502 722175			
<b>Email address</b>	schooladmin@stfelix.co.uk			
<b>Acting head</b>	Ms Annie Hardcastle			
<b>Chair of proprietors</b>	Mr Amit Mehta			
<b>Proprietor</b>	Inspired Learning Group			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	277			
	<b>Day pupils</b>	214	<b>Boarders</b>	63
	<b>Pre-prep</b>	21	<b>Prep</b>	73
	<b>Seniors</b>	129	<b>Sixth Form</b>	54
<b>Inspection dates</b>	21 to 23 February 2023			

## 1. Background Information

### About the school

- 1.1 Saint Felix School is an independent co-educational day and boarding school for pupils situated just outside Southwold on the Suffolk coast. Founded in 1897 as a charitable trust, the school was purchased in 2021 by the Inspired Learning Group, who oversee the school supported by an advisory board. The school comprises a Nursery and pre-prep, a prep department, and a senior department in adjacent buildings. Year 11 to Year 13 pupils form the St Felix College. There are three boarding houses situated on the school's campus, for female pupils, male pupils, and for sixth formers respectively.
- 1.2 Since the previous inspection a new headmaster has been appointed with effect from September 2023; the boarding accommodation has been refurbished and reconfigured, and a programme of maintenance initiated.

### What the school seeks to do

- 1.3 The school's mission is to offer its pupils an opportunity to discover and develop their full potential in terms of academic, sporting and creative achievement. The school aims to produce distinctive characters who are aware of their privileged position in receiving education and look to live their lives through action rather than just word.

### About the pupils

- 1.4 Day pupils come from the local area, and boarders originate from nearly 20 different countries. Data provided by the school indicates that the ability of the pupils is in line with that of other pupils who take the same tests nationally. The school has identified 77 pupils as having special educational needs and/or disabilities, many with processing barriers or dyslexia, and nearly all of whom receive additional support. Of these, 12 have an education, health and care (EHC) plan. English is an additional language (EAL) for 39 pupils, 11 of whom receive additional support for their English. The curriculum is modified for pupils identified as the more able in the school's ability demographic.

## 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

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.

**Delete the link(s) below to National Minimum Standards for Boarding Schools if there is no boarding and to Early Years Foundation Stage Framework if there is no EYFS.**

Links to the standards 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 2022, 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 prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

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

- 2.9 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.
- 2.10 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. Boarding staff are appropriately trained and deployed.
- 2.11 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

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

- 2.20 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

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

#### Key findings

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

- Pupils have a strong record of national success in swimming as a result of the excellent facilities in this area and high levels of coaching.
- Pupils with SEND make good progress in their academic attainment and have confidence to attempt increasingly difficult work.
- Pupils feel secure in their approach to learning, are supported in reaching their potential, but rarely challenge themselves or are challenged to further develop their ideas and skills.
- Pupils' writing skills develop faster than other skills as they move through the school.
- The high standard of GCSE and sixth form art and photography reflects pupils' willingness to experiment and take chances in these subjects.

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

- Pupils have a good moral awareness and a keen sense of fair play.
- Boarding houses are cohesive multi-national communities with a respect and tolerance for diversity, but opportunities are not yet taken to deepen understanding of cultural backgrounds.
- Pupils of all ages collaborate strongly and contribute much to the local community.
- Pupils are self-reflective and respond positively to the advice received about improving their work or performance.
- Pupils feel safe and secure and have a good knowledge of how to maintain their physical and mental fitness.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Accelerate the progress of pupils of all ages by providing more consistent challenge and stimulation in lessons.
- Further develop pupils' study skills and, in particular, demand a more proactive approach to learning.
- Use the opportunity of the multinational community to deepen pupils' understanding of cultural differences.



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

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils' basic skills for learning are secure in most areas and in line with expectations for their age and ability. Most pupils make good progress as they move through the school, as evidenced from their attainment in lessons and their written work. Almost all parents replying to the pre-inspection questionnaire said that teaching, including online provision, enabled their child to make progress. In the pre-prep and prep school, pupils quickly develop their skills, especially in lessons where the challenges match their ability. Pupils of this age thrive when skilful teaching gives time and freedom for them to follow their own creative ideas. In the pre-prep, when this does not happen, the progress of the more able pupils is inconsistent. Senior school pupils have subject knowledge appropriate for their age. More able pupils have good subject recall, and less able are well supported by teachers in gaining the knowledge that they need to understand more difficult concepts. Pupils of all ages with SEND are well supported and develop their skills in line with others. This is a consequence of planning and delivery of lessons which shows an excellent and detailed knowledge of pupils' individual learning or behavioural barriers. For example, in the prep school, teachers encouraged different learning approaches to the study of myths and legends. In the questionnaire, almost all parents said that their child's particular individual educational needs are met effectively. Pupils with EAL perform well in subjects less reliant on a sophisticated understanding of the English language. One strength of the teaching is that technical language is reinforced in most lessons.
- 3.6 Pupils feel academically comfortable in class. In this respect the school successfully meets its aim of educating pupils in a secure and supportive environment so that all feel safe and valued. In the questionnaire, most pupils said that teachers were supportive and that their skills and knowledge improve in most lessons. The large majority said that teachers know their subject well. However, a small minority thought that not all lessons were interesting. Pupils were observed to be more engaged, and hence to learn more effectively, when teaching approaches were varied, and transition between activity was rapid. For example, in drama, Year 7 pupils moved quickly between tasks that asked them to exemplify different styles of theatre. Across the school, a large number of pupils are involved in school productions, and achievements in music and drama and other activities are at least typical, and often good for their age.
- 3.7 Data show that pupils achieve in line with their ability in external examinations. The small number of candidates reduces the reliability of any judgements of overall cohort performance. Analysis of individuals shows that in nearly all subjects roughly equal numbers of pupils of all abilities achieve higher and lower grades than expected. At GCSE, consistently from year to year, slightly over one half of entries result in grade 9 to 7, and a similar proportion of A-level examination results are an A\* or A grade. Results in English, history and drama are historically stronger than those in mathematics or the physical sciences at both age groups. In 2022 all the candidates achieved at least grade A in Latin A-level, mirroring the high grades these pupils achieved in other subjects. Over one quarter of pupils in the prep and senior school have been identified as having SEND, and the results for these pupils reflects that of others, with most achieving in line with expectation.
- 3.8 Pupils' linguistic skills are in line with ability and age. They show good competence in speaking and writing in modern foreign languages. They develop good approaches to technology, successfully building on simple construction skills in the pre-prep and prep school. For example, Year 5 pupils selected from recycled materials to design and create birds with different colours and textures. Pupils have a safe approach to routine practical work in science. Year 7 approached with interest an experiment to measure the calorific value of various foods. This lesson was just one of many examples of pupils with a range of individual learning or social barriers being effectively supported by learning support assistants, whose excellent liaison with teachers ensures that these pupils retain their engagement and maintain progress.

- 3.9 Pupils' numeracy skills correlate with their ability. In the pre-prep, pupils counted confidently to 30 in a game of catch, and in Year 3 the more able quickly linked the minute numbers on a clock face to the five-times table, In the senior school, recently introduced approaches in mathematics recognise the spectrum of numerical competence, and the need to both stretch and support. Whilst some pupils participate successfully in external mathematical competitions., others of the same age are still developing their basic calculator skills. Written work seen showed that A-level pupils develop a good understanding of statistics in geography, economics and business studies.
- 3.10 In both painting and photography pupils develop good artistic skills and the standard of art produced by GCSE and A-level pupils is excellent. They practise and experiment with a variety of media and successfully synthesise their experiences into effective final two- and three-dimensional pieces. Projects on the natural form used pencil, ink, and collage in the preparation for acrylic paintings of skulls. Portfolios show good progression in skills over the sixth form years; the more successful pupils blend the suggestions of teachers with a willingness to experiment for themselves.
- 3.11 Pupils in all parts of the school enjoy and show strong physical development. School teams hold their own in equestrian and modern biathlon competitions, and individuals contribute to local football, rugby and netball teams outside school. The record of pupils in swimming is exceptional. Governors have invested in excellent facilities, and the school enjoys a fruitful partnership with national swimming organisations. As a result, swimming teams invariably win local and regional competitions, and many pupils regularly swim for their own national teams.
- 3.12 Pre-prep and prep pupils have, in many respects, excellent communication skills for their age. They listen well, patiently controlling their own eagerness to contribute, and wait for others to finish before giving their own opinions. Pupils articulate well, but occasionally lack the depth of vocabulary to exactly represent their ideas. In the senior school pupils' speaking skills are effective. They are more confident talking in pairs or smaller groups, so that those teachers who try, find it hard to stimulate debate. Communication through the written word is stronger. The extensive writing in for example English and history books exemplifies a range of styles. The senior school's emphasis on grammar, punctuation and sentence construction is evident in the quality of pupils' essays and longer pieces of writing.
- 3.13 In the pre-prep and prep, pupils use ICT to create documents and use a range of software in their learning. In discussion, almost all pupils of that age said they would like to use ICT more frequently. Resources are suitable in this area, but not always used to provide additional challenge or to vary the learning experience. Senior school pupils develop their skills at a rate that reflects personal interest. Pupils have created their own ICT applications (apps) in many subjects, produced excellent videos in physical geography, and develop coding skills.
- 3.14 The most effective teaching approaches allow pupils to show their good study skills. In the pre-prep, pupils are encouraged to appreciate the advantages of "trying and failing". In the prep, pupils were skilfully coached to predict, analyse and evaluate in a science experiment. In the senior school, high order skills are seen in less obvious places. For example, swimmers talked of the need to consistently analyse their own performance and finesse their technique. In art, sixth formers use sources provided by school and go further to research their own: for example, finding an artist from the Basque region whose style mirrored their own. Sixth formers experimented with layers and tone in the creation of a final piece in photography. Analytical skills are strongly developed in English and history. In many of these lessons, pupils drew out differences and similarities in sources or literary extracts.
- 3.15 In the Nursery and Reception classes, children lead the learning activities, developing their own ideas. They come to class ready to listen and to contribute, and they are very willing to join in any class activities. Pre-prep and prep pupils are enthusiastic learners. They are happy to work on their own or in groups. They take leadership in these groups, but less often do they move beyond the exact instructions of the teachers. Senior pupils are content in their pace of learning. Teachers receive detailed information about the pupils they teach. They know individual's learning barriers and their

potential, and mostly teach to it. As a result, pupils feel very well supported, but they are rarely challenged to be more proactive. In parallel, they do not provide challenge to each other or to teachers, rarely considering or introducing their own experience.

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

- 3.16 The quality of the pupils' personal development is good.
- 3.17 Pre-prep and prep pupils have a good understanding of themselves and know their own minds. When asked questions they are happy to share their opinions. They reflect well for their age and have a good ability to weigh up positives that can come out of negative experiences, successfully following the school's mantra of "making good". Senior pupils' confidence is buoyed by small classes, where, although they do not readily debate, they feel secure when facing difficulties in their work. They have excellent perseverance, for example, repeatedly practising calculations to master concepts in mathematics. They have a keen awareness of how to improve, supported by informal and formal assessment from teachers that is specific and clear. Pupils respond positively to the advice given. Their submissions to the recently introduced reflection journals show an increasing depth of self-understanding in the context of their school lives. The strongest evidence of pupils' resilience is the successful way in which boarders from over 30 countries have adapted to life in a British boarding school. Their boarding lives have an equilibrium, and almost all boarders who responded to the questionnaire expressed satisfaction with the balance of organised and free time. Although some were critical of the boarding accommodation, this does not recognise the significant investment to refurbishment already made by the proprietorial group.
- 3.18 Pre-prep pupils have strong opinions and thoughts on how they can develop both as learners and as people. They are good at including the views of others before making decisions. They work well together, listening, and encouraging each other throughout any task. Senior pupils show good capacity to take decisions about their own time management, including activities beyond the academic curriculum. They readily seek advice for staff. Pupils swimming at a high level have made a strong commitment to regular and sustained training programmes. More generally, pupils show good awareness of how the decisions they make can or could influence their futures. Although numbers of pupils studying A level is currently small, the wide choice of subjects allows them to blend combinations that suit their future plans. In the questionnaire, almost all sixth form pupils said that the careers advice they had received had been useful.
- 3.19 Pre-prep and prep pupils rarely encounter notions about the non-material aspects of existence. The school is aware of the need to promote this area, through for example woodland walks. In discussions most senior pupils found it difficult to identify such experiences. However, Year 12 pupils drew on their experience of the local area in developing personal studies in photography, creating evocative studies of decay at Leiston Abbey and Covehithe, and early mornings on Suffolk farms. All show pupils' capacity for self-reflection and their awareness of the beauty of the landscape. A painting of Aldeburgh beach was inspired by the fluctuating shapes and colours of the interface between shingle and sea. Senior school pupils engage strongly in weekly Chapel services. They listen carefully, and without embarrassment quietly join in the Taizé chants that punctuate the prayers.
- 3.20 Pupils show a good moral awareness. In both sport or informal games, they are fair and self-regulating. Written work shows that pupils can discuss articulately the context of moral arguments, for example in history when writing about Martin Luther or Henry VIII. In a biology lesson where the planning demanded pupil contributions, they intelligently discussed the positive and negative implications of fish farming. Almost every pupil replying to the questionnaire said that the school expected them to behave well. In discussions they showed maturity in their support of the school's approaches in this area. Behaviour observed around the school is excellent. In lessons pupils are compliant and invariably attentive. They show a good understanding and are tolerant of others whose attitudes are affected by their SEND. In the questionnaire a small minority of pupils, including a similar proportion of

boarders, disagreed that pupils were kind and respectful to each other, or that the school takes bullying seriously. The school's leadership was already aware of their perception, and surveys had tracked the issue to a few unthinking comments and some peer exclusion. In discussion pupils were keen to underline these incidents are not common, but areas which they would welcome more opportunity to discuss.

- 3.21 The school council in the pre-prep and prep school is highly effective. Pupil representatives do "represent" rather than contributing their personal views. They work closely with staff on well-defined projects. Most recently they have brought impetus to the school's focus on further improving its approaches to environmental issues, including for example introducing compost bins in the dining hall. In this way, these pupils successfully fulfil the school's aim for pupils to appreciate the beauty of their environment and to help maintain and preserve it in good order for future generations. The impact of the senior school council is less sharp. In the questionnaire, a small minority of pupils of this age disagreed that the school listened to what they have to say about the school. The school's leadership is already aware that it needs to move the agenda to concerns raised in the questionnaire responses. In contrast, almost all boarders feel listened to. They feel safe in their houses, and state that the boarding council is effective in collating their views. They recognise the importance of following the rules that govern boarding life and contribute to the school's democratic processes.
- 3.22 Pupils' social collaboration is a strength of the school. In the pre-prep and prep, pupils are keen to work together and encourage each other's learning. In the Nursery pupils share easily, for example when playing with toys. Pupils of all ages form productive relationships with each other. They are happy to share ideas, they listen carefully and sensitively to different views. A forte is pupils' inclusive approach to those with SEND and EAL. The boarding community is coherent, sustained by effective formal supportive structures and the informal care shown for each other. The school's leadership actively promotes pupils' social skills and attitudes through extra-curricular activities and trips. In discussion pupils said they valued opportunities on school trips and in sports to work together with those outside their normal circle. In response to the questionnaire, a large majority of parents said that the school equips their child with the team working and collaborative skills they need in later life.
- 3.23 Pupils are concerned to contribute to local communities. Many successfully achieve this *de facto* through participation in local sports clubs. Others contribute to the rich artistic and cultural life of nearby Southwold. They sing and perform in care homes locally and contribute to the wider activities and competitions arranged by the proprietorial group. There is sustained record of fund-raising for local and national charities.
- 3.24 Pupils have an innate respect for diversity and cultural understanding, and they confront confidently the issues when they arise in the curriculum. In an English lesson, GCSE pupils analysing Stormzy's *Superheroes* discussed intelligently prejudice on the street, linking it to George Floyd. There is solid evidence that pupils are inclusive of and mix easily with those from backgrounds different to their own. Almost all parents responding to the questionnaire said the school responds effectively when pupils use unkind or prejudiced language to each other. The boarding houses are multi-national communities that gel well. Boarders show tolerance towards each other within the boarding community. They passively value diversity but do not seize the opportunity to further deepen their understanding. Overall, the school successfully meets its aim to prepare its pupils to address, with confidence, the challenges of living in a rapidly changing world, imbued with the unperishable qualities of respect, rationality and humanity.
- 3.25 Pupils understand the need to be physically and mentally healthy. Their willingness to play sport, some of them at elite level, is a significant contributory factor. They understand what constitutes a balanced diet. In the questionnaire, the majority of boarders were critical of their food. Inspectors interrogated this in some depth, and inspection evidence does not concur with the views expressed. Menus are varied, quantity and quality meet the needs of pupils, and food is well prepared. Pupils feel extremely safe in school. They spoke of the many avenues open to them should they need to seek help and support if they had a problem or wanted to share a concern. Pupils demonstrate a robust awareness

of how to stay safe online and in personal relationships. They have a keen awareness of mental health, and the importance of exercise. In a school whose style is neither to over-challenge nor over-value examination success pupils' mental fitness is strongly supported.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work in lessons and with heads of department. They held discussions with members of staff and with members of the advisory board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel . Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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

Mr Stephen Cole	Reporting inspector
Ms Adrienne Richmond	Accompanying inspector
Ms Sue Bonell	Compliance team inspector (Former bursar, IAPS school)
Mr James Ashcroft	Team inspector (Deputy head, IAPS school)
Ms Denise Hammersley	Team inspector (Pastoral head, HMC school)
Mr Timothy Dewes	Team inspector for boarding (Former deputy head, HMC school)