



**ISI** Independent  
Schools  
Inspectorate

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

**Dean Close St John's School**

**December 2018**



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### School's Details

<b>School</b>	Dean Close St John's School			
<b>DfE number</b>	916/6014			
<b>Early Years registration number</b>	EY494618			
<b>Registered charity number</b>	1086829			
<b>Address</b>	Castleford Hill Tutshill Chepstow Monmouthshire NP16 7LE			
<b>Telephone number</b>	01291 622045			
<b>Email address</b>	info@stjohnsonthehill.co.uk			
<b>Headteacher</b>	Mrs Ruth Frett			
<b>Proprietor Chair of governors</b>	Mrs Kathryn Carden			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	183			
	<b>Boys</b>	93	<b>Girls</b>	90
	<b>Day pupils</b>	144	<b>Boarders</b>	11
	<b>Flexi-boarders</b>	28	<b>Pre-Prep</b>	49
	<b>Prep</b>	134		
<b>Inspection dates</b>	4 to 6 December 2018			

## **1. Background Information**

### **About the school**

- 1.1 Dean Close St John's is a co-educational day and boarding school for pupils aged from four to thirteen years. Founded in 1923, the school was originally known as St-John's-on-the-Hill. In 2015, it became part of the Dean Close Foundation which is an educational charity overseen by a council of members. A board of trustees, who undertake the role of governance for all schools within the foundation, is elected from the council members. The school occupies a Georgian house with more recent additions. The boarding accommodation is in a detached house within the school grounds. A new head was appointed in September 2016.

### **What the school seeks to do**

- 1.2 The school aims to provide a wide range of opportunities that inspire and extend all pupils to reach their full academic, social and emotional potential. The school community strives to provide a safe, caring, inclusive and supportive environment underpinned by high expectations, respect, manners, self-discipline and Christian values.

### **About the pupils**

- 1.3 Most pupils come from business, farming and professional families and are of white British heritage. A few pupils are from overseas or have a minority ethnic background. Data provided by the school indicate that the ability of the pupils is in line with the national average. The school has identified 35 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and specific learning difficulties, 34 of whom receive additional specialist support. One pupil has an education, health and care plan. There are five pupils for whom English is an additional language (EAL). Additional support for SEND and EAL is provided individually or in small groups. More able pupils are given opportunities to extend their learning in the classroom and through enrichment activities. Pupils who are talented in the creative arts and sport are given the opportunity to extend their skills by taking part in a range of extra-curricular opportunities.

## 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 The school uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 **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**

- 2.7 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.
- 2.8 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.
- 2.9 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.10 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.
- 2.11 **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**

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical 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.

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

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

2.14 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 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.

**2.15 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**

2.16 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.

**2.17 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**

2.18 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.

**2.19 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 excellent.

- From Reception onwards, most pupils make good progress, and some make excellent progress in relation to pupils of similar ability, resulting in excellent outcomes by the time they leave school.
- Most pupils gain entry to their chosen school, with a high proportion gaining awards and scholarships for academic success, art, music, drama, and sport.
- Pupils make rapid progress in most lessons because they take responsibility for their learning and behaviour and successfully engage in independent and collaborative study.
- Pupils have excellent study skills; they plan and organise their work effectively and display extremely positive attitudes toward learning, taking great pride in their work and in their achievements.
- Planning across all subjects from pre-prep to prep is not fully aligned which inhibits seamless progression for all pupils across the curriculum.

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

- Pupils are highly motivated and confident, positively embracing new challenges and opportunities.
- Pupils have excellent moral awareness; they value the opinion of others, consistently demonstrating courtesy and respect.
- Pupils take on a wide range of responsibilities with enthusiasm and maturity; they have high levels of social awareness and work effectively together in the pursuit of common goals.
- Pupils are thoughtful and reflective, demonstrating high levels of emotional maturity; they understand that their decisions can have an impact on their mental and physical health, safety and future.
- Some boarders find it difficult to manage their emotional needs within the context of the boarding community.

## Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Planning and implementing a smoother academic transition from pre-prep to prep.
- Supporting all boarders in communicating their views and managing the personal, social and emotional demands of boarding life.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school is highly successful in meeting its aims which are underpinned by a commitment to high expectations and challenge for all learners. The wide and well-planned curriculum which includes areas of learning beyond the required curriculum, such as philosophy, Spanish, and Latin, supports the achievement of all learners. Across all subjects and year groups, the quality and presentation of work is outstanding. Detailed feedback against clear learning criteria is given to pupils from most teachers combined with reflective and purposeful responses from pupils. This accelerates progress and attainment in all subjects and in all year groups. From Reception onwards, most pupils make good progress, and some make excellent progress in relation to pupils of similar ability, resulting in excellent outcomes by the time they leave school. The school does not take part in National Curriculum tests, but on the available evidence, including the school's own detailed framework for tracking and data analysis of internal standardised tests and teachers' assessments, scrutiny of work and lesson observations, attainment is above age-related expectations. A high proportion of pupils gain awards and scholarships for academic success, art, music, drama and sport. The school has met the recommendation from the previous inspection to develop further and consolidate the system for tracking pupils' progress across the year groups.
- 3.6 By the end of the Early Years Foundation Stage (EYFS), the vast majority of children exceed the expected levels in attainment. Children's learning in Reception is enhanced by access to a range of interesting and well-planned activities inside and outside of the classroom. Children can name with confidence the initial sounds of the alphabet and the majority blend sounds together to make simple words. They write their names with the correct letter formation and engage enthusiastically in writing for a range of purposes linked to their play. Gaps in learning are addressed effectively as a result of focused observations which are used to plan appropriate interventions. For example, a teaching assistant was observed supporting individual children in developing their understanding of the sounds that letters make as part of the reading programme. Following a recommendation from the previous inspection to encourage parents to participate in their children's learning, a range of strategies have been implemented, including daily contact and guidance in reading diaries. The transition from Nursery to Reception is well planned, enabling children to continue their learning uninterrupted. Pupils are able to make good progress in literacy and mathematics when they transfer from the pre-prep to the prep as a result of staff sharing accurate and detailed records. However, planning across all subjects from pre-prep to prep is not fully aligned, which inhibits seamless progression for all pupils across the curriculum.
- 3.7 Throughout the school, pupils with SEND and/or EAL achieve a high level in relation to their starting points as a result of careful assessment of their needs by well-qualified and highly knowledgeable staff. Individual needs are identified at an early stage and individual plans are put in place which inform pupils, parents and all staff of the steps required to improve progress and attainment. Detailed interventions include the use of information and communication technology (ICT) combined with careful monitoring to ascertain their impact. One-to-one support, including external support where appropriate, group work and strategies within the classroom and boarding are used to provide coherent support focused on clear goals. During discussions, pupils with SEND expressed appreciation for the support and encouragement they receive enabling them to access the full curriculum and life of the school, for example, being able to read aloud in assemblies and taking part in productions. More able pupils are able to extend their learning through additional challenges within the classroom and by engaging in project work. Setting in English and mathematics from Year 5 enables pupils to work at an appropriate pace and for the more able to be highly challenged. For example, more able mathematicians are able to engage in advanced mathematics and to take part successfully in the Junior Mathematical Challenge and to achieve exceptional results in external examinations intended for older pupils.

- 3.8 Pupils are highly articulate, eloquent and confident communicators orally and in writing. Pupils are also skilled and respectful listeners. For example, pupils in Year 6 were observed reading aloud with excellent characterisation from diary entries they had written imagining themselves to be Victorian children. Fellow pupils listened attentively and were able to ask pertinent and challenging questions. Reading and writing standards are high. Presentation skills are excellent with all pupils using well-developed cursive script. Pupils use language imaginatively in creative subjects and can plan and write logically. For example, pupils in Year 8 were able to formulate their replies in the style of an agony aunt to different problems from characters in *Private Peaceful* by Michael Morpurgo.
- 3.9 From the earliest years, pupils achieve high levels of numeracy and apply their mathematical knowledge confidently to problem-solving and reasoning activities across the curriculum. For example, in Year 4 pupils were able to calculate square roots quickly on the throw of a dice and in Year 6 pupils were able to calculate the weight of Santa on various planets using their knowledge of mass and gravitational force. Pupils produce an impressive quantity and quality of work as their mathematical skills are developed in a thorough and systematic way. Access to quality on-line resources enables pupils to consolidate and develop their mathematical skills. Strong parental support, including use of the internal publication 'The Guide to the Mystery of Maths', is a strong contributory factor to the pupils' success in mathematics. The school takes a measured approach to ICT, with pupils growing in confidence and independence so that by the upper years they are able to code, demonstrate good keyboard skills and use ICT in their studies for presentation, computation and research.
- 3.10 Pupils demonstrate excellent study skills, which become highly developed as they move through the school. By Year 8, they are clearly able to analyse, synthesise and hypothesise, as well as work independently to reach conclusions. Opportunities for independent work are planned carefully by teachers into the majority of lessons enabling most pupils to apply their knowledge and skills to a high level. For example, in a design and technology lesson in Year 3, pupils collaborated to independently design a card using complex sliding mechanisms. Pupils in Year 8 were able to predict, hypothesise, analyse the results and draw conclusions taking into account complex variables, when conducting a collaborative experiment on the amount of energy used when heating alcohol.
- 3.11 A high proportion of pupils individually and as part of a team develop their talents to a high level, gaining awards and success in sport, music and the arts at regional and national levels. All pupils are encouraged to represent the school in sports matches. They benefit from access to high-quality coaches across the Dean Close Foundation enabling success in a wide range of sports including hockey, rugby, netball, athletics, gymnastics, lacrosse and swimming. Careful tracking of pupils' sporting and creative and performing arts activities enables staff to support and encourage pupils to participate and achieve widely. Pupils are able to practise and develop their performing skills as they all take part in performances that are of a high standard, including performances for local schools and the community. A large majority of pupils learn to play a musical instrument, attaining good grades in external music examinations. In questionnaire responses, the overwhelming majority of parents commented that the opportunities to be involved in extra-curricular activities are plentiful. During discussions, pupils including boarders, stated that they enjoy the wide range of activities that are provided including drama, judo, chess, orchestra, choir, dance, hockey and art.
- 3.12 Attitudes to learning are excellent throughout the school. Pupils take a pride in their work and responsibility for their own learning. They work well together in teams and during activities. The vast majority of pupils have a positive attitude to school, their teachers and the range of activities on offer. Pupils are highly motivated and keen to succeed. Pupils in Year 8 are especially motivated and have been supported and challenged to organise their work programme, their revision and ultimately to be the determinants of their own success.

- 3.13 Strong commitment and diligent monitoring from leadership and governance create an ethos and framework that supports all pupils in achieving high standards academically and otherwise. The overwhelming majority of pupils and parents stated in the pre-inspection questionnaires that the school provides a rich and varied curriculum and activities and that the school is led and managed well.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The vast majority of pupils develop mature levels of self-knowledge, self-esteem, self-confidence, self-discipline and resilience. A well-organised pastoral care system that includes the special educational needs co-ordinator, head of boarding and designated safeguarding lead strongly supports the personal development of all pupils. Tutor times and personal, social, emotional and health education (PSHE) lessons enable pupils to evaluate themselves as people and to consider what they need to do to prepare for the next stage of their lives. This was exemplified in Reception where children chose their own activities with great confidence and independence and in an English lesson in Year 8, where pupils demonstrated a deep understanding of emotion through the analysis of a character's feelings and consideration of whether feelings of loneliness and self-pity were justifiable. Strong support from the school and external professionals enables a small number of boarders with emotional and behavioural needs to put in place the skills needed to strengthen their personal development. During discussions, pupils stated that staff consistently encourage them to 'have a go', persevere and not to be afraid of making mistakes. Pupils comment positively on how teachers enable them to reflect on their work and plan the next steps to meet their targets. The vast majority of parents in the pre-inspection questionnaire stated that the boarding experience supports their children's' personal development. Boarders are enthusiastic about how boarding equips them with important personal attributes such as developing self-organisational skills.
- 3.16 Pupils make age-appropriate decisions in their learning and understand with increasing clarity how they can be the determinants of their own success especially as they reach the final year of the school. This ability was demonstrated during a science lesson in Year 8, when pupils decided how many experiments were required in order to carry out a reliable investigation and during an art lesson in Year 5, when pupils planned and refined their work deciding how to improve it and when it was complete. During discussions, pupils stated how much they enjoy the opportunity to take on responsibilities, particularly as pupil support officers, councillors and house captains. These positions require them to make a range of decisions including knowing when to seek help or advice from adults. Pupils state that the 'St John's Way', with a focus on honesty, helps them to make the right choices. Although boarders can express opinions and make decisions through the school council, some boarders feel that they are not able to express their opinions and contribute to decisions as a group. The school is aware of this and has put in place times for the boarders to share their opinions informally as a group with house staff.
- 3.17 Pupils have a highly developed sense of the non-material and spiritual aspects of life. There is a strong sense of the importance of the spiritual, philosophical and intangible aspects of life. Pupils enjoy uplifting assemblies that provide opportunities for participation, questioning and reflection. Reflective moments are built into lessons and the school day. For example, a small group of children in the Reception demonstrated a deep appreciation of the spiritual aspects of life when playing in the nativity role-play area. They very carefully arranged the crib and the baby Jesus, gently pulling a net around the scene and joining their hands in silent prayer. Pupils use effectively the grounds and peaceful places around the school when they need time to stop and think. They appreciate music and drama and articulate maturely how the beauty of the world enables them to have positive feelings and thoughts. They speak passionately about the importance of caring for our world, for example, by recycling and reusing waste materials.

- 3.18 From an early age, the vast majority of pupils develop a strong understanding of the difference between right and wrong. They understand and support the school rules and are proud of the St John's Way. As a result, their behaviour in lessons and around the school is excellent. On the few occasions where pupils make wrong choices, they say that they are well supported in understanding how to apologise, make amends and move forwards. A small number of pupils felt that staff are not always fair in the way that sanctions and rewards are applied. However, during discussions pupils were extremely positive about the reward system and the introduction of 'credit cards' to record their points for good behaviour and effort. Pupils have a mature understanding of the link between the necessity for rules in the wider world and show respect for the rule of law. The school community is united in implementing the St John's Way in order to enable all pupils to take responsibility for their behaviour and treat others with kindness and respect.
- 3.19 Pupils' social development and collaboration are excellent. Pupils work effectively in teams knowing the skills required for leadership and for being part of a team. They were observed, for example, working effectively in teams during games and matches and collaborating as part of a rehearsal for a school production. During lessons, pupils use the many opportunities given for paired and group work constructively. They are respectful of each other's views and give one another positive feedback with consideration and respect. The special educational needs of a very small number of boarders sometimes has an adverse impact on social interaction in the boarding house. Fellow boarders and the school community demonstrate a sensitivity and understanding of these needs and, together with the staff, make adjustments to support them in being valued members of the group.
- 3.20 Pupils make an excellent contribution to the lives of others within the school, the local community and wider society. Pupils have a 'can-do' attitude and are keen to volunteer from reading in assembly to being lunchtime helpers and pupil support officers. Pupils notice when somebody needs help or support. They go out of their way to give a word of support or an offer of help which has an extremely positive impact on the behaviour and morale of the school community. Pupils make a significant contribution to the local community by taking part in a range of events, including singing at a local care home and hospital. Pupils initiate their own enterprises to support charities of special interest to them. They speak with great depth and humility about their visit to South Africa and the difference that they can make to the lives of others.
- 3.21 Pupils have a very strong awareness and appreciation of other cultures which is evident during discussion and in work seen in PSHE, geography, religious studies and history. Pupils throughout the school learn about a wide range of cultures and faiths including Judaism, Buddhism, Sikhism, Islam, and Christianity. Displays around the school acknowledge and celebrate differences and similarities. Boarders possess a strong awareness of the need to support new boarders, particularly those from other countries. They take pride in helping them to settle into the boarding house and the demands of school.
- 3.22 Pupils have a very strong awareness of how to stay safe and what they need to do to be physically and mentally healthy. Time is carefully planned in order to ensure that all pupils engage in sufficient physical activity across the curriculum. All pupils develop their fine and gross motor skills during outdoor activities and when enjoying the school grounds and play areas. Pupils enjoy the wide range of healthy food provided at meal times and for snacks. They understand the importance of eating a balanced diet and make healthy choices of food and drink. Pupils maturely discuss the importance of mental well-being and the negative impact that lack of sleep and anxiety can have on the individual. They refer to helpful discussions in PSHE and tutor time and the support given by staff so that they can share any worries or concerns.

- 3.23 The vast majority of parents who responded to the questionnaire were supportive of the way that the school successfully supports their children's personal development including their pastoral and welfare needs. They appreciate the way staff promote good behaviour and the way they listen to pupils and respond to their individual needs. Strong leadership support for the personal development of pupils enables pupils throughout the school to flourish. The trustees take a deep interest in all aspects of the school contributing strongly to the health, care and well-being of the school community.

## 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 the chair of trustees and the warden, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings 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

Dr Patricia Preedy	Reporting inspector
Mr Gerard Silverlock	Compliance team inspector (Headmaster, IAPS school)
Mrs Loraine Cavanagh	Team inspector (Former head, IAPS school)
Mr Alex Osiatynski	Team inspector for boarding (Headmaster, IAPS school)