

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

**St Peter's Preparatory School**

**March 2020**



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### School's Details

<b>School</b>	St Peter's Preparatory School			
<b>DfE number</b>	878/6020			
<b>Address</b>	St Peter's Preparatory School Harefield Lympstone Exmouth Devon EX8 5AU			
<b>Telephone number</b>	01395 272148			
<b>Email address</b>	head@stpetersprepschool.co.uk			
<b>Head</b>	Mrs Charlotte Johnston			
<b>Proprietor</b>	Mr Jonathan Middleton			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	288			
	<b>Day pupils</b>	288	<b>Flexi Boarders</b>	77
	<b>EYFS</b>	73	<b>Juniors</b>	173
	<b>Seniors</b>	42		
<b>Inspection dates</b>	10 to 12 March 2020			

## **1. Background Information**

### **About the school**

- 1.1 St Peter's Preparatory School is an independent co-educational day and boarding school for pupils aged between 3 and 13 years. It is governed by the owner and supported by an advisory committee.
- 1.2 Since the previous inspection, the school has opened a new library and a performing arts space. Philosophy, mindfulness and drama have been added to the curriculum. Computing has been added as a separate subject in Years 7 and 8.
- 1.3 Founded in 1882 as a school for boys, the school moved to its present site in 1949. Female pupils were first admitted in 1974. The nursery was established in 1995, providing for pupils from age 3 to 4 years. The lower and upper school are for pupils aged 5 to 9 years and 10 to 13 years respectively. Flexi-boarding is available to pupils from the age of 7 years.

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

- 1.4 The school aims to encourage children to learn and work independently in a secure and supportive environment so as to give each child the opportunity to develop their full potential, allowing them to progress to the next phase of their life as successful and self-confident individuals.

### **About the pupils**

- 1.5 Pupils come from a range of backgrounds, mostly from British families living in Devon. Data assessed by the school indicate that although there is a wide range, the overall ability of pupils is above average compared to those taking the same tests nationally. The school has identified 72 pupils as having special educational needs and/or disabilities (SEND), which include visual and auditory processing difficulties, and dyslexia, 40 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 11 pupils, two of whom receive specialist support. The school provides the more able pupils with enrichment and extension activities and opportunities for other pupils who have particular talents in sport, drama and music.

## 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 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.

**2.13 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. 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.

**2.15 The standard relating to the provision of information [paragraph 32] and 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.

- Most pupils make excellent progress at every stage and achieve advanced levels of attainment within and beyond the formal curriculum.
- The vast majority of pupils demonstrate an outstanding knowledge across many subjects and have high-level skills and understanding to enhance their learning.
- The pupils are excellent communicators, eager to inform and discuss. They read extensively and express themselves fluently using advanced vocabulary for their age.
- Pupils develop critical thinking skills from an early age. They hypothesise, analyse and conclude at advanced levels and confidently apply their knowledge to new situations.
- Pupils at all ages participate in lessons enthusiastically, embrace challenge and enjoy their learning.

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

- The pupils are modestly self-confident and resilient. They grow in self-esteem and are well-prepared for the next steps in learning and life.
- Pupils understand the value of good decision making and its importance. They develop these skills at an early age so this becomes part of their mindset.
- The pupils demonstrate very high standards of behaviour. They have a strong sense of fair play and willingly challenge perceived injustice or unkindness encountered.
- Collaboration is excellent and, while each pupil has their learning well focused, they derive great enjoyment in the process of learning together in pairs or groups.

## Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider ensuring that pupils' skills in art, design and technology improve to the maximum envisaged in school plans to refurbish and enhance provision and monitoring the success of this initiative.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils make rapid progress throughout the school and achieve advanced levels of attainment for their age. At the end of the Early Years Foundation Stage (EYFS), most of the children exceed or reach national age-related expectations. Pupils with SEND and others who experience challenges to learning are enabled to access the curriculum successfully and make similarly high rates of progress whatever their starting points. The use of provision mapping, reviewed regularly, ensures that their work and targets increase in difficulty. Data from externally marked assessments show excellent rates of progress and attainment for pupils at all ages and defined groups, including the gifted and able pupils. These standards are confirmed in work scrutiny and interviews with the pupils. In successful fulfilment of the school's aims, achievement is at a high level in all areas and pupils experience excellent success both in academic and extra-curricular activities. The outstanding achievement and progress are underpinned by the implementation and consistent delivery across all ages and stages of the St Peter's Baccalaureate® which is a bespoke skills-based curriculum where pupils are empowered as individuals to be involved in and plan the course of their own learning. This is effectively monitored and evaluated as part of a clear development plan by the proprietor and senior leaders. In the pre-inspection questionnaires almost all the parents and their children agreed that teaching enables pupils to make progress.
- 3.6 The vast majority of pupils throughout the school demonstrate outstanding and extensive knowledge and understanding across the different areas of learning and begin to pursue personal intellectual interests at an early age. They develop high-level skills and understanding to enhance their learning and are motivated by committed teaching. The pupils understand that some skills will take practice and they try hard to put in the necessary work to achieve their goals. The curriculum and consistent encouragement and praise enable pupils to take an active part in their learning. Year 6 pupils choose and research their own science experiment and present it to a range of parents and senior school judges in a large exhibition. They demonstrate very advanced detailed knowledge and understanding as they explain their findings, in topics such as the structure and action of skeletal muscle cells or white blood cells, reaction times, or the iron content of breakfast cereals. Across all areas, pupils engage in their target setting and understand clearly the next steps in their learning. They therefore have great success in meeting their targets. Pupils' curiosity initiates learning throughout the school and is developed in a culture of possibility, in which all are encouraged to try something new. Most pupils embrace the challenge and achieve beyond age-related expectations.
- 3.7 The pupils are excellent communicators, eager to inform, discuss and debate. Their oral, listening and written communication skills are outstanding from an early age throughout the school and they are articulate and confident across the three strands of communication. Pupils read extensively and express themselves fluently, both verbally and in written form, using advanced vocabulary for their age. For example, pupils in Year 3 described the taste and texture of different fruits in detail, as well as whether they liked to eat them. Pupils apply successfully the skills they have acquired in music and drama to the way in which they communicate in modern languages and public speaking. Correct language, terms and vocabulary are used in all classes and activities, even in the younger age groups. Pupils in Reception, who had answered their register in Italian, correctly described a cuboid as having faces which are all rectangles. In order to enhance listening skills, there is a consistent emphasis on listening to information, instructions and each other from the EYFS onwards.

- 3.8 Pupils use numbers naturally in every aspect of their work, from counting in Nursery to using graphs and calculations in project work for science and geography. They feel exceptionally well supported with regard to the acquisition of their numeracy skills. They are confident with numbers and the use of arithmetic skills and problem-solving is embedded throughout the curriculum. Pupils' enquiries are often the starting point for an ad hoc numeracy activity. For example, in registration time in Year 2, a pupil asked how many days there were left in the month. Time was taken to allow for looking at the day's date, finding out how many days in the month and then calculating how many days were still left. Older pupils understand and use calculations and statistics to enhance arguments or inform debates.
- 3.9 Pupils' information and communication technology (ICT) skills are excellent. The use of technology is embedded within the curriculum so that pupils apply it effectively in a variety of ways appropriate to the needs of the task in hand, whether recording results, events or initial research at the beginning of a new project. Pupils demonstrate age-appropriate mastery of programming and, in several contexts, are confident and competent to use ICT for other subjects. ICT is used in many subjects but never to the exclusion of traditional writing skills.
- 3.10 In responses to the questionnaires, all parents assert that the school helps their child develop the skills needed for their future. Most pupils who responded to the questionnaires said that they are encouraged to think and learn for themselves. Pupils' study skills are highly developed throughout the school. In EYFS the youngest children show intellectual curiosity which is nurtured consistently and allowed to flourish. The skills-based curriculum is implemented consistently from Year 1 and consequently pupils maintain their spirit of enquiry and develop critical thinking skills from an early age. Pupils' books show clear evidence of increasing challenge in the levels of difficulty of tasks set and skills developed. Pupils of all ages demonstrate higher-order thinking skills across the curriculum and use these to enhance their learning. Year 5 pupils confidently explain how they choose topics for their humanities projects and go about research, drawing on a variety of sources. The pupils hypothesise, analyse and synthesise convincingly and effectively at advanced levels for their age and confidently apply their knowledge to new situations. For example, in a design and technology competition, pupils combined practical and technological skills with creative thinking to design and make products and systems to meet the needs of a project brief. Most pupils evaluated and tested their products against a list of specifications and suggested modifications. Guided opportunities from Nursery onwards lead to confident skills development as the pupils move through the school. These, together with good relationships with tutors, the consistent approach, pupils' involvement with their individual learning paths and target setting, secure strong skills development for all.
- 3.11 Pupils achieve at a high level in a variety of fields outside the formal curriculum. A high proportion of leavers gain scholarships at their chosen senior schools with several gaining awards in art, music, drama and sport. All pupils' outstanding extra-curricular achievements are celebrated whether it be representing the county in sport, or for beautiful cake making in the EYFS. They demonstrate a good or better measure of success in extra-curricular activities such as instrumental and choral music, martial arts, dance, sailing, squash, athletics, rugby, football, hockey, cricket and wakeboarding. Last year over half the pupils taking part in external speaking examinations achieved the highest classification and recently pupils have won prizes nationally for writing. Besides many pupils achieving success in national music examinations at levels which are advanced for their age, over recent years pupils have played at county and national level in classical and jazz orchestras, and brass bands. The chamber choir gives regular outstanding performances of difficult music, notably the St John Passion, with the English Touring Opera in Exeter Cathedral. A good number of pupils enter and achieve well in a national arts award scheme. Besides giving mentoring support and challenge to senior leaders, the proprietor takes great interest and celebrates the pupils' achievements both within and beyond the curriculum.

- 3.12 The pupils' attitudes at all ages are very positive, the vast majority thriving and learning in an inspiring and stimulating atmosphere. Pupils enjoy great success working both independently and collaboratively and the two skills are clearly embedded within the ethos of the school. In the EYFS, the day's pattern and its tasks are outlined at the start of the day, and children quickly learn to move through the activities, some as individuals and some in pairs or groups, independently and at their own pace. In this context, young pupils begin to take leadership in their own learning and use their initiative when faced with intellectual challenges. With these attitudes embedded, older pupils are aspiring independent learners. The pupils participate in lessons enthusiastically, embrace challenge and enjoy their learning.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across all ages enjoy positive self-esteem, persevere when challenged and develop a strong awareness of their own strengths and weaknesses. In their responses to the questionnaire the overwhelming majority of parents agreed that the school helps their child to be confident and independent, a view echoed by most of the pupils. The pupils are self-aware and speak with eloquence and confidence. They are self-confident and resilient, viewing the inevitable and occasional difficulties and mistakes as learning opportunities. For example, when competitive sporting or dramatic selections are made, most pupils greet the experience with equanimity, using disappointment as a springboard to motivate their ongoing development and improvement. From an early age, pupils begin to understand themselves as learners and the next steps to improve their learning. They can articulate where they think they went wrong and the strategies they will use to move their learning onwards. Many pupils enjoy the flexi-boarding experience. All parents of boarders who responded to the questionnaires asserted that boarding had supported both their child's progress and personal development.
- 3.15 From Nursery onwards, pupils manage their own possessions, sports kit and other equipment successfully, showing strong self-discipline and self-management skills. Pupils demonstrate excellent levels of self-confidence whether taking part in performance poetry in the lower school or presenting assemblies, such as when Year 4 pupils share their *Heroes* presentations. Older pupils are very confident that they have, throughout the course of their time at school, learned to know themselves. They grow in confidence and self-esteem and, by the time they leave, they are ready and well-prepared for the next step in their lives and the move to their senior school. Pupils speak confidently about their feelings, anxieties or worries and show they have strategies to address these, in part due to the embedding of mindfulness in the curriculum. The pupils build good and trusting relationships with staff and so feel able to confide concerns or difficulties and allow themselves to be supported. In this atmosphere, most pupils take academic and personal risks and embrace challenge.
- 3.16 The pupils are adept and confident decision makers and understand the value and importance of this skill. From an early age, they are afforded numerous opportunities to exercise and develop the skills associated with this and so it becomes part of their thinking and approach to life. Pupils are given the strategies they need in order to make good, rational decisions. They discuss, challenge, listen and reconsider flexibly. Pupils of all ages demonstrate their ability to make well-informed and well-considered decisions, from the topics they would like to learn about in the EYFS, to with whom they can most effectively tackle a music task in Year 3. In selecting which activities to join as part of the extra-curricular programme, many pupils express their consideration of how a specific opportunity will enrich their own development. Pupils propose and choose environmental initiatives and, as they grow older, discussion topics, project titles and research methods. Older pupils explain the factors which affect their decisions concerning their future schools and careers. They say that they have learned to think critically, consider the important factors and make sensible decisions due to being encouraged to do so since they were very young. This consistent approach by the staff supports pupils to become independent and making sensible choices becomes part of their mindset.

- 3.17 The pupils are thoughtful and caring. They have a strong grasp of the non-material aspects of life and demonstrate an awareness of spiritual understanding that is beyond their age. The spiritual side of life is evident, not just in the way the pupils clearly appreciate the beautiful views, but with the relationships between staff and pupils which show clearly that spirituality is talked about, respected and valued. Pupils assert that they are encouraged to find their faith, not directed to any particular religion, but given the space and opportunity to decide for themselves, based on a sound spiritual foundation. They readily share their thoughts and opinions on moral dilemmas and, in philosophy sessions, pupils from Year 2 upwards reflect, with a maturity well beyond their years, on a number of philosophical ideas. After a community singing assembly, pupils expressed how singing gives them joy and makes them feel uplifted and ready for the next challenge of the day.
- 3.18 The pupils demonstrate very high standards of behaviour. They have a strong sense of right and wrong and an excellent understanding of accepting responsibility for their actions and behaviour. They have a clear sense of fair play and willingly challenge perceived injustice or unkindness if they encounter it. They show a maturity and confidence beyond their age when discussing rules and laws. The pupils look out for each other as well as challenging misbehaviour and unkindness. They show no tolerance for any kind of bullying. Older pupils are excellent role models for their younger peers.
- 3.19 The pupils have a highly developed social awareness, are empathetic and willing to offer help or support to others. Collaboration is excellent, and while each pupil focuses well on their own learning, they derive great enjoyment in working together in pairs or groups to achieve common goals. Teamwork amongst boarders is such that a group recently took the initiative to work together to present a plan to the senior leadership to update their common room. They then raised funds and redecorated it themselves. The pupils are friendly and articulate, supportive of each other, and celebrate group and individual successes. When engaging in group tasks, many pupils understand that they need to take responsibility for their own behaviour in order to contribute to the group's success, and can reflect upon their contribution if the outcome was not what they hoped it to be. Older pupils willingly take responsibility for helping and supporting the younger ones in a variety of ways including in boarding where boarding ambassadors encourage and support new boarders. This ethos is due in no small part to the excellent pastoral care and social relationships with staff who are consistently good role models. Almost all the pupils who board from time to time were positive in the questionnaires that boarding staff understand their needs.
- 3.20 With high levels of emotional maturity, pupils demonstrate a significant understanding of the importance of contributing positively beyond their own lives and personal circumstances. They reflect on, and appreciate, the needs and circumstances of those less fortunate than themselves and are active in supporting them. Many daily kindnesses and more extended fundraising efforts are initiated by the pupils. The pupils readily accept the needs of others and respond with empathy and sensitivity. For example, in the EYFS, children responded to the use of signing by developing and using signing skills themselves so that everyone was included in the activity. Charitable giving is a high priority and pupils decide on the charities to support and display great commitment to their fund-raising activities, giving of their time and effort willingly. Pupils demonstrate a wide variety of such activities, often initiated and developed directly by themselves. For example, they have held three-legged races and set up their own businesses with five pounds, giving any profits to charity.

- 3.21 Pupils are aware of the world around them and they investigate and celebrate other cultures with interest, so developing an understanding of diversity. Music, art and languages from other cultures are introduced and enjoyed throughout all age groups including the EYFS. The pupils display a deep understanding of a range of different backgrounds, traditions and values. Most can explain how these differ from their own culture and make perceptive observations when there are similarities. The pupils have an excellent understanding of the importance of respecting others and for tolerating the differences between individuals and groups. In discussion, pupils commented that 'celebrate' would be a better word than 'tolerate' because that suggested 'putting up with'. Respect and tolerance are embedded within the philosophy of the community and pupils and staff treat each other with respect and kindness. In the questionnaires the vast majority of pupils and their parents agreed that the school encourages tolerance and respect.
- 3.22 The pupils have a strong understanding of the importance of physical and mental health and know how to stay safe in school, online and in the wider community. They know how to keep themselves safe and appreciate the need for a healthy lifestyle, both physically and emotionally. There is a pervading culture of care for each other throughout the school, including pupils and staff. The pupils reflect on who they are, what they are passionate about, what they would like to achieve and how this can motivate them to stay mentally strong. They understand the importance of games and physical education sessions and keeping active in order to stay physically healthy.

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

### Inspectors

Mrs Linda Smallwood	Reporting inspector
Mr Shaun Wilson	Compliance team inspector (Director of finance and operations, HMC school)
Mrs Jane Huntington	Team inspector (Head, ISA school)
Mr David Pafford	Team inspector for boarding (Deputy head, HMC school)