



**ISI** Independent  
Schools  
Inspectorate

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

**Talbot Heath School**

**Month 2023**

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### School's Details

<b>School</b>	Talbot Heath School			
<b>DfE number</b>	839/6007			
<b>Registered charity number</b>	283708			
<b>Address</b>	Talbot Heath School Rothesay Road Bournemouth Dorset BH4 9NJ			
<b>Telephone number</b>	01202 761881			
<b>Email address</b>	office@talbotheath.org			
<b>Headmistress</b>	Mrs Angharad Holloway			
<b>Chair of governors</b>	Dr Richard Day			
<b>Proprietor</b>	Talbot Heath School Trust Ltd			
<b>Age range</b>	3to 18			
<b>Number of pupils on roll</b>	585			
	<b>Day pupils</b>	553	<b>Boarders</b>	32
	<b>EYFS</b>	28	<b>Juniors</b>	197
	<b>Seniors</b>	298	<b>Sixth Form</b>	62
<b>Inspection dates</b>	14 to 16 March 2023			

## 1. Background Information

### About the school

- 1.1 Talbot Heath is an independent day and boarding school for female pupils aged between 3 and 18 years. It is a charitable trust, administered by a board of governors. The school was founded in 1886 by Mary Broad, a pioneer of girls' education, who was determined to offer a first-class liberal education to the daughters of the professional classes. Bournemouth High School as it was known then outgrew its original premises and in 1936 the school moved to its current site and was renamed Talbot Heath.
- 1.2 Since the previous inspection the school has built the 'Hub' a centre for interdisciplinary teaching and learning. The school is divided into three sections: pre-prep, junior and senior. The school has one boarding house with facility for full, weekly, flexi or casual boarding.

### What the school seeks to do

- 1.3 The school aims to unite all members of the community with regard to the importance they place on principles, compassion and consideration of others. The school seeks to produce pupils who are confident, knowledgeable but not complacent, able to express their opinions but willing to listen to others, independent yet supportive, strong yet compassionate, principled but fun. Integrity and character lie at the heart of the school's aims, whose motto is *Honour Before Honours*.

### About the pupils

- 1.4 Pupils come from a range of backgrounds within a twenty-mile radius of the school. The boarding house has a diverse mix of senior pupils, some from overseas as well as from across the UK who are part of the Tennis Academy. Data indicate that the ability profile of the pupils is above average and broadly average in the sixth form compared to other pupils taking the same tests nationally. The school has identified 80 pupils with SEND, 64 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 60 pupils, whose needs are supported by their classroom teachers. The curriculum is modified, through the provision of an adjusted timetable, for pupils performing at an elite level in sport, music and drama.

## 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. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools, 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 junior department, 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 department, the school's GCSE and A-level results in the years 2020 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, 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 and 7 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'.

<i>School</i>	<i>National Curriculum name</i>
Nursery	Nursery
Reception	Reception
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

#### Key findings

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

- Pupils have positive attitudes to learning, are focused and respectful with a real willingness to participate when the opportunities arise.
- Pupils achieve high levels of success in sport, music and performing arts.
- Pupils develop good team-building skills and understand connections between subjects through the interdisciplinary subject days which provide memorable learning experiences.



- Pupils' progress in their learning and collaborative skills is limited by some lessons that lack challenge and opportunities to work together.
- Pupils are not always punctual to lessons and lose valuable learning time.

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

- Pupils across the school including boarders demonstrate resilience and independence in their personal development.
- Pupils have a strong social awareness and appreciation of the needs of others.
- Pupils are highly positive regarding the promotion of diversity and inclusion across the school.
- Pupils are astute decision-makers realising the impact for their future plans.
- Pupils, including boarders, do not fully develop leadership skills as there is not always sufficient opportunity to express their views.

## Recommendations

3.3 The school is advised to make the following improvements.

- Enhance pupils' progress by ensuring all lessons provide pace, challenge and opportunities for collaborative work.
- Ensure time is maximised in all lessons and punctuality becomes the norm.
- Develop pupils' leadership skills by providing pupils with opportunities and time to express their views more easily and more frequently, including those in boarding.

## 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' knowledge, skills and understanding are good with a number of examples of excellence across subjects and sections in the school. EYFS children settle quickly into daily routines, learning through organised play and choice of activities that promote their interest and curiosity. In the woodland environment and story time, characters come alive and animate their learning. Pre-prep children demonstrate increasing fluency in their reading and writing learning about different parts of speech, using adjectives for characterisation, as exemplified in Year 1. Year 2 pupils showed secure understanding and ability to explain 'why' and to predict weights and measures. In the junior school pupils demonstrate excellent ability to focus, to draw information from their teachers and apply it to their learning. Year 4 pupils skilfully researched computer maps, timelines and photographic resources to extend their knowledge of Romans and Celts using subject specific vocabulary, 'wattle and daub walls', showing a thorough understanding of historical place and time. Year 5 pupils, focused on persuasive writing, demonstrated a high level of vocabulary such as melancholy, exquisite and hysterical in their accurately written formal letters to buy a ticket to sail on the Titanic. Year 6 displayed a clear understanding of metaphor, simile and personification as they explored the novel, *When war came to school* increasing their empathy for children in war torn parts of the world.
- 3.6 In the senior school, pupils focus on their learning, are respectful of each other and participate when the opportunity arises. Year 7 biologists learned an important lesson when they only partly created a thermometer, realising that they must follow instructions exactly in science to achieve accurate results. In a Year 8 Latin/design technology (DT) interdisciplinary day, pupils wearing costume with music and video playing in the background, developed their knowledge of life as a gladiator in Ancient Rome. Dressed accordingly to train in the 'ludus gladiatorius' in the use of (wooden) swords and shields they fought duels for the freedom of Rome. They learned Roman commands and other key vocabulary

bringing their Latin learning memorably to life. Year 10 chemists responded well when challenged with pace and focused questioning to write a balanced equation on oxidising agents. Year 13 psychologists deepened their knowledge of nature and nurture. They consolidated their understanding in writing when challenged, using a good range of resources including secondary criticisms and links to other subjects. Year 10 pupils made excellent progress in their netball skills as they were stopped and encouraged in regular feedback to think about the frequency and effectiveness of theirs and others' dodges. However, in a number of lessons although pupils listened attentively and completed tasks there were fewer opportunities to work collaboratively. Pupils often arrive late for lessons. Both of these aspects limit pupils' progress. Pupils aim is to prepare well for examinations and they are eager to learn but are not always sufficiently challenged to deduce for themselves or to ask questions.

- 3.7 Pupils in the pre-prep and junior school make rapid progress across the curriculum and are well prepared for the next stage of their learning. Children in the Early Years Foundation setting (EYFS) achieve extremely well in meeting the expected learning goals well in advance of their entry to Year 1. In the junior school levels of attainment are above average in tests in English and mathematics compared to those taking the same tests nationally. Pupils' progress is tracked through a range of academic and pastoral information with subject clinics to support pupils' learning. Pupils with SEND almost always make good progress from their starting points across the school. They are well guided by the SEND department who provide appropriate materials for teachers who support them in most lessons. In the sixth form pupils make good and often excellent progress in their learning, as exemplified in their results and in their extended project essays. Results in 2022 were above the national average with the majority of A-level examinations graded A\*-A. At GCSE level the majority of results were graded 9–7 with a slight decrease in performance compared to the previous two years. Almost all pupils gain the necessary skills and qualifications to move to universities of their choice including to music, drama and art colleges in the UK and across the world.
- 3.8 Junior and pre-prep pupils show mature and confident communication skills for their age. Year 2 listened carefully to instructions in the woodland environment so they know how to complete the tasks to find hidden treasure or to solve a mystery. Year 6 listened attentively to each other as they read out their letters to the captain of the Titanic and offered constructive feedback to their peers. In the early stages of beginning to read Kindergarten and pre-prep children learn sounds and letters that lead to blending and creating words. Pupils read regularly to their teacher or to each other to develop their fluency and to extend vocabulary which is a strong focus of the junior school. Pupils enjoy writing and know how to include new structures and vocabulary to write creatively and with imagination. All pupils enjoy reading and are regular visitors to the library to choose their next book which ensures they are developing their knowledge, fluency and understanding of others as they delve into their latest choice to escape to a world different to their own to extend their horizons
- 3.9 Senior school pupils project their voices effectively when presenting or reading in assemblies. In Year 10 English, pupils consolidated their learning in paired discussion on the ways in which Shakespeare used religious imagery to colour the characterisation of Macbeth and the Porter. GCSE dramatists confidently worked with their partners, projecting voice with appropriate tone and feeling. Year 13 dramatists reading a range of reviews of the play, *Noughts and Crosses*, discussed dramatic effect, dramatic intention and looked closely at vocabulary to write their own reviews without being directed by the teacher. In most sixth-form lessons pupils discuss confidently and listen perceptively and sensitively to the views of others with considered responses and a mature sense of audience and place. Pupils across the English Department have made colourful, effective and informative displays on the texts and authors that they have been studying, such as Margaret Atwood's *Handmaid's Tale*, that are of a high standard and helpful to others. However, evidence of good progress across year groups and subjects is variable as pupils are often over reliant on teachers providing the answers, giving one-word answers because opportunities for collaborative effort to reinforce their learning is limited. Scrutiny of pupils' written work indicates a preponderance of worksheets with fewer opportunities for discursive and extended challenges to allow pupils to evolve their writing skills.

- 3.10 Pupils across the school demonstrate a competent grasp of number and confidently apply their skills to other subjects. Year 3 correctly used radius, circumference and diameter in their outdoor learning. Year 5 demonstrated quite clearly that they understand how to add and subtract fractions with different denominators and applied this to real life situations. Year 9 discussed accurately different types of quadratic equations using subject specific terminology and the significant use of brackets. Year 12 and 13 mathematicians demonstrate high levels of competency in understanding mathematical operations and in dealing with complex questions. Many pupils are successful in mathematics and science Olympiads. Scrutiny of work demonstrated that in mathematics pupils across the school take pride in setting out their work carefully, showing clear workings and methodology.
- 3.11 Pupils are proficient users of information and communication technology (ICT) and not least in their interdisciplinary lessons where they use computer-aided design to create objects such as mechanical grubbers or paper holders, developing confidence in their computer design skills. Year 3 confidently demonstrated their ability to collate and represent data in graph form and create tally marking. In the senior school all pupils use devices to aid their learning, through note-taking and researching. Pupils often check and edit their own work using guidelines provided by their teachers for examination subjects. Year 9 students, learning about photographic composition techniques, created collages, paper maquettes to design a sculpture, which they drew in 2D design software and then realised as 3D forms using laser cut birch plywood. Pupils switch easily in lessons from the use of portable devices to listening to their teachers. They readily interpret data and show excellent insight when transferring results to real life situations. Year 9 pupils have achieved awards in digital competitions, demonstrating effective use of software and ability to relate it to modern-day business examples. Much of the interdisciplinary work is centred on design for the future, including architecture and sustainability, ensuring that pupils are being well prepared for the working world of the future.
- 3.12 Pupils explore beyond examination specifications to extend their talents and interests. For many, sport, especially swimming and tennis, plays a significant role for enjoyment and at a competitive level. As many as a third of the senior and junior school excel, representing the school at regional, national or international level in netball, tennis and swimming and in a wider range of individual sports. Pupils take part in art, writing and poetry competitions with some success. A number of pupils are accomplished musicians and are successful in music external examinations. Individual art portfolios are of high quality and reflect pupils' independence and theoretical knowledge of practical approaches. Year 10 pieces showed an imaginative use of photography to be developed further with oils, watercolour and three-dimensional pieces. In drama, pupils act, produce their own scripts for assessed performances or help to direct when there is an opportunity. Keen debaters participate in the school debating and local competitions which promotes their confidence in public speaking and for interviews. In the questionnaires, almost all parents agreed that the school helps their child to develop strong teamwork and social skills.

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

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils are self-reflective from an early age. Almost without exception pupils across the school said that the school was a safe place to be. In the EYFS and junior school pupils thoroughly enjoy their time, which is filled with experiential learning supported by leaders and teachers who allow pupils to develop at their own pace without fear of failure. Older pupils build resilience through the support of teaching staff who provide feedback on their classwork, which pupils say gives guidance on how to improve. Pupils throughout the school talked about their appreciation of assemblies, where topics such as resilience, well-being and the importance of values are reinforced and reflected in the expectations of leaders and teachers. In boarding, pupils are well supported by a committed team who encourage them to support each other so that they become independent and resilient in their learning and in their living. They demonstrate increasing self-discipline and strength of character to

become independent learners and thinkers. From early years to sixth form pupils say that they feel well prepared to move to the next stage of their education, be it pre-prep, junior, senior or university.

- 3.15 Pupils have a strong sense of the importance of decision-making, not least those in boarding who have travelled across the world to complete their secondary education, bringing with it a sense of maturity and responsibility. Younger pupils understand decision-making in a slightly different context but are none the less able to make choices in their learning. They read and write creatively. They learn from teachers to think carefully before expressing an opinion and to consider how it might affect others. This helps them to become responsible, able young people. Senior pupils in the school understand that the decisions regarding their subject choices or university choices, play a significant role in determining their future options. They understand that this requires consideration and discussion with others. In the questionnaires and discussions with inspectors, a few pupils in the senior school said that they would like to have more discussion about subject choices and careers. Inspectors agree that opportunities for discussion would help pupils to explore and sift their ideas enabling them to reflect and realise the importance of hearing other views.
- 3.16 In regular staff led assemblies, the whole school end with a prayer, a moment of reflection and stillness on whatever is relevant or pertinent in the moment. In addition, the monthly Pause for prayer provides a time for those who so wish to stop and reflect and bring before God anything that is on their minds and hearts. As a school with a Christian foundation, at Easter and Christmas the whole school celebrate the significant moments in the Christian faith. As they move through the school, pupils said they appreciate the values and ethos *honour before honours*. They reflect on the vision of the school to provide a liberal progressive education and they are thankful for it. The word 'spiritual' is not necessarily referenced but many pupils reflect on and appreciate what they have. Pupils have a positive sense of others of different faiths or no faith and value the opportunity to learn from others. Sixth formers enjoy philosophical debate on the nature of being and human experience and younger pupils explore the mystery and beauty of life in their outdoor lessons and wonder at the world around them.
- 3.17 Pupils have a clear understanding and ability to distinguish right from wrong and respect the rules of the school. Their moral stance and awareness of responsibility for their own actions and behaviour are highly positive. Younger pupils are very clear about the consequences of bad behaviour and that the Golden Rules are for all of them to be able to enjoy each day at school. Seniors acknowledge that the harmonious and convivial atmosphere that prevails is due to the ethos and high expectations set by leaders and modelled by senior pupils in their behaviour and attitudes towards younger pupils. In the questionnaires, all pupils agreed that the school expects them to behave well and most agreed that pupils are kind and respect each other. A few pupils in the senior school reported that they would like more consistency of approach in terms of rewards and sanctions and would like to discuss these issues more.

- 3.18 Pupils' social awareness is well developed. Older junior pupils appointed as buddies, form leaders and well-being ambassadors, help support younger pupils in need of a friend or someone to play with at break time. This, in turn, provides pupils with leadership opportunities and encourages those appointed to be a good example to others. Junior pupils enthusiastically promote their eco-club, working on increasing the school's recycling project, helping them to be aware of the need for each to play their part. The senior eco-club exploring a specialised recycling offer have been working to procure correct, usable, recycling bins to assist in energy reduction throughout the school and have conducted a sustainability audit to help the school reach net zero. As part of their wider world view, pupils have close links with a Rwandan school, learning about life for pupils there and fundraising to help them have as positive an experience of school life as possible. Year 7 pupils, in their global citizenship course have been exploring the United Nations, what it means to be a global citizenship with regard to understanding commonality while appreciating difference, peace and conflict resolution.
- 3.19 Throughout the school pupils enthusiastically take part in inter-house competitions, winning points for their house and learning to understand competition and fair play. Pupils are eager to give to others through their year group charity fundraising or by visiting local homes to meet and talk with the residents helping pupils to see the needs of others. Pupils enthusiastically take part in whole school celebrations such as World Book Day dressed as their favourite character, encouraging each other to be collegiate and older senior pupils have recently played their part through an Amnesty International concert. Pupils enjoy entering musical theatre competitions and practise enthusiastically together. *Talbot Heath climate change*, a newsletter written and published by pupils, includes a wide array of informative articles to raise awareness and to make sure everyone at Talbot Heath is responding to climate challenges.
- 3.20 In the questionnaires, the vast majority of parents agreed that the school encourages their children to be healthy. Pupils themselves agree that a healthy diet and physical exercise are significant factors in a healthy lifestyle. In their comments, a few pupils reported that they did not find school meals healthy and that there is insufficient choice. Inspectors found meals to be healthy with sufficient choice. Those who are interested and active in sport, voluntarily practise their sports skills in early morning or at any given opportunity and are an inspiration and encouragement to others. Pupils make informed choices to ensure they balance mental health and physical exercise and support their friends to seek help if they see a concern. In discussions with pupils, a number said that they often complete surveys on particular points in school but rarely receive feedback and consequently feel that they are not sufficiently listened to. Pupils appreciate the personal, social, health and economic (PSHE) programme which provides guidance on ensuring they are balancing work, leisure and sufficient exercise. Pupils' safety is a priority. Pupils learn how to stay safe physically and online and revisit these topics regularly in lessons to ensure that they keep up to date and well informed on this topic.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and one other governor, 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 learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Flora Bean	Reporting inspector
Mr Sam Antrobus	Compliance team inspector (Managing director, Schools' group)
Ms Heather Fulton	Team inspector (Former pre-prep head, IAPS school)
Mr James Kazi	Team inspector (Deputy head, HMC school)
Mr Tim Dewes	Team inspector for boarding (Former deputy head, HMC school)