



ISI Independent
Schools
Inspectorate

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

Tettenhall College Incorporated

October 2019



Contents

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

School's Details

College	Tettenhall College Incorporated			
DfE number	336/6013			
Registered charity number	528617			
Address	Wood Road Tettenhall Wolverhampton West Midlands WV6 8QX			
Telephone number	01902 751119			
Email address	info@tettcoll.co.uk			
Headmaster	Mr David Williams			
Chair of governors	Mr Jeremy Wooldridge			
Age range	2 to 18			
Number of pupils on roll	423			
	Day pupils	353	Boarders	70
	EYFS	67	Juniors	119
	Seniors	170	Sixth Form	67
Inspection dates	08 to 10 October 2019			

1. Background Information

About the school

- 1.1 Tettenhall College Incorporated is a co-educational day and boarding school for pupils aged between 2 and 18 years. The school is a charitable trust, administered by a council of governors who have oversight of all sections of the school. The school was founded in 1863 as a boys school, and became fully co-educational in 1982. The school comprises a prep school, which contains the Early Years Foundation Stage (EYFS) setting, and a senior school, which incorporates a sixth form. The school offers boarding from the age of ten to eighteen in two houses, one for female pupils and one for male pupils.

What the school seeks to do

- 1.2 The school's mission is to nurture both day and boarding pupils so that they realise their potential and discover their unique talent in an educational setting where they will thrive, be happy and embrace challenge, enabling them to succeed as valued global citizens.

About the pupils

- 1.3 Pupils come from a range of professional family backgrounds. Nationally standardised test data provided by the school indicate the ability profile of the senior school is above average and that of the sixth form is broadly average. The school has identified 44 pupils as requiring support for special educational needs and/or disabilities (SEND) with 18 pupils receiving additional support from the school for their needs. Four pupils have an education, health and care (EHC) plan. There are 68 pupils who have English as an additional language (EAL) with 44 pupils receiving additional support for their English which, for a very few is below a functional level of competence. The school identifies a number of pupils as being the most able in the school's population and the curriculum is modified for them.

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. 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 REGULATORY 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.

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 associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been in line with the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools.
- 2.5 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.
- 2.6 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. 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 17 and 19 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 and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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 14 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 5 are met.

PART 6 – Provision of information

2.16 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.

2.17 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 18 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 well-being 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 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 good.

- Pupils have well-developed oral skills; they are articulate and confident speakers and listen and respond maturely.
- Pupils have good numeracy skills which they confidently use in other areas of the curriculum.
- Children in the EYFS make strong progress in their learning and development relative to their starting points.
- Pupils engender a positive learning environment through mutual respect.
- Not all pupils, especially the more able, develop their higher-order thinking skills of analysis and research in preparation for their next steps in learning.

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

- Pupils show substantial respect for diversity within their community.
- Pupils play an active part within the school community and their decisions have impact on it.
- Pupils have a strong sense of equality and fair play.
- The pupils' behaviour is exemplary.

Recommendations

3.3 The school is advised to make the following improvements:

- Plan more opportunities for all pupils to develop their higher-order thinking skills.
- Improve systems to help pupils understand how to improve their own learning.

The quality of the pupils' academic and other achievements

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

3.5 EYFS children make very good progress in their learning and development relative to their starting points so that most meet, and a good number exceed, the expected level of development for their age. In the prep school, pupils do not take part in National Curriculum tests but school data indicates pupils perform slightly above national expectations in mathematics and English. Pupils' levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with the school's data, is in line with national age-related expectations and shows that pupils make sound progress over time. Use of assessment procedures enables clearer tracking of individual pupils' progress in the core subjects. This enables staff to help pupils identify their next steps in learning.

3.6 At GCSE in the years 2016 to 2018, performance has been in line with the national average for maintained schools. In the period 2016 to 2017 70% of pupils achieved grades at A* to C in GCSE examinations, compared to around 65% nationally; in 2018 55% of pupils' results were graded 9 to 5 compared to around 50% nationally. Results in 2019 suggest that this level of attainment had improved.

3.7 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools. In the period 2016 to 2017 66% of pupils achieved grades at A* to B in A-level examinations, compared to around 53% nationally and in 2018 52% compared to 53% nationally. Results in 2019 indicate that this level of attainment decreased. Achievements of pupils with SEND and EAL and those who board at the school often outperform their peers and exceed

their individual expectations as indicated by tests of ability as a consequence of the effective support systems that operate within the school. In the senior school, pupils' level of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils make good progress over time; and for those pupils with EAL it is notable. Most pupils proceed to universities or equivalent institutions in specific fields of their first choice. A very large majority of pupils commented on the efforts made by staff to help, encourage and support them in their studies when they experience problems with their work.

- 3.8 Pupils throughout the school develop good levels of knowledge in a wide range of subjects so that they demonstrate secure skills for learning. Parents are extremely satisfied with the school, as reflected in their overwhelming positive responses to all questions in pre-inspection questionnaires. Almost all agreed that the school provides a suitable range of subjects which enable their child to make progress, develop skills for their future and that their children's individual educational needs are met effectively. A very large majority of pupils who responded to the pre-inspection questionnaire agreed that the school helps them learn and make progress and that boarding helped boarders progress with their academic work. A small minority of pupils did not agree that most lessons have interesting activities and use the time well, or that the marking of work and its subsequent feedback help them improve. Inspection evidence supports this view. In many lessons across the school, pupils display a good understanding of their previous learning but in some lessons, development of this understanding was often limited because learning is at the same pace for all pupils and activities were not progressive. Pupils were able to demonstrate good higher-order skills when teaching used open-ended questions and set more complex tasks. For example, fully engaged children in an EYFS lesson, were able to clearly demonstrate their pleasure for reading and their understanding of what captions are used for in their reading books. In the senior school, pupils in a business studies lesson reflected on past knowledge and made links between previously taught material and the new topic being taught. Older pupils in a mathematics lesson made much progress in their understanding of the more complex aspects of geometric probability.
- 3.9 Pupils are confident and articulate in a variety of settings. They speak and listen to each other and their teachers with empathy, respect and engagement. They demonstrate good verbal communication skills as a result of leaders', governors' and staff's strong emphasis on the development of these skills evidenced in the ability of all pupils, including those with SEND and EAL, to engage the inspectors in conversation. Pupils are successful in public speaking accredited examinations and regularly speak in school and house assemblies. Verbal communication from pupils in lessons was good with most pupils able to give appropriate answers which varied in depth. Prep pupils, in an Information and communication technology (ICT) lesson, were able to communicate their ideas concerning their program development articulately and with confidence. Older pupils in an English lesson presented a well-developed and articulate analysis of a soliloquy in *Hamlet*. In terms of written communication, pupils of all ages are less confident and extended writing is less competent as a result of a lack of opportunities in this skill.
- 3.10 Lesson observations and pupils' work demonstrate that pupils of all ages and abilities have good numeracy skills and are able to apply their mathematical knowledge and understanding effectively across a range of subjects. EYFS pupils were very confident in demonstrating the various ways of counting up to 10 and were able to communicate these ideas both orally and in writing. In the prep school, pupils applied their good knowledge of simplifying fractions to sharing a pizza. Strong numerical skills were seen in a very challenging GCSE computer science lesson which involved converting numbers and text into binary, denary and hexadecimal numbers. Older pupils were able to make good progress in understanding the more complex aspects of geometric probability.
- 3.11 EYFS children and prep school pupils develop ICT skills to a good level within lessons where they show competent use of tablets in response to current and effective initiatives to increase their levels of confidence and competence. EYFS children used tablets confidently to photograph human and physical features on their walk around the school. Prep school pupils demonstrated strong development and

application of prior knowledge in writing their individual programs. In the senior school, pupils' skills are less well developed, although they are competent users of ICT for practical purposes, such as presentations, word-processing and research. Older pupils in photography displayed considerable skill to create digital art works. However, pupils do not extend and apply their ICT skills widely within lessons and across a wide range of subjects.

- 3.12 The development of pupils' study skills is good in most areas as seen in lessons observed and in the work scrutiny of pupils' files. These skills are developed as the pupils move through the school and they are able to draw knowledge from sources to which they are directed. A very large majority of pupils in the pre-inspection questionnaire think the school encourages them to think and learn for themselves. In some teaching, open-ended questioning allows pupils to analyse challenging tasks. For example, prep school pupils in a mathematics lesson were able to think critically, including hypothesis and analysis to 'test it and see'. In the senior school, younger pupils in a history lesson made good use of an acronym to discuss the most effective way to analyse sources. Pupils are taught study skills as part of the personal, social and health education (PHSE) programme; in discussions, pupils commented that their understanding of which revision strategies were most effective was still developing. EAL pupils and boarders demonstrated very effective study skills due to the time and support available in the evenings. However, prescriptive activities in lessons resulted in many opportunities to develop high-level thinking not being utilised.
- 3.13 Many pupils throughout the school enjoy notable success in academic, sporting, musical and cultural arenas. This reflects the school's mission to nurture their pupils so that they achieve their potential and discover their unique talent. Academic achievements outside of the curriculum include much success in competitions at local and national levels; in the UK mathematics challenge, in science Olympiads and in speech and drama examinations. Regional success in the Shares4Schools competition and in Young Enterprise has developed pupil outcomes and their understanding of the world of business outside education. For a school of this size, there are a good number of regional and national sports representatives in swimming, gymnastics, athletics and cheerleading. Teams from all age groups have achieved success in regional competitions in rounders, netball and hockey. The pupils value the role of the school in supporting the pupils in these endeavours.
- 3.14 The attitudes of all pupils observed throughout the inspection were very positive. All pupils are courteous, polite and demonstrate a desire to achieve the best they can individually and when given the opportunity, collaboratively. Whether in the boarding house, around the school site or in the classroom the attitude of pupils towards their learning is positive. The culture of mutual support that leaders and governors ensure operates throughout the school is very evident. More able pupils take responsibility for their own learning and work at their own pace, deriving satisfaction from successfully mastering challenges. Pupils respond positively to opportunities to work independently and to take initiative and leadership in their learning. However, they do not always receive these opportunities in lessons, so limiting their progress in developing these skills. Pupils do not always know how to improve their own learning and academic performance because feedback does not always make this clear.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils across the age-range demonstrate a strong sense of self-esteem, self-confidence and self-discipline. The school has very good systems in place to allow pupils to develop awareness of their own strengths and limitations and is very effective at nurturing and building up resilience. Differences between pupils are celebrated and in discussions, pupils expressed that they knew who they were and could be confident in being themselves. All parents who responded to the pre-inspection questionnaire agreed that the school helps their child be confident and independent. This is supported by most pupils and all boarders. Boarders especially are all highly resilient and leave the boarding community well prepared for the next stage of their lives. Boarders develop particularly strong self-

understanding in response to the excellent organisation and strong leadership of boarding. All pupils are treated and known as individuals. Pupils develop positive attitudes to the next stage of their school life through transition days in the EYFS and experience days in the prep school.

- 3.17 Pupils of all ages become increasingly aware that the decisions they take have a significant effect on their own success and well-being. The pupils' views are heard and respected by leaders, staff and other pupils; pupils have a keen awareness of the importance of their decisions and the impact they have on the whole school community. This is facilitated by the school providing many opportunities for the pupils to make these important decisions and learn from their successes in a range of contexts such as school council, boarding house committees and Year 6 prefect elections. A very large majority of parents felt that the school listens and responds to the views of the pupils. Senior school pupils make decisions about what their academic priorities are by being able to elect to go to subject clinics. Boarders make active decisions in the planning of evening activities, weekend trips, food choices and the activities they choose in the extended day programme. Prep school pupils are able to describe how decisions they made had impact on their learning, safety and physical and mental well-being.
- 3.18 As they progress through the school, pupils demonstrate an emerging sense of spirituality in their mature approach to all those involved in the school community; pupils say and demonstrate through their actions that they place a high value on kindness, consideration and friendship. Younger pupils in a senior school history lesson who discussed the Christmas day truce during World War 1 expressed shock at the events that followed. Pupils in a GCSE art lesson considering the paintings of Mark Rothko were able to link effectively the colour yellow being used to represent mental health awareness. Older pupils in a psychology lesson challenged the benefits of urban life when making links between inner-city life and schizophrenia, and then reflected on how the quality of their own lives could be improved. In discussion, pupils spoke highly of the chapel services, especially boarders' chapel, for reinforcing the non-material and spiritual side of life.
- 3.19 Pupils demonstrate a strong moral compass and a clear awareness of right and wrong enabled by the culture of trust and mutual respect that exists throughout the whole school, demonstrated in the constructive relationships across the year groups and within the vertical house system. In discussions it was clear that all pupils take responsibility for their actions and they spoke very positively about the rewards and sanctions that exist within the school to help ensure good behaviour; religious education and PSHE lessons reinforce this morality across the school community. In a GCSE physical education lesson, pupils exhibited excellent understanding of right and wrong when discussing whether sport companies should sponsor athletes with questionable moral character. In response to the questionnaires, a very large majority of parents and almost all pupils agreed that the school expects pupils to behave well and that the school actively promotes good behaviour.
- 3.20 Pupils are socially aware. They work effectively with others to solve problems and achieve common goals and are highly supportive of each other's achievements. This social collaboration which exists at all ages throughout the school helps pupils develop into considerate and empathetic young people. In the questionnaires, almost all parents and most pupils agreed that the school helps pupils develop teamwork and social skills. This excellent behaviour and classroom etiquette was observed in the classroom when pupils reflected on their responsibility to let others speak and hear their views. When the opportunity arises in lessons, pupils work together effectively and productively. In the senior school, older pupils in a business studies lesson worked co-operatively to debate and discuss what money was and whether other material items could be used as currency. Younger pupils worked effectively as part of a group to direct and perform an extract of their set text, with some pupils showing leadership by co-ordinating the task and interacting with less confident members of the group so that all pupils played a part. Children in EYFS play together happily and safely at playtime, organising their own games and observing appropriate playground etiquette, like taking turns.
- 3.21 Pupils make excellent contributions to the lives of others within the school, particularly within the boarding houses. They take their responsibilities seriously and older pupils model responsible behaviour both in the school and in the local community. In discussions, pupil leaders such as school

prefects, peer mentors and boarding house prefects showed good awareness of their key roles: in demonstrating exemplary behaviour to younger children; in building up a rapport with them so that they can be leaders and manage behaviour around the school and boarding houses; and in observing whether anyone is unhappy or upset and being there to support them. Younger pupils commented on the positive impact that these older pupils have on their daily school life. This exemplary pupil behaviour was seen throughout the school. The charity committee which includes representatives from the whole school community has a high profile and encourages pupils to think of others, raises awareness of charitable organisations and provide links with the local community through fundraising efforts. Recent events organised by the pupils include charity coffee mornings, involvement in mental health day arrangements and visiting local care homes and hospices.

- 3.22 Pupils respect and value diversity within society and show respect for, and appreciation of, their own and other cultures. They demonstrate a high degree of sensitivity and tolerance to those from different backgrounds and traditions as seen in the close integration and inclusivity of all pupils within the school community. In discussion, pupils felt that they gain greatly from being at the school and from interacting with pupils from many different backgrounds. They respond positively to observing that diversity is embraced by staff, curiosity is encouraged and anything can be discussed without animosity or prejudice. Pupils feel that they treat each other equally. In the questionnaires all parents and a very large majority of pupils felt that the school encourages them to respect and tolerate other people.
- 3.23 Pupils know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages. This is particularly apparent in terms of diet, exercise, online safety and a balanced lifestyle. Pupils enjoy high levels of well-being through the excellent support network which includes the medical centre, boarding staff, the vertical house system, the PHSE and extended day programmes and the varied sport and activity programme. Children in the EYFS and all pupils in the prep and senior schools take part in regular physical exercise. Almost all pupils agreed that they know how to stay safe online and a large majority feel the school keeps them safe, a consideration supported by an overwhelming number of parents. Pupils spoke highly of, and feel they benefit from the school's efforts to achieve a national well-being award and so address current concerns about mental health issues. Healthy eating is covered extensively in the PHSE programme but a small minority of pupils feel that the school does not encourage them to follow a healthy lifestyle, a view not supported by a very large majority of parents. Inspectors observed that lunch-time options in the dining hall were healthy and varied.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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

Mr Michael Evans	Reporting inspector
Mrs Linda Smallwood	Accompanying Reporting Inspector
Mr Giles Hopkirk	Compliance team inspector (Director of teaching and learning, HMC school)
Mr Matthew Pitteway	Team inspector for boarding (Director of boarding, HMC school)
Mr James Harrison	Team inspector (Headmaster, SoH school)
Ms Kathryn Creed	Team inspector (Head of pre-prep, ISA school)