



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**ACS Hillingdon International School**

**February 2022**

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### School's Details

<b>School</b>	ACS Hillingdon International School			
<b>DfE number</b>	312/6060			
<b>Registered charity number</b>	1179820			
<b>Address</b>	ACS Hillingdon International School 108 Vine Lane Hillingdon Uxbridge UB10 0BE			
<b>Telephone number</b>	01895 259771			
<b>Email address</b>	enquiriesHillingdon@acs-schools.com			
<b>Head of school</b>	Mr Martin Hall			
<b>Proprietor</b>	ACS International Schools			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	560			
	<b>EYFS</b>	11	<b>Juniors</b>	159
	<b>Seniors</b>	282	<b>Sixth Form</b>	108
<b>Inspection dates</b>	1 to 4 February 2022			

## **1. Background Information**

### **About the school**

- 1.1 ACS Hillingdon International School is a co-educational day school. The school opened in 1978 and it is divided into two sections: the Early Childhood and Lower School for pupils aged between 4 and 10 years and the Upper School for pupils aged between 11 and 18 years. The current head has been in post since August 2017. The school is a charitable trust overseen by a board of trustees.
- 1.2 Since the previous inspection the school has introduced additional curriculum pathways, provided new facilities, including those for science and technology and developed a digital learning strategy.
- 1.3 During the period March to August 2020, the whole setting remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils. Pupils in Reception, Year 1 and Year 6 returned to school in June 2020.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.

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

- 1.7 The school aims to build the knowledge, understanding, skills and dispositions that will prepare its students to make a difference. It strives to do this through developing students to become effective learners, confident individuals and caring contributors.

### **About the pupils**

- 1.8 Many pupils stay in the school for three years or less due to their parents' work commitments. At the time of the inspection, 54 different nationalities were represented in the school, the largest groups being from the USA and the UK. The school uses a variety of internationally oriented standardised tests to assess pupils' ability. Data provided by the school indicate that the pupils are of mixed ability but generally above average.
- 1.9 The school has identified 75 pupils as having special educational needs or disabilities (SEND), mostly dyslexia or dyspraxia. No pupils have education, health and care plans. Of the 75 pupils who have English as an additional language (EAL), 44 receive extra support from the school.

## 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. 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 statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a 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.** 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. 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 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](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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

- 2.1 In the junior and senior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.2 In the sixth form, IB results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

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

- 2.8 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.
- 2.9 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 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.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] 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.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

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

- 2.14 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.
- 2.15 The standard relating to the provision of information [paragraph 32] is 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.
- 2.17 The standard relating to the handling of complaints [paragraph 33] is 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.
- 2.19 The standard relating to leadership and management of the school [paragraph 34] is 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'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

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

#### Key findings

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

- Pupils throughout the school develop excellent study skills, demonstrating the ability to work both independently and collaboratively.
- Pupils' use of their initiative is a great strength of the school and demonstrates positive attitudes to learning.



- Pupils develop strong communication skills across the curriculum. They are confident in their interactions with one another and with adults.
- Pupils of all ages apply their extensive information and communication (ICT) skills expertly.

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

- Pupils understand themselves well and exhibit high levels of self-confidence and resilience.
- Pupils are profoundly aware of the importance of making the right choices with regards to their behaviour, relationships and work.
- Across the school pupils engage with enthusiasm in a wide range of opportunities offered to develop their social awareness, collaboration and problem-solving skills.
- Pupils are highly committed to the value of respect for others and are intolerant of discrimination in any form.
- Pupils have a strong sense of the important role that spirituality plays in becoming a fully rounded person.

## Recommendations

3.3 In the context of these excellent outcomes, the school may wish to make the following improvements:

- Fully prepare pupils for the academic demands of the upper years in the school by ensuring that all lessons are sufficiently challenging to maintain engagement.
- Strengthen pupils' sense of social responsibility, by enabling them to re-engage with local and wider community outreach opportunities.

## 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 throughout the school develop excellent study skills, demonstrating the ability to work independently and collaboratively and relishing the many opportunities to take responsibility for their own learning. These skills are central to the commitment of the school's trustees, leadership and other staff to develop effective learners who are focused and curious. Younger pupils show enjoyment of challenges and make connections with previous learning in response to plentiful opportunities to explore, question and hypothesise. As a result they are motivated to analyse their findings and to reflect on both what and how they have learned. For example, Year 4 children displayed an outstanding ability to plan and adapt ideas for creating a shelter in a woodland learning session, developing their own rules suitable for the weather and space. When discussing ideas for a yearbook, as part of a self-chosen personal development project, Year 7 and 8 pupils built on and extended individual suggestions, thus encouraging the group to refine initial ideas. In Year 8 science, pupils demonstrated an appreciation of the need to test theory through practical work when exploring their hypothesis in work on electromagnetic radiation and light.

3.6 In the upper years of the school the proficiency of pupils in navigating to and employing the wide range of digital and text-based resources available to them is excellent. They are then able to craft well-reasoned, clearly articulated conclusions to their enquiries. This is particularly evident in theory of knowledge essays where the critical thinking skills developed in younger years enable pupils to produce sophisticated responses to challenging questions, such as exploring whether there is a difference between truth and facts. In a sixth form English lesson pupils planning an essay in groups were highly focused, quickly identifying the requirement for a balanced argument and suggesting precise references to support or refute the proposition. In questionnaire responses an overwhelming

majority of parents agreed that the school develops the collaborative learning and research skills that pupils will need in later life.

- 3.7 Pupils' ability to work independently and use their initiative is a great strength of the school. and demonstrates positive attitudes to learning, alongside an understanding of the benefits of taking responsibility and making choices. Their preparedness to work independently and collaboratively to explore problems and potential solutions is excellent. Where they feel well supported by their teachers, pupils are happy to challenge themselves and exhibit high levels of enthusiasm as seen in a Year 4 maths lesson where pairs worked to solve multiplication problems. Similarly, Year 11 pupils exhibited resilience and perseverance in a lesson on Venn diagrams and probability. Although the subject matter was challenging, they remained positive as they sought solutions to the problem. The school's use of the attitudes to learning framework actively encourages pupils to take on leadership of their own learning, enabling them to set their own goals and reflect on whether these are being achieved.
- 3.8 Pupils develop strong communication skills across the curriculum. They are confident in their interactions with one another and with adults. They are highly articulate in explaining their thinking in class and in discussion. Lower School pupils communicate their ideas clearly, with particular confidence verbally and are attentive listeners. Their reading skills develop rapidly, including those whose first language on arrival at the school is not English. EYFS pupils all communicated extremely well the key points of a story and Year 9 pupils made effective use of technical language to explain solutions to mathematical problems. Year 13 pupils discussed literary techniques at an advanced level and showed awareness of the features of formal writing required by the task. Enquiry based learning in the younger years and the demands of the IB courses offered for older pupils mean that communicating ideas orally and in writing is embedded in the curriculum and into the school's approach to assessing learning.
- 3.9 Pupils develop strong numeracy skills. There is a clear awareness in school leaders and teachers that, alongside numeracy, the problem-solving aspect of mathematics is a key skill for learning and for life. Lower School pupils develop a strong grasp of mathematical skills. They demonstrate particular enjoyment of independent and group activities, applying this to their problem-solving through practical application such as using knowledge of number to the study of different tempos in music. Pupils' make significant progress with developing their understanding and application of number as seen in Year 7 pupils successfully solving some difficult simultaneous equations. In the upper school pupils bring strong numeracy skills into their learning in other subjects which they then deploy to good effect. In project work pupils are encouraged to support their analysis and evaluation with data, the numerical analysis of which is then incorporated into their written evaluations to excellent effect as seen in extended science projects.
- 3.10 Across the school, pupils use information and communication technology (ICT) in an instinctive manner to support and extend their learning. The application of ICT skills is a key strength of the school and can be seen in pupils of all ages. Pupils demonstrate an appreciation of the value of ICT for accessing, managing, organising and presenting their work. In the lower school pupils often record their ideas onto their online journal so that they can easily return to these in order to check on key points. In the upper school pupils make near seamless transitions between various applications and platforms, navigating to what they need with ease. The investment in digital learning by trustees and school leaders provides pupils with simple means to switch between virtual and on campus learning and is reflected in the way ICT is an integrated tool for learning within and beyond lessons.
- 3.11 Pupils develop excellent knowledge, skills and understanding across all the curriculum. Lower school pupils have a strong understanding of key concepts and achieve well in their learning. Their scientific and technological skills are particularly strong, and they demonstrate great enjoyment of creative subjects. Upper School pupils make excellent progress across all subject areas, where they are challenged to extend their learning and develop their responses further. In many lessons they confidently recall and make effective use of prior learning such as identifying and describing key

features of artefacts in an art history lesson. Excellent progress was also evident in developing skills with a graphical calculator where pupils rapidly learnt a new skill of completing modal mean calculations. In the questionnaire responses a very large majority of parents agreed that teaching enabled their child to make progress. Most pupils reported that marking or feedback from their teachers helps them to improve their work but a small minority of pupils did not agree that their skills and knowledge improved in most lessons. Inspectors found that in a very small number of lessons, where there is insufficient challenge, pupils can become disengaged.

- 3.12 The excellent progress pupils make over time is reflected in the results of external examination results. In the International Baccalaureate (IB) Diploma Programme the school has consistently performed above the worldwide average. In 2019 results were above the worldwide average and in 2020 and 2021 significantly above. Where appropriate students also complete Advanced Placement courses and results here also exceed the worldwide average. Across the school, pupils' levels 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 they make good and sometimes rapid progress over time. The school has devoted considerable time and resources to developing a comprehensive approach to assessing various aspects of academic progress in order to quickly identify any areas where support may be required. The provision of targeted support for pupils with EAL is such that they make rapid progress after entering the school. Results from standardised measures of progress also indicate that the learning development of students with SEND generally matches or exceeds that of other pupils in the school.
- 3.13 Pupils achieve well in a wide range of activities, enjoying the breadth of opportunities within the formal curriculum and the co-curricular programme and they value the recognition afforded by internal academic awards and prizes. Pupils are successful in UK mathematics and chess challenges and participate in the Duke of Edinburgh's Award and Model United Nations. They achieve highly in the performing and creative arts, including success in music examinations and performing in a number of different ensembles. Significant numbers of pupils appear in the school's drama productions and have participated in international drama festivals. Notable success has been achieved in the visual arts, including regional and national prizes for pupils in Year 1 and Year 11, selection as finalists in a national summer A-level exhibition and artwork from the school being chosen for the cover of a national magazine. Great pride is also taken in membership of varsity sports teams, the captaincies of which attract considerable kudos. Pupils are successful in their application to a range of universities, mostly in the UK, USA and Canada. Almost all gain admission to their first-choice institution, including those with demanding admission criteria. A small number of parents felt that the provision of co-curricular activities was limited but inspection evidence shows that the school offers a wide choice across the age range.

### **The quality of the pupil's academic and other achievements**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils understand themselves well and exhibit high levels of self-confidence and resilience. They adapt well to new situations, enjoying the fluidity of the pupil body in the school community resulting from it being an international school. The school works hard to make new pupils feel welcome and many pupils and parents expressed appreciation for this. Due to the school's framework of approaches to learning, pupils develop a strong awareness of how they learn and can identify strategies to improve their performance and work. Pupils take working collaboratively as second nature, supporting each other effectively and with sensitivity. They strongly appreciate the school wide expectation of peer support and assessment and this clearly engenders an atmosphere of mutual, respect and kindness. Pupils are very resilient learners; they develop great self-assurance and self-esteem through opportunities given for taking risks with their ideas so that they are not afraid to make mistakes. They expressed the idea that challenges are a natural part of life that need to be navigated. In the questionnaire responses, almost all parents agreed that the school helps their child to be confident

and independent and a large majority of pupils said they felt well prepared for the next stage of their education.

- 3.16 Pupils are acutely aware of the importance of making the right choices with regards to their behaviour, relationships and work. In discussion, pupils suggested that deciding to participate in a wide range of co-curricular activities would help them form new relationships and leave them feeling refreshed for returning to academic work. In the lower school they feel able to make decisions with confidence, knowing that whether they are successful or not, they will have gained further skills and knowledge. This is developed through the school's consistent approach to giving pupils choices such as how to present their work in a Year 5 coding, media and design lesson or in a Year 4 woodland learning session where pupils designed their own activities. Older pupils show excellent awareness of the need to look ahead to life after school and show a determination to put themselves in the most positive position to achieve their aspirations. They feel fully supported in this by the school and are aware that self-management skills are an important strand of the attitudes to learning framework. Even where there may be uncertainty about their specific ambitions, pupils are clear that they make decisions based on the work that they need to complete to progress their learning, suggesting in discussions for instance that socialising on a school night would impact negatively on this. In their final years at the school pupils make decisions about the best curriculum pathways to follow and particularly enjoy opportunities to select their own areas of focus for investigations and presentations including internal assessments and the theory of knowledge unit in the IB.
- 3.17 Across the school pupils engage with enthusiasm in a wide range of opportunities offered to develop their social awareness, collaboration and problem-solving skills. In discussions they were able to articulate the importance of developing these skills for their success and fulfilment in later life. Pupils work effectively with others, inside and outside of the classroom, in a highly constructive manner in order to achieve common goals. They act responsibly and with maturity to make learning meaningful and productive as observed by inspectors in numerous lessons. They are polite, respectful, encouraging and understanding towards each other and form very positive working partnerships with both fellow pupils and staff. A very large majority of parents, pupils and staff believe that pupils develop excellent teamwork skills.
- 3.18 Pupils are highly committed to the value of respect for others and are intolerant of discrimination in any form, commenting that such behaviour and attitudes are immature and saying that the school would respond robustly to any such incidents. They are open-minded and curious, seeing the diversity of backgrounds represented in the school population as interesting and exciting. The commitment of the school's trustees and leadership in providing a wide cultural mix results in a community which is inclusive, cohesive and supportive. Pupils readily accept and are inquisitive to learn about new cultural celebrations and look forward to the renewal of opportunities for the parents' association to also participate in these. Pupils take all forms of diversity in their stride and are very inclusive in their approach to others both with regard to the protected characteristics as well as in their relationships generally. The level of respect and tolerance shown towards the learning needs of others within the school is also excellent. Almost all parents and staff, who responded to the questionnaire, say the school actively promotes tolerance and respect and most pupils agree that pupils are kind and respect each other.
- 3.19 Pupils recognise that moral understanding develops over time and does this best in a supportive environment where it is possible to learn from mistakes. Pupils know right from wrong, making decisions based on the school values of safety, organisation, accountability and respect but are tolerant of those who make mistakes and keen to guide them forward. They are aware of the need to seek the help of trusted adults if unacceptable views or behaviour are exhibited. Clear expectations for behaviour are set by teachers and, where they are in place, the pupils accept them. In fact, the pupils themselves suggested that they would welcome even higher expectations being consistently set, as reflected in a very small minority of pupil questionnaire responses. The global issues and theory

of knowledge courses offer pupils opportunities to interrogate morality, thus assisting them in developing their own moral compasses with confidence.

- 3.20 Pupils throughout the school understand and enjoy social responsibility activities and are aware of how these benefit them as individuals in addition to being important for society as a whole. They are proud of the school's charitable work for a range of local, national and international organisations, often instigated by pupils themselves. A key theme of the social studies programme is developing pupils' awareness of the way that life is experienced by those who are less fortunate than themselves or who face particular challenges. The Global Citizen Diploma introduced recently is offering a structured approach to this aspect of school life. Pupils are also active members of their school community, taking on a range of responsibilities such as being peer mentors, representatives for the school council, buddies for new pupils and leading some co-curricular clubs. Service-learning opportunities have previously included Christmas social events for a local care home, an overseas community project in Kenya and student internships with an international charity. Even without the recent availability of these options, many pupils complete the service element of the IB, Duke of Edinburgh's Award Scheme or USA based National Honor Society within the school.
- 3.21 Pupils have a strong sense of the important role that spirituality plays in becoming a fully rounded person. They describe spirituality as not necessarily being about religion but about being in touch with their inner self and reflecting on what they have done. They identify lessons involving aesthetic and philosophical issues as opportunities for reflection. They expressed the view that having good friends and family around them gives life a purpose and that wealth is valuable because it facilitates doing good things for other people. Pupils in the lower school are highly engaged and motivated by the woodland learning programme and they demonstrate appreciation for the values lived out by their peers. The inclusive ethos of the school, along with an approach to learning which encourages reflection, enables pupils to develop spiritual and cultural sensibilities regardless of their background. In discussion with inspectors, pupils reported that they value the importance of spirituality and mindfulness and that they feel values are more important than dreams or goals. In a Year 13 economics lessons pupils displayed a well-developed sense of values beyond the financial when discussing potential social costs and benefits where applying a monetary value would be very difficult. Upper school pupils' submissions for global issues and theory of knowledge courses also demonstrate profound awareness of the non-material and philosophical aspects of life and highlight the importance to pupils of this area of their studies.
- 3.22 Pupils recognise the importance of healthy lifestyles and understand that nurturing their physical and mental health is important for happiness and success. They appreciate the various structures and opportunities available at the school to support them in taking care of themselves, including online. They understand the importance of personal, social and health education and relationships and sex education and welcome the opportunity for discussion and additional information, sensibly recognising that needs change as they become older. Pupils' physical health is strong, aided by an effective physical education curriculum and the opportunities present in the co-curricular programme. Most parents, pupils and staff say that the school promotes a healthy lifestyle. Pupils' mental health and well-being is promoted by a cohesive pastoral team including homeroom teachers or tutors, counsellors, the school nurses and therapist, all supported by school leaders. Many aspects of staying safe are also embedded in the advisory programme and personal development classes. In line with its ethos and values the school strives to ensure that pupil agency is preserved within in a safe context.

## 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 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 Elizabeth Thomas	Reporting inspector
Mrs Diane Durrant	Compliance team inspector (Former deputy head, SofH school)
Mr Tim Dewes	Team inspector (Former deputy head, HMC school)
Mr Dominic Tomalin	Team inspector (Principal, ISA school)
Mr Jonathan Wadge	Team inspector (Headteacher, IAPS school)