



ISI Independent
Schools
Inspectorate

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

The Pilgrims' School, Winchester

February 2023

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 |
| Key findings | | 6 |
| 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 | | 8 |
| Recommendation | | 8 |
| The quality of the pupils' academic and other achievements | | 9 |
| The quality of the pupils' personal development | | 11 |
| 4. Inspection Evidence | | 13 |

School's Details

| | | | | |
|----------------------------------|--|-----|-----------------|----|
| School | The Pilgrims' School | | | |
| DfE number | 850/6013 | | | |
| Registered charity number | 1091579 | | | |
| Address | The Pilgrims' School The Close Winchester Hampshire SO23 9LT | | | |
| Telephone number | 01962 854189 | | | |
| Email address | office@pilgrims-school.co.uk | | | |
| Headmaster | Mr Alistair Duncan | | | |
| Chair of governors | Mr Ian Power | | | |
| Proprietor | The Chapter of Winchester Cathedral | | | |
| Age range | 4 to 13 | | | |
| Number of pupils on roll | 240 | | | |
| | Day pupils | 163 | Boarders | 77 |
| | EYFS | 7 | Juniors | 85 |
| | Seniors | 148 | | |
| Inspection dates | 21 to 23 February 2023 | | | |

1. Background Information

About the school

- 1.1 The Pilgrims' School is an independent day and boarding school for male pupils aged 4 to 13 years. Originally founded in the seventh century, the school moved to its present site, in the Close of Winchester Cathedral, in 1931. The school is owned by the Chapter of Winchester Cathedral, who are included in the board of governors of the school. The school has appointed a new chair of governors since the previous inspection and several new governors.
- 1.2 The school comprises three sections: the pre-prep for pupils ages 4 to 7 years including the Early Years Foundation Stage; the junior school, for pupils aged 7 to 10 years; and the senior school, for pupils aged 10 to 13 years. There are two boarding houses, one for pupils across the school, and one for senior pupils only.

What the school seeks to do

- 1.3 The school seeks to enable each pupil to find and nurture their personal talents, and to be the best they can, within the framework of a nurturing and caring community. The school aims to encourage pupils to appreciate the needs of others and to foster a life-long pursuit of excellence.

About the pupils

- 1.4 Pupils come from a range of backgrounds both locally and internationally. A minority of boarders come from overseas with around 12 nationalities represented. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 50 pupils as having special educational needs and/or disabilities (SEND), 41 of whom receive specialist support. Two pupils have an education, health and care plan. Fifty-three pupils in the school speak English as an additional language and four have specialist support. The curriculum is modified for the most able, least able and including the choristers in the two specialist choirs.

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. 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. 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](#).

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, relevant requirements of the Early Years Foundation Stage and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school'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 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.
- 2.4 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. 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.
- 2.7 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

- 2.8 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 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.
- 2.10 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 **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

- 2.13 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 **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

- 2.19 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.
- 2.20 **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'.

Key findings

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

- Pupils consistently achieve a very high level of success in their work with excellent outcomes for senior school entry.
- Pupils are highly articulate and communicate with clarity and confidence with each other and with their teachers.
- Pupils are highly numerate across all age groups and apply their mathematical skills and concepts adeptly across all subjects.
- Pupils are curious with a thirst for knowledge and understanding which they demonstrate and develop through their intelligent and perceptive questioning.
- Pupils do not always have opportunity from the beginning of the lesson for collaborative work when the lesson lends itself to this.

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

- Pupils demonstrate excellent levels of self-confidence, resilience and perseverance so that they become confident young people inspired and prepared for the next stage of their education.
- Pupils are perceptive decision-makers because they are empowered to be independent thinkers in their choices and in their use of time.
- Pupils are proud to be part of the ongoing traditions and heritage of their school and have a deep spiritual understanding that is highly developed for their age.
- Pupils' attitudes to others and behaviour are exemplary throughout the school; they are polite, courteous and considerate, prepared to help others both within and beyond their community.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that pupils are quickly engaged in their learning when the lesson lends itself to active involvement to sustain focus and interest.

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' knowledge, skills and understanding are of a very high quality for their age. EYFS children settle quickly into daily routines, learning through organised play and choosing activities that promote their interest and curiosity. Pre-prep children demonstrate increasing fluency in their reading and writing and in numeracy, developing secure understanding of addition, subtraction and multiplication. Year 2 pupils demonstrated their skill in writing about the African Maasai tribes and creating Maasai necklaces as part of their art project. In the junior department, Year 5 pupils contributed willingly to a discussion on the poem *The Moon* and successfully analysed the use of figurative language and its impact on their emotions. Year 7 geographers demonstrated an excellent understanding of geographical terminology in relation to tectonics. Pupils' talents in music, not only as choristers and quirksters but throughout the school, are exceptional. They demonstrate excellent knowledge and understanding of musical theory and set themselves the highest standards in performance. Pupils of all ages consistently anticipate challenge through their teachers' clearly explained lesson objectives, ensuring that in almost all lessons they make rapid progress. On a rare occasion, pupils' engagement in the lesson is slower than it could be as they sit for too long before being fully involved in activities or discussion. However, in their response to the pre-inspection questionnaire, most pupils agreed that teachers are supportive, know how to help them learn and know their subjects well.
- 3.6 Levels of attainment are well above average in standardised tests in English and mathematics compared to those taking the same tests nationally. Pupils 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. Junior school pupils make excellent progress across all subjects and are well prepared for entry to the senior section of the school. Pupils with SEN make excellent progress from their starting points because of individualised support from teachers who know them well and work with them. Regular assessment of their work and close monitoring of progress ensure that pupils make above expected levels of progress. Pupils are highly motivated, often directing the lessons through their perceptive questioning to ensure they have a secure grasp of the topic of a lesson. With unstinting support from teachers and leaders, almost all are successful in gaining places at the school of their choice. Many are awarded academic music, art, sport or all-round scholarships for highly competitive schools. Leaders have ensured that the school wholly fulfils its aims for pupils to nurture and find their talents and to be the best they can be.
- 3.7 Pupils develop to become articulate, fluent and lucid communicators in all contexts. They project effectively when presenting in class, reading in assemblies, or taking part in cathedral services. They discuss and debate confidently and listen perceptively and sensitively to the views of others with considered responses and a mature sense of audience and place. Pupils become proficient speakers as exemplified in a Year 7 French lesson when practising imperatives and applied this knowledge when encountering imperatives in their Latin reading and translation. Year 6 pupils effectively imitated the style of a poet, writing their own, using creative language, sophisticated vocabulary and poetic techniques to create tension and suspense. Pupils look beyond the surface level of a text. In a Year 8 English lesson pupils deepened their knowledge in analysing the poem *Hide and Seek* by Vernon Scannell and accurately illustrated figures of speech and literary devices. In science, pupils use subject-specific vocabulary accurately as observed in Year 6 when dissecting a plant and in Year 8 when carrying out experiments to demonstrate electromagnetic forces. Pupils read widely for pleasure and for academic purposes taking part in the many book clubs in library time which extend their literary horizons. Pupils write extensively for a range of audiences, selecting and adapting the form and voice to suit their purpose. They experiment successfully with writing styles, including narrative, discursive, persuasive, and descriptive writing, underpinned with a focus on the mechanics of grammar, spelling, and presentation.
- 3.8 Pupils are highly numerate. They show an excellent, ready ability to transfer their numeracy skills across subjects from the earliest years. Reception children demonstrated accurate mathematical

language to describe properties of shapes identifying examples around their classroom. Year 2 pupils accurately linked 2D shapes to their art project in exploring Kandinsky's cityscapes. Younger mathematicians become critical, independent thinkers able to examine their own work and determine whether it makes sense or not because they are challenged by teachers to reflect and analyse 'why'. Older pupils analyse, make connections, reason and draw conclusions in order to arrive at an answer, as opposed to just finding the answer itself. Year 5 pupils demonstrated accuracy in manipulating fractions to begin to solve complex equations. Year 7 mathematicians totally immersed in their work on percentages and decimals demonstrated excellent mathematical knowledge and understanding of the methodology required. Year 8 pupils requiring formulae and equations applied their knowledge with some success on calculating internal and exterior angles. Book scrutiny demonstrated an excellent volume of work covered with pupils being encouraged to set out clear methodology. Pupils take part in the primary and junior maths challenge allowing them to pit their wits against pupils across the country to win awards for their mathematical prowess.

- 3.9 Pupils are proficient in their use of information and communication technology (ICT) and apply their skills effectively across different areas of the curriculum. They readily interpret data and show excellent insight when transferring results to real-life situations exemplified in geography and history topics. In the pre-prep, pupils use a range of computer programmes to record their progress so that they know how to improve in their work and participate in a computer club to begin to understand coding. In design and technology (DT), pupils apply their ICT skills as exemplified in Year 5 where pupils created 3D designs to ultimately laser print their own individual light boxes. In the senior school, pupils research as observed in Year 6 researching the validity of sources in their exploration of the factors affecting the reign of Edward IV. In Year 8 theology, philosophy and religion (TPR), pupils discussed the potential hazards of playing video games that are age-inappropriate, demonstrating informed knowledge around the subject, which enabled them to have a meaningful and reasoned discussion to become more aware of the pitfalls of video gaming.
- 3.10 Pupils explore far and above the subject curriculum to develop their talents and interests and not least for those who are highly accomplished singers and performers as choristers and quirksters. A high proportion of all pupils are accomplished musicians who excel in music external examinations and, for a small number, being part of the national children's orchestra. Many participate in the ambitious school music programme of choirs, ensemble groups and orchestras. Sport plays an important part in the life of pupils for enjoyment and at a competitive level. A few excel, representing the school at county, national or international level in a range of sports. In response to the questionnaire, almost all parents agreed that the school provides a suitable range of extra-curricular activities. Pupils confirmed that they benefit hugely from the extensive range of clubs on offer, helping them to relax and develop new skills. The excellent range of extra-curricular clubs and activities contributes significantly to pupils' academic and personal development, fully supported by governors who see this as integral to pupils' development and wellbeing.
- 3.11 Pupils have highly positive attitudes to learning and show increasing proficiency in their study skills. They are attentive in lessons focusing on the tasks set for them and enjoy the challenge of being made to think and to reflect on possibility and potential. This is evident across all age groups and subjects and is a strength of the teaching and learning. Pupils successfully check and edit their own work using guidelines provided by their teachers. They show clear ability to reason, exemplified in a Year 6 English lesson, where pupils developed a clear understanding of a balanced argument, expressing their ideas succinctly. Older pupils' ability to research, analyse critically and write reasoned arguments and present them succinctly and to challenge themselves in all areas of their learning is a hallmark of their success and prepares them extremely well for senior school, many of whom have attained excellence and scholarship awards.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils spontaneously say that their high levels of self-confidence and self-esteem are developed through the secure support provided by their teachers and pastoral leaders. They are confident and assured that they can be themselves nurtured by teachers who praise and encourage them and celebrate their achievements. Pupils develop a strong sense of self, including taking responsibility for their academic and social progress. In response to the questionnaire, most parents said that boarding supports their children's personal development and academic progress. Whilst most boarders agree that they are well looked after in boarding, they were more inclined to turn to teachers for support. Older pupils particularly enjoy 'group', a fortnightly discussion in small groups with the school nurse where they discuss anything they wish. Assured of the confidence of their contemporaries and in the knowledge that they can talk openly and safely, this undoubtedly contributes to pupils' self-confidence, self-awareness and resilience.
- 3.14 Pupils increasingly develop the ability make important decisions as they move through the school. They are thoughtful, reflective and mature in their approach. They understand how to think through a decision, appreciating how their decisions may affect them and others they live and work around, such as helping someone in class, encouraging their friends, and ensuring no one feels excluded when it is time for play. Older pupils reflect and recognise the importance of talking through the next stage of their education and the subjects they would like to choose for senior school. Pupils are adept at making small daily decisions, learning from their personal, social and health lessons (PSHE) and assemblies that to reflect on choice is an important part of life.
- 3.15 Pupils' increasing spiritual awareness is embodied in the Christian ethos of their school. Older pupils talked of the inspiration of being educated within the heritage of the Christian tradition which surrounds them at every turn through the magnificence of the Cathedral and castle towering high in the sky above them. Younger pupils demonstrated a sense of awe as they participated in the Ash Wednesday Service, beginning to understand the significance of being part of the great Winchester Cathedral tradition. In assemblies and in lessons such as TPR, pupils celebrate the significance of special festival days and other religious ceremonies, which help them to understand what is important to others. Pupils talked of the inspiration of the music and of the respect they have for those who sing. Almost all identified attending services as significant points in their development and understanding of spirituality in the light of the history and tradition that surrounds them. In discussion, pupils emphasised that the value placed on the school's Christian ethos, including from those of other faiths or no faith, conveyed a strong sense of being part of something greater than themselves.
- 3.16 Pupils' behaviour is exemplary. All pupils from the youngest develop a mature level of understanding and responsibility for their own behaviour because teachers and leaders encourage and promote positive behaviour. The few who join at different times of the year are welcomed warmly by their classmates and soon adhere to the positive ethos of the school so that harmony always prevails. Pupils develop a strong sense of right and wrong through the nurturing ethos of the school and leaders' high expectations. Rules are agreed by pupils with their teacher which ensures a sense of pride and a pledge to abide by them. This develops pupils' understanding of the democratic process in that, when we have freedom, this also brings with it the responsibility to consider others. Pupils understand that rules are there to keep them safe. In discussion, pupils reported that there is little unkind behaviour or bullying and that if an unkind word is spoken, pupils acknowledge and apologise. Scrutiny of behaviour and bullying logs confirms that such incidents are rare. All pupils who responded to the questionnaire said that the school always takes bullying or unkindness seriously and sorts out any poor behaviour.
- 3.17 Pupils' social development and collaboration skills are excellent. They readily adopt and adhere to the school ethos, fulfilling leaders' and governors' aims to help pupils to be the best they can be. Pupils are polite and courteous, holding the door open for adults, remembering to say please and thank you

when appropriate, thanking their teachers for the lessons and supporting one another when they go out to play. This is all underpinned by senior leaders' consistent setting of high expectations and high standards, and the nurturing support of staff. EYFS and pre-prep children play happily with and around others, sharing and taking turns. Older pupils develop their team-building skills further through participating in a myriad of ways in lessons, music ensembles, choirs, sports and clubs ensuring everyone has the opportunity to take part. Pupils spoke very positively about the warm and nurturing atmosphere of the school and how everyone works together to build this harmonious community.

- 3.18 Pupils' social awareness and their contribution to others is excellent. In keeping with the school's ethos, pupils learn that one of the reasons they should do well is to be willing to help others. Pupils demonstrate this in their roles as buddies between pre-prep and juniors or as older boys helping younger ones in and around school, as house or sports captains, class monitors or as leaders of the various pupil councils promoting pupil voice. Pupils are conscious of the needs of others around them in their community. Most recently, they have contributed to the local foodbank appeal, raising money on non-uniform days and providing for charities both at home and abroad. Pupils regularly visit senior citizens in the St John's Alms-house, including for special events at Christmas and Easter encouraging them to think of others in the local community. Year 8 pupils undertake their own leavers' project, often to raise money for charity and to say thank you for the awareness and development of their talents and, as such, being a role model for younger pupils. In keeping with their musical tradition, many pupils are part of an on-going outreach partnership with Hampshire schools, which culminates each year in a performance of all schools together in the Cathedral, attended and enjoyed by pupils and their parents .
- 3.19 Pupils show great respect for others in their school community regardless of their cultural background or tradition. They enjoy being part of a community where there is no divide between cultures and traditions and agreed, in discussion, the importance of friendship and that difference does not limit acceptance of others. In lessons and in play times, inspectors observed pupils sharing and taking part in a game of football, taking turns in table tennis and always including others. Almost without exception, parents who responded to the questionnaire said the school actively promotes values of democracy, respect and tolerance of other people, and treats children fairly regardless of their sex, faith, race or needs. School leaders and staff endorse celebration of all, wholeheartedly promoting and deepening pupils' respect for diversity, cultural understanding and inclusion.
- 3.20 In response to the questionnaire, the vast majority of parents said the school encourages children to adopt a healthy lifestyle, with a suitable balance of free time and activities during boarding time. Pupils learn as they move through the school to plan their time, balancing the demands of mental and physical exercise and as choristers to use their time wisely so that they have time for relaxation and rest. Pupils spoke positively about the school's personal, social, health and economic education (PSHE) programme, which they felt helped them to be aware of the pitfalls of being over busy. Some spoke of their use of the Thursday reflection to take stock of their time, as well as some of the relaxing after school clubs and non-competitive sport. The level of maturity and the confidence with which the pupils articulated their thoughts is a significant strength. Pupils have a high degree of awareness of others' wellbeing. They are not reticent in asking for support for themselves or others, and benefit from the considerable resources provided. In response to the questionnaire, the vast majority of parents said the school is governed, led and managed effectively. Inspectors found that leaders maintain a sharp focus on the wellbeing and nurture of the pupils in readiness for their move to senior school.

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, chapel 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 James Davies | Compliance team inspector (Headmaster, SofH school) |
| Mr Edward Rees | Team inspector (Headmaster, IAPS school) |
| Mr David Pafford | Team inspector for boarding (Former deputy head HMC school) |