



ISI Independent
Schools
Inspectorate

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

Tudor Hall School

January 2022

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School's Details

School	Tudor Hall School		
DfE number	931/6001		
Registered charity number	1042783		
Address	Tudor Hall School Wykham Park Banbury Oxfordshire OX16 9UR		
Telephone number	01295 263434		
Email address	admin@tudorhallschool.com		
Headmistress	Ms Julie Lodrick		
Chair of governors	Mrs Debbie Chism		
Age range	11 to 18		
Number of pupils on roll	324		
	Day pupils	89	Boarders 235
	Seniors	231	Sixth Form 93
Inspection dates	25 to 28 January 2022		

1. Background Information

About the school

- 1.1 Tudor Hall School was founded in Salisbury in 1850, as an Anglican boarding school for female pupils. It moved first to Kent and then to its present rural site at Wykham Park, near Banbury in 1946. The school is a registered charity, overseen by a board of governors.
- 1.2 Boarding is available from age 11. Boarders are housed in seven houses organised according to age.
- 1.3 Since the previous inspection, a new headmistress and a new chair of the governing body have been appointed and a new teaching centre has been opened.
- 1.4 During the period March to August 2020, the school was closed and no boarders remained on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.5 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.
- 1.6 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.
- 1.7 During the lockdown period of January to March 2021, all pupils received remote learning provision at home. Overseas boarders that did not return home received remote learning at the home of their guardians. Some overseas boarders remained on site.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher-assessed grades were awarded.

What the school seeks to do

- 1.9 The school is based on a Christian ethos and accepts pupils with different faiths or none. It aims to provide a high standard of education that has regard to pupils' intellectual, physical, creative, emotional and spiritual development whilst developing them as individuals with regard to the whole person. The school seeks to equip pupils for life after school and to encourage them to use their talents for the benefit of the community around them and the wider world in the spirit of its motto 'Habeo ut deum': I have that I may give.

About the pupils

- 1.10 Most pupils come from professional backgrounds from around the UK whilst the remainder come from a diverse range of countries. The school's own assessment data indicate that pupils are of above average ability. The school has identified 100 pupils as having special educational needs or disabilities (SEND) such as dyslexia and other conditions, of whom 42 receive additional support from the school. No pupil in the school has an education and health care (EHC) plan. Of the 39 pupils who speak English as an additional language (EAL), 19 are given extra help with their English. Those whom the school identifies as the most able have the curriculum modified for them.

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](#).

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, 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 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. 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, 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 published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 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.

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>
Todds	Year 7
2s	Year 8
3s	Year 9
4s	Year 10
5s	Year 11
Inglis	Year 12
Ashtons	Year 13

Key findings

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

- Pupils make very rapid progress in their attainment from entry to GCSE and achieve well at A level.
- Pupils of all ages have excellent attitudes to learning, aspiring highly, contributing enthusiastically in lessons and working very conscientiously in and out of class.
- Pupils enthusiastically participate and achieve well in an very wide range of academic and non-academic activities.
- Pupils demonstrate outstanding communication skills.

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

- Pupils have strongly developed self-confidence, self-awareness and leadership skills.
- Pupils exhibit excellent social skills which they use to collaborate effectively.
- Pupils demonstrate a strong awareness of personal responsibility and an excellent understanding of what they need to do in order to stay safe.
- Pupils' commitment to working and raising money for a wide range of good causes is outstanding.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- Further strengthen younger pupils' decision-making skills and develop pupils' achievement in team activities by reviewing the structure of the co-curricular programme.

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 show an excellent level of knowledge, skills and understanding across the curriculum. They are completely engaged with the material in all subjects and readily use sophisticated terminology. Pupils demonstrate excellent technical and creative skills. In textiles sixth formers show high level analysis and interpretation of their ideas and their work is displayed throughout the school alongside artwork of a similarly high quality. Throughout the school, pupils display an intuitive understanding of how to apply their knowledge, linking many disciplines effectively. For example, pupils including those with SEND, were highly effective in applying their knowledge of biology and physics to new learning in Year 13 chemistry. Year 8 pupils were able to recall and describe a variety of musical terms associated with baroque music and gave very good descriptions of each. In a house assembly, sixth form pupils had researched and presented an extensive history of ideas about beauty showing that changing one's body image is nothing new. Pupils readily deploy appropriate skills which they have learned, enabling them to make rapid progress in their lessons drawing on embedded factual recall and building on their knowledge. They demonstrate excellent understanding of the reliability of different sources and approached complex and advanced topics with confidence. In economics, pupils confidently explained key concepts, supporting their explanations with well-chosen examples and successfully explained their impact.
- 3.6 Pupils are confident in their learning and know how to improve their academic skills, making good use of consistent and frequent feedback. Pupils explained how teacher-led peer marking, followed up with a 'What went well?' and 'Even better if' approach, enabled them to improve their work. The recommendation from the previous inspection to spread as widely as possible the existing excellence in the marking of pupils' written work has been met. Pupils have a clear understanding of what they need to do to improve. Boarders are decidedly positive about the support they receive in their learning experience outside of lessons with pupils feeling able to access teachers in the evenings and weekends to support their academic progress. Pupils are helped in their learning by teachers who are encouraged by the leadership to support each other in developing their practice.
- 3.7 Pupils' performances in public examinations in 2018 and 2019 and in assessed grades in 2020 and 2021 are excellent. Results at GCSE are excellent with around two-thirds of the grades achieved in recent years at grade 7 and above. This demonstrates rapid progress. Grades at A level are outstanding with around three-quarters of the grades achieved at grade A and above. Throughout the school, pupils with SEND and EAL make progress which is at least as good as that of their peers and is effectively monitored through sophisticated tracking by the leadership. In the pre-inspection questionnaire, almost all parents agreed that their child makes progress. In recent years, pupils have become increasingly ambitious in their choice of university destination as a result of well-informed careers advice. Much of this is provided by current parents and Old Tudorians. Over four-fifths of pupils secure places at their first-choice destinations, with around three quarters of them proceeding to highly selective universities and courses.
- 3.8 Communication skills are a strength. Pupils communicate eloquently, sharing their views with a balance of humour and seriousness. All pupils, including those with SEND and EAL pupils contribute to discussions at a high level. Pupils are confident public speakers, encouraged by the supportive classroom ethos and through the many leadership opportunities provided by the school. They are also excellent listeners as a result of leaders' and staff's high expectations. On many occasions pupils were observed listening to one another and then responding to what they had heard rather than just putting their own view across. In a Year 10 tutorial session, all the pupils were actively involved in a discussion of discrimination where pupils used sophisticated language sensitively to put their views forward.

Pupils' written work demonstrates rapid progress and strong written communication across a range of genres.

- 3.9 Levels of numeracy are high and pupils apply their mathematical skills appropriately in other subjects. Year 7 pupils confidently explained the process of manipulating fractions using different operators, drawing successfully on learning from previous lessons. Year 8 pupils successfully used their mental mathematics when dealing with minims, crotchets and semi-quavers in music theory. Year 13 business pupils quickly analysed a mathematical network to plan a complex working procedure. Pupils' excellent numerical competence and confidence are supported by teaching which encourages them to think beyond the topic under discussion and about cross-curricular application. Pupils with SEND make good progress in numeracy due to the individual support provided.
- 3.10 Pupils have a high degree of confidence and competence in the use of information and communication technology (ICT) to enhance their learning and present their work. They are confident users of word processing, spreadsheets, presentation programs and online file-sharing platforms. Younger pupils successfully use a variety of programmes including publishing software to support their creative writing and presentation skills in English. Technology is used successfully for collaborative work in economics. Sixth form pupils are competent users of ICT for presentations and peer teaching. In a Year 8 physics lesson, pupils successfully conducted internet research into waves, demonstrating an understanding of the reliability of different internet sources.
- 3.11 Pupils have highly developed study skills. They successfully draw on a wide range of sources. For example in Year 13 chemistry, pupils successfully drew on knowledge gained through independent reading and extended their understanding through asking pertinent questions. In history, A-level pupils successfully analysed and applied a mark scheme when analysing the strengths and weaknesses of a sample essay. In an economics lesson pupils drew on prior learning to confidently make hypotheses about the 'resource curse' and analysed information from real-world sources. Sixth form pupils are confident learners as a result of the academic mentoring provided by the school, which helps them develop their individual study skills. Boarders in Year 11 described how their individual organisational skills had improved and independence in learning which they felt was due to a combination of being away from home and also the support given by tutors and house staff.
- 3.12 Pupils' achievement in a wide range of academic and co-curricular activities is good. They gain great enjoyment and new skills from participation in the vast co-curricular programme as a result of the leadership's intent to ensure that there is a full and tailored programme for everyone. Pupils strongly express a sense of self-worth and pride in their endeavours. Individuals achieve strongly in a range of activities and some teams have reached county and regional finals. A high number of pupils complete the gold level of the Duke of Edinburgh's Award scheme annually. Musicians achieve well in examinations and perform in local competitions. Pupils achieve significant academic success in national and regional competitions, including winning a German essay writing competition and being long-listed for the *Young Walter Scott* creative writing prize. In May 2021, Year 12 pupils reached the final of a business and accountancy competition which included independent research into different business strategies and the analysis and presentation of their findings. There has been individual success in the Oxfordshire eBook Short Story Competition. Pupils strongly recognise the positive role that encouragement of full participation in sport plays. Older players were enthusiastic about the encouragement from an early age to play lots of sports and the confidence it has given them. However, in the questionnaire and in discussion with inspectors, some pupils expressed a view that the provision for team activities could be improved. Inspectors observed that pupils' achievement in team activities is occasionally compromised due to a focus on providing a wide range of activities.
- 3.13 Pupils exhibit very positive attitudes to their work. These were observed through their enthusiastic engagement in lessons and in discussions where they frequently expressed their love of learning and research. Pupils enjoy lessons and display great interest and curiosity. For instance in a Year 9 biology lesson, pupils were actively engaged and asked apposite questions to develop their own understanding of principles of enzyme action. Year 7 pupils enthusiastically competed with their

teacher whilst learning the names of the months in French. Pupils are highly motivated to achieve strong academic outcomes and are confident working both independently and collaboratively and they support each other in their learning. They are keen to do well and believe that they can achieve success through taking ownership of their learning, including an understanding of when they need support from teachers or their peers. Boarders benefit particularly strongly from a high degree of focus and purpose during study times in the house. These have informed their strong motivation towards their work. The recommendation from the previous inspection to engage pupils more in their own learning has been addressed successfully.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils have a high degree of confidence and self-discipline. They demonstrate determination in their academic studies gaining positive affirmation of their progress in learning through the access they have to, and support of, highly motivated staff. This is a result of the decisions by the leadership and governors in recent years to decrease the size of tutor groups. Pupils actively seek appropriate challenges to enrich their experience within school. Typically, pupils whom the school feels might not normally put themselves forward readily access leadership positions and take on running events that require a high degree of responsibility. This is because of the individual-focused approach in the school. These responsibilities include mentoring younger pupils, organising charity events and directing whole school activities. Pupils articulate with confidence and enthusiasm their ambitions beyond school and how they develop their own understanding of personal interests and strengths during their time at school. Boarders in Year 12 related how boarding has strengthened their resilience and self-esteem and commented that being in a single sex school enables you to be yourself. In the questionnaires, all parents who responded agreed that the boarding experience supports their child's personal development.
- 3.16 Pupils have good skills in decision making. They demonstrate maturity in making decisions in going about their daily routines. Boarders, in particular, value the independence afforded from being away from home. They recognise that they are learning life-skills starting with simple tasks such as changing their bed linen and doing laundry in lower year groups. Pupils develop their skills in their time at the school and understand the importance of making decisions and taking responsibility for their lives to positively affect their well-being and future. They fully understand and value how the school's environment seeks to support them in taking decisions without fear of external or other pressures. Pupils of all ages speak about the activity choices they make, enthusiastically joining some of the many clubs. Younger pupils say that they appreciate the freedom they are given to make choices, especially in terms of participating in clubs. However, they occasionally struggle to do so because of the wide range of opportunities available to them.
- 3.17 Pupils' spiritual awareness is excellent. For some pupils, it is developed in a commitment to a religious faith, but pupils of all faiths and none see the chapel as a special place to seek a moment of calm. For some, it is through service to others which improves the quality of life for the disadvantaged. In a Year 10 lesson on discrimination, pupils engaged in deep and thoughtful discussion about those who were killed in the Holocaust. They reflected on the value of human life and the experience of loss. Pupils are highly reflective and recognise the value of assemblies. They are acutely aware of the non-material aspects of life. Some boarders expressed how being away from home had made them less reliant on material things. Year 13 pupils described the positive impact of being able to go for a walk in the extensive grounds as it enabled them to focus on themselves, be 'grounded' and see themselves in a new light. Pupils attending Christian Society demonstrated a high level of appreciation of the applicability of faith to everyday life. They expressed a strong understanding that life involves ups and downs and how faith sustains people in difficult times. They positively linked the experience of difficulties with the development of character.

- 3.18 Pupils understand the difference between right and wrong and benefit greatly from the school culture's strong set of core values which emphasise personal responsibility and cooperation, promoted in all facets of the life of the community. Pupils reflect upon moral issues whenever they arise, whether through issues in their own lives or topics in class, tutor time, registration or in assembly. Pupils show much respect for each other and the wider school community, listening attentively to each other in lessons and showing genuine care for each other's well-being. Pupils in Year 12 were highly empathetic and demonstrated a sophisticated understanding of the complex moral theme prompted by discussion of Bram Stoker's *Dracula*. They linked this to recent discussions they had around consent. In discussion, pupils emphasised the very positive behaviour of their peers throughout the school, particularly in older year groups. They demonstrated a high degree of understanding of the importance of taking responsibility for their own actions when working together and making sure that they each actively contributed in team activities. In the questionnaire, almost all parents agreed that the school actively promotes good behaviour.
- 3.19 Pupils' social development is highly tuned. They are genuinely supportive of each other and display high levels of emotional empathy in discussions. There is an open, inclusive atmosphere that runs through every area of the school. Pupils are extremely proud of their school and value the ethos of celebrating the worth of each member of their community. Pupils are highly effective at working in teams and enjoy collaboration across all areas of the school curriculum and activity programme. In an English lesson, pupils worked with skill and purpose within a team on a complex task to develop arguments for debate. Boarders strongly recognise the value of teamwork within the houses and the benefit to them personally of working together to solve problems. Year 11 boarders described how they make progress academically through the ability to work collaboratively with her peers in the house. Year 10 pupils described how they have learned to manage their relationships with each other through teamwork and they expressed particular appreciation for the weekend activities such as team building and sports activities. Pupils demonstrate high levels of social awareness. In a personal, social, health and economic education (PSHE) lesson, Year 11 pupils reflected maturely on the impact of transitioning on families. They demonstrated a strong understanding of and empathy with the emotions and reactions of others. Year 7 pupils work collaboratively and appreciate opportunities to work with pupils from other age groups during house time.
- 3.20 Pupils' desire and sense of their responsibility to contribute positively to the lives of others is a key strength of the school. This is instilled into the youngest pupils in their first term who host a tea party for elderly people who develop confidence in speaking with and performing for their guests. This develops further in pupils throughout their time at the school who take part in a wide array of predominantly pupil-led activities. Pupils who study art host workshops where they share their skills with elderly people. Pupils work closely with local primary schools where they have helped to decorate and volunteered to support younger children. Older pupils initiate charitable projects themselves both individually to raise money for good causes and encourage others such as through collecting sanitary products to relieve period poverty. The charitable work of the school is directed by the very active pupil led charity committee. 'Tudor in Three Continents' sees pupils raise money and work with pupils both overseas and in the UK. Through these activities and aligned with the governor's objectives, pupils become strongly aware of their privilege through their own personal circumstances. They see giving as a lifetime commitment through having been a pupil at the school and truly live out the school's motto 'Habeo ut dem'.
- 3.21 The school is a culturally diverse community in which pupils interact positively with each other. They show a high degree of inclusivity and actively seek to understand each other's perceptions, respecting diversity and showing interest in cultural differences. Pupils have a very high regard for the value to the school community of the pupil-led *Equality, Diversity and Inclusion* group. Pupils from overseas described the positive interaction they had from early in her time at the school and how they feel part of the community. Older pupils are enthusiastic about the partnership the school has with schools in India and South Africa and with a youth club in Bolton which enables further charitable endeavours.

3.22 Pupils are confident in keeping themselves safe online and feel safe at school. In the questionnaires, almost all pupils agreed that they understand how to stay safe online. Pupils know what to do if a safety issue arose and why particular rules are in place. They place high value on the PSHE programme and enjoy being able to discuss topics openly such as consent and online safety and talks providing them with useful insight into breast cancer and mental health. Pupils value the healthy food options including the salad bar and particularly enjoy lunches. Pupils know how to lead healthy lives and recognise the importance of a healthy lifestyle and involvement in co-curricular clubs as a means to maintain a strong well-balanced lifestyle. Older pupils gave a comprehensive presentation at house assembly on managing stress and balancing work with activities.

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 assemblies. Inspectors visited boarding houses and the 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 Alasdair McBay	Reporting inspector
Mr Caron Evans-Evans	Compliance team inspector (Senior master, HMC school)
Miss Jacqueline Zugg	Team inspector (Deputy head, GSA school)
Mrs Susan Wallace-Woodroffe	Team inspector for boarding (Head, GSA school)
Mr Simon Wilson	Team inspector for boarding (Former head, HMC school)