



ISI Independent
Schools
Inspectorate

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

Westonbirt School

May 2019



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School's Details

School	Westonbirt School			
DfE number	916/6019			
Address	Westonbirt School Westonbirt Tetbury Gloucestershire GL8 8QG			
Telephone number	01666 880333			
Email address	enquiries@westonbirt.org			
Headmistress	Mrs Natasha Dangerfield			
Proprietor	Mr Sam Antrobus			
Age range	3 to 19			
Number of pupils on roll	379			
	Boys	85	Girls	294
	Day pupils	293	Boarders	86
	EYFS	38	Juniors	144
	Seniors	146	Sixth Form	51
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 Westonbirt is a boarding and day school for girls aged eleven to nineteen years of age with a co-educational prep and pre-prep day school which educates pupils aged from three to eleven. The senior school occupies a nineteenth century mansion with extensive grounds including landscaped gardens. The prep school occupies separate buildings but shares many of the senior school's facilities.
- 1.2 The school was founded in 1928 by the Martyrs Memorial Trust as a boarding school for girls. In 2009 Westonbirt prep was formed by the merger of Querns Westonbirt and nearby Rose Hill. In May 2018 the schools became part of the Wishford Schools Group managed by the proprietor in his role as chief executive officer. An advisory governing body offers advice and support to the proprietor.
- 1.3 Three boarding houses for girls aged 11 to 16 are located in the main school building. Sixth form boarders are accommodated in a separate house within the school grounds. Day pupils are assigned to one of the houses and may stay overnight one night per week.

What the school seeks to do

- 1.4 The school aims to provide a caring and inspirational learning environment where students feel a sense of belonging and become well-rounded individuals, confident and optimistic in their outlook. The school seeks to support the development of each pupil intellectually, emotionally, morally and spiritually. Pupils are prepared to compete, thrive and contribute as curious, creative and courageous citizens. The school aims to treat every pupil as an individual and combines traditional values with a modern approach within a Christian-based framework.

About the pupils

- 1.5 Pupils predominantly come from professional and business families, with the majority of day pupils living within a 20-mile radius of the school. Boarders come from the UK and from a wide range of countries, including China, Mexico and Eastern Europe. Nationally standardised tests indicate the ability profile of the school is above average. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND), 25 of whom receive additional specialist help. Two pupils have a statement of special educational needs or educational health care plan (EHC) funded by the local authority. Pupils needs cover a range of specific learning difficulties which include dyslexia and dyspraxia. English is an additional language (EAL) for 55 pupils, 19 of whom receive additional support as required. Data used by the school have identified 27 pupils as being the most able in the school's population, and they are supported by targeted work in lessons, individual tutorials, extension societies and entry into local, regional and national competitions.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the prep school, the school measures attainment using national curriculum tests. In the years 2015 to 2017, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE English language and literature, and Russian have been higher than worldwide norms. Results in IGCSE Chinese and English as a second language have been similar to worldwide norms
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, 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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Throughout the school pupils' progress is rapid, and their higher order thinking skills are very well developed.
- Pupils have excellent communication skills. They are highly articulate and confident speakers and listen and respond maturely.
- Pupils are hardworking and resilient; they have extremely positive attitudes to learning, showing the ability to work both collaboratively and independently.
- Pupils' information and communication technology (ICT) skills are not as highly developed as those in other areas because opportunities to use them are not consistently available across all curriculum areas.

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

- Pupils' behaviour is excellent; they have a strong sense of right and wrong and take responsibility for their behaviour and actions.
- Pupils make an excellent contribution to the school community, through undertaking roles of responsibility, and to the wider community through volunteering and charity work.
- Pupils have excellent social and decision-making skills, and relationships with each other are warm and positive.
- Pupils' moral understanding is highly developed, and they show an empathetic understanding of and respect for other cultures.

Recommendation

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

- Continue to develop pupils' ICT skills across all year groups by providing increased opportunities for pupils to use these in lessons across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils achieve highly across the wide range of academic and extra-curricular opportunities available to them. In the Early Years Foundations Stage (EYFS), all children make very good progress in relation to their age and development. By the end of Reception, the majority are exceeding many of the Early Learning Goals. Achievement in public examinations has been consistently high for the last three years, with results at Key Stage 1 and 2 and in GCSE being above the national average for maintained schools. Results in IGCSE English language and literature, and Russian have been higher than worldwide norms while results in IGCSE Chinese and English as a second language have been similar to worldwide norms. At A level, results have been in line with the national average. In 2018, almost all GCSE candidates achieved Grade 4 or above, and nearly half achieved Grade 7 or above. Almost all pupils passed at A level and a majority gained A* to B grades. Pupils are aided in their learning by excellent teaching; lessons are well planned, encompass a variety of techniques and are tailored to the needs of the pupils. Pupils with SEND or EAL achieve to the same level as their peers, and often outperform expectations. Specialist support if needed, and small class sizes allowing teachers to focus upon individual needs, are major factors in the excellent academic achievement of all groups. School leaders have contributed to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of excellence. Almost all parents who responded to the pre-inspection questionnaire commented that they are very pleased with the range of subjects provided.
- 3.6 All pupils were seen to make excellent progress during the inspection; for example, in a GCSE Spanish lesson, pupils swiftly developed a secure knowledge of the use of two different past tenses. Pupils with EAL make very good progress across the range of qualifications which the school offers. They are supported in their learning by specialist teachers and lessons delivered in small groups. Their progress in English is excellent and they develop strong listening, reading and speaking skills. Pupils with SEND achieve to the same standard as their peers and make equally rapid progress. Pupils talked enthusiastically about the support they receive from the learning development department, which helps them to evaluate their work and improve upon it. Almost all parents and pupils agreed that the school enables pupils to make good progress.
- 3.7 Pupils develop excellent levels of knowledge, skills and understanding in a wide range of subjects. Teachers have strong subject knowledge and constantly assess pupils' knowledge to enable them to plan and teach lessons which deepen their understanding. Well-chosen, challenging exercises and probing questions encourage pupils to think deeply about issues as was seen in an A-Level English lesson where pupils had to contrast the gothic conventions used in two different novels. Tracking and monitoring systems enable teachers to assist the pupils' progress by giving appropriate guidance as to the next stages of their learning. Most marking includes helpful comments and there were numerous examples of detailed oral feedback by teachers which pupils said they valued. Boarders appreciate the ready availability of help from resident boarding staff, and sixth form boarders. They feel that this support and encouragement helps them to progress and achieve highly. Most parents said that boarding had helped their child's progress. Throughout the school, pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations and problems. For example, in a GCSE drama lesson, pupils showed a very good understanding of dramatic techniques which they had acquired from studying *The Crucible* and were able to contrast this with a passage which they selected from a different play of their choice.

- 3.8 Pupils' communication skills are very well developed; they are confident and articulate speakers. Pupils have numerous opportunities to practise public speaking, for example in assemblies, the debating club, Model United Nations, and speech and drama lessons as well as in discussion in class. Pupils frequently demonstrate the ability to discuss, negotiate, consider, compromise and find a common solution, as was seen in a Reception class where children listened to and considered the views of their friends when planning a group task to build a bridge. Pupils use technical language fluently in all subjects, as observed in a biology lesson where pupils used appropriate terms to discuss how genetic engineering can produce human insulin for diabetics. In a Reception lesson, pupils were able to build words phonetically for their written work, and their writing and speaking skills develop rapidly as they grow in confidence and maturity. Pupils develop excellent reading skills and are supported in this by the well-used library. The majority of pupils write in an imaginative, powerful and accurate style, as was seen in a junior English lesson where pupils wrote emotively using suitable and complex vocabulary. Senior school pupils write scholarly essays for competitions such as the St John's Memorial Prize where pupils have to select a topic and produce a well-researched and argued dissertation.
- 3.9 Pupils from the EYFS onwards have strong numeracy skills and enjoy their mathematics lessons. The youngest children can count with confidence beyond 10, and can add and subtract, and recognise written numbers. Prep pupils showed a mature appreciation of place value and confidently solved problems using decimals. Pupils in an A-level mathematics lesson solved a series of problems connected with vectors, indicating significant progress in this subject. All pupils can manipulate calculations successfully and handle data effectively, carrying out the required operations accurately; for example, in a GCSE physics lesson, pupils successfully calculated the forces operating on motors. Pupils benefit from an appropriately high degree of challenge, which stretches and develops their mathematical thinking, and from support at the mathematics clinics.
- 3.10 Pupils demonstrate competence in ICT, although their skills are often restricted to specific applications such as coding. In some subjects ICT is used well, for example in an A-level business studies lesson, pupils used a variety of software programs to analyse data and embed media and text in their work. However, throughout the school, pupils do not have the opportunity to develop ICT skills consistently across the curriculum or regularly use ICT as a resource for learning, and consequently are not able to develop their abilities and knowledge to the same level as their other learning.
- 3.11 Pupils develop strong study skills as they move through the school. Younger pupils were confident in questioning and analysing the way in which a gas mask worked. Older pupils involved in the Extended Project Qualification comment that they have developed crucial research abilities and have learnt to critically analyse information and test the validity of an argument. Pupils spoke highly of supportive teaching and guidance which allows them to gain the confidence they need to attempt ambitious targets. For example, sixth form pupils showed excellent analytical and synthesising skills when discussing the relative positions of natural law and situation ethics in a project on euthanasia. Almost all lessons provide opportunities for pupils to develop higher-order thinking abilities, as was seen in a GCSE history lesson where pupils considered whether Hitler was responsible for the breakdown of peace or whether political and economic situation at the time permitted Hitler's rise and following.
- 3.12 Pupils excel in a wide range of creative and physical pursuits and are supported in their achievements by the comprehensive extra-curricular programme, very good sports facilities, and excellent teaching and specialist sports coaching which leaders and governors have devised. Musical groups perform at a high level both within school and beyond. Pupils are successful in individual external music examinations and win places in national youth ensembles. Drama is an important part of school life with many pupils enjoying considerable success in speech and drama exams and in local festivals. Imaginative and creative art is displayed throughout the school. School teams of all ages are highly successful in a wide range of competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports including swimming, lacrosse and equestrianism.

3.13 Attitudes to learning are excellent. Pupils are highly competent, independent learners with obvious ambition to do the best they can academically. They are happy to work collaboratively, and have the maturity to listen to others, as well as the confidence to propose their own ideas. Mutual support between pupils is a strong feature of the school. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative. This starts from a very early age. For example, during a Nursery session two pupils both wanted to put the 'cakes in the oven', they agreed to do it together and carried the tray between them. Pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. In a GCSE chemistry lesson, pupils worked very successfully in pairs to devise their own experiments investigating rates of reaction of various materials in different solutions. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example, when undertaking independent project work. In lessons, pupils were keen to participate and extend their knowledge further, helped by teaching that was characterised by lively delivery, fast pace and the posing of thought-provoking, challenging questions.

The quality of the pupils' personal development

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

3.15 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. This is recognised by parents, almost all of whom agree that the school helps their children to be confident and independent. Pupils greatly enjoy receiving credits for achievement and recognition in the twice-termly celebration assembly which boosts their self-esteem. Pupils develop resilience from a young age as they are guided through increasingly challenging curricular and co-curricular activities. For instance, in a pre-prep art lesson, pupils' resilience was sensitively developed as they shared their previous work with others. The school's leaders have set up many initiatives which have a direct and beneficial impact upon the pupils' personal development. The excellent level of pastoral care for both boarders and day pupils means that they develop both self-confidence and self-esteem and so mature into resilient young adults, ready for the next stage in their lives. The school promotes an environment in which errors are seen as part of the learning process; this enables pupils to feel free to try something without fear of failure. All pupils have an excellent understanding of how to improve their own learning. They are aided in this by helpful marking and detailed oral feedback which gives targets for next steps. In response to the questionnaire, most pupils acknowledged that the school helps them to be confident and independent. Pupils with SEND develop their self-confidence equally well and are aided in this by learning support staff working closely with pastoral leaders to support pupils and agree targets for behaviour, self-esteem, and self-management. The youngest children are naturally curious, love to explore and are brave in the way they persevere with new challenges. They are eager to seek out the world of new experiences and are aided in this by outdoor spaces which have a large range of sensory experiences for them to explore. Throughout the prep school, pupils' self-understanding is very well developed. They readily embrace and seek opportunities to self-assess their work and as a result reflect on, and improve, their own performance and understanding; this was seen, for example, in a junior mathematics lesson where pupils worked together effectively supporting their peers who found concepts difficult.

- 3.16 Pupils of all ages make sensible and thoughtful decisions, and appreciate how these decisions can affect their futures. The youngest pupils decide what direction their learning and play will take by following their imagination and curiosity through selecting their own choice of activity and resource. For example, EYFS children were encouraged to make choices about the sea creatures they wanted to create out of collage materials and where to place them on the final piece of art work. As they grow through the school, pupils' decision-making skills develop further as they learn to select from the wide range of choices available to them on a daily basis. Pupils learn to manage their time well, coping maturely with the pressures they face in a very busy school schedule, where expectations of their involvement are high. They are supported in this by the school placing great importance on promoting independence and encouraging pupils to take responsibility for their own actions. For example, pupils make mature decisions deciding for themselves which activities to follow or regarding attendance at subject clinics designed to boost their understanding of particular topics. Pupils involve themselves actively in the democratic processes in the school, for example electing representatives for various committees. In interviews, pupils said that their views are heard and valued, and that they can facilitate change, such as making suggestions for school food. This view is supported by the staff, almost all of whom stated in the questionnaire that the school listens to pupils and takes any requisite action.
- 3.17 Pupils develop their spiritual awareness as they move through the school. This encompasses both the religious life of the school and appreciation of the non-materialistic aspects of life such as art, music and poetry. They understand the value of their environment, from the children in the EYFS's enjoyment of their outdoor area to the older pupils' appreciation of the magnificent house and grounds around which the school is based. Pupils are assisted in their spiritual development by the school's commitment to the creative arts which provide many spiritual opportunities for all pupils, including the inspiring artwork around school and frequent musical concerts, and drama productions. Chapel is a focus for some pupils and singing during vespers was uplifting. Pupils who are not religious are encouraged to use chapel as a period of quiet reflection. Pupils have a good understanding of the world's major religions and also consider more philosophical concepts. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, by the multi-cultural nature of the school and by the regular assemblies and chapel services.
- 3.18 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for their teachers. They have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all pupils and most parents believe that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy. Pupils' strong moral and social attitudes are rooted in the ethos of the school and fulfil a major aim of the school to provide a safe, secure and happy environment within which all can thrive.
- 3.19 Pupils enjoy taking on roles and responsibilities within the school community, which they discharge with maturity. The youngest pupils in the Nursery learn to share, and prep school girls and boys were observed mixing naturally together in all of their games. Pupils willingly volunteer for a wide range of practical roles within the school. Study One, the sixth form leadership team, provides opportunities to lead as prefects, as co-ordinators for charity work and as sports, drama and arts captains. They are excellent mentors of younger pupils, and so make a very positive contribution to the school community. Pupils show a mature understanding of how they can help those less fortunate than themselves. For example, pupils run events for the local community, they visit the elderly or entertain them with musical performances. Pupils do much charity work in the UK and overseas, raising funds and providing practical support for a range of charities, including for schools in India, Sierra Leone and The Gambia. These opportunities provide pupils with the chance to contribute to the lives of others beyond the school and have helped the pupils to be successful in their own personal development.

- 3.20 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. They collaborate well in every aspect of school life, both in lessons and elsewhere, and acquire excellent social skills through the many opportunities the school provides to work with others. Boarders feel part of a boarding family and benefit from the many informal day-to-day conversations they have with boarding staff and each other. Pupils were frequently observed supporting their peers and their mentoring of younger pupils has led to greater awareness of their own behaviour because they are thinking about their impact on others. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other.
- 3.21 Pupils show excellent respect for diversity. They enjoy learning about other cultures and faiths, and they particularly like hearing from their peers about their lives. Boarders willingly accept and are interested in the beliefs and views of others. They say that it is 'cool' to share a room with someone from another country. Almost all parents and most pupils felt that the school encourages an atmosphere of respect and tolerance. Pupils show an excellent knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. The breakfast and politics club provides opportunities for pupils to discuss and learn about current issues. Pupils show respect for others, and the core values of humanity and compassion are evident when speaking to them. Pupils have common goals when working together across the curriculum and understand that healthy debate usually brings about good ideas and sensible solutions.
- 3.22 All pupils show an excellent understanding of healthy living. The youngest children could talk about the importance of washing hands and eating healthy food. Discussions with pupils reveal that they are aware of the importance of good nutrition and, as well as healthy hot meals, they take advantage of the variety of salad options and fresh fruit at every meal time. The cookery school contributes to pupils' understanding, for example by teaching about the importance of vitamins. Pupils acquire skills to manage stress and maintain positive mental health, as seen in a Year 11 tutorial where, as part of a mindfulness topic, pupils discussed strategies for coping with examination stress. They appreciate the importance of physical fitness and make good use of the numerous outdoor play facilities as well as the more formal sports programme. Pupils of all ages are aware of how to stay safe both physically and online and know to inform a trusted adult if they have any concerns.

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 the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mrs Haylie Saunders	Compliance team inspector (Deputy head, IAPS school)
Mrs Nina Gunson	Team inspector (Head, GDST school)
Mrs Maxine Shaw	Team inspector (Head, IAPS school)
Dr Steve Bailey	Team inspector for boarding (Head, IAPS school)