



ISI Independent
Schools
Inspectorate

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

Felsted School

March 2019



Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	9
Preface	9
Key findings	10
Recommendations	10
The quality of pupils' academic and other achievements	10
The quality of the pupils' personal development	12
4. Inspection Evidence	15

School's Details

School	Felsted School			
DfE number	881/6009			
Registered charity number	310870			
Address	Felsted School Felsted Dunmow Essex CM6 3LL			
Telephone number	01371 822600			
Email address	info@felsted.org			
Headmaster	Mr Christopher Townsend			
Chair of governors	Mr John Davies			
Age range	4 to 19			
Number of pupils on roll	1056			
	Boys	603	Girls	453
	Day pupils	567	Boarders	489
	EYFS	31	Pre-prep and Prep (Years 1-8)	476
	Seniors (Years 9-11)	309	Sixth Form	240
Inspection dates	26 to 28 March 2019			

1. Background Information

About the school

- 1.1 Felsted School is a co-educational independent boarding and day school for pupils aged 4 to 19 years. The school was founded in 1564 and is a registered charity. The directors of Felsted School Trustees Ltd serve as its governors. Since the previous inspection a new head has been appointed in the prep school and the prep and senior schools have registered as a single school.
- 1.2 Approximately two thirds of the pupils in Year 7 and above are boarders. They are accommodated in nine boarding houses: one for preparatory school boys and girls, three for senior boys and three for senior girls. There are two houses for Year 13, one for boys and one for girls.

What the school seeks to do

- 1.3 The school aims for pupils to develop academically, becoming life-long learners and members of the local and global community through the life of the school and its Christian foundation. It seeks to support pupils holistically through providing academic and co-curricular opportunities, and develop pupils' understanding of their own abilities.

About the pupils

- 1.4 Pupils come from professional and business families of Christian and other faiths, from the local area, London and overseas. Nationally standardised test data provided by the school indicate that the ability of prep and senior pupils is above average and that of sixth form pupils is broadly average. The school has identified 244 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and attention deficit disorder. Of these 156 receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 133 pupils, 26 of whom receive additional support for their English. The school modifies the curriculum for pupils identified as the most able.

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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and 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 The preparatory school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 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 and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils 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.
- Pupils are highly successful in wide-ranging academic and extra-curricular achievements.
 - Pupils exhibit high level critical thinking and reasoning skills.
 - Pupils become excellent learners, developing strong skills, knowledge and understanding. Pupils become successful independent learners who value collaboration and are supportive of each other.
 - Pupils have notably positive attitudes to their learning and believe they will succeed.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are self-confident and take responsibility for their learning.
 - Pupils become confident decision makers and understand moral values. They value their place in the school and work hard to become leaders and role models.
 - Pupils' social development is excellent. Pupils focus on supporting their friends, class and team mates.
 - Pupils have a notable commitment to charitable work of all kinds in school and in the local and wider community.

Recommendations

- 3.3 In the context of the excellent outcomes the school might wish to consider:
- Strengthening pupils' reflection on their own academic targets and progress towards these.
 - Enable prep school pupils to become more independent learners by developing their use of information and communication technology (ICT) more consistently 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 The school meets its aim to support pupils in all aspects of their development through both academic and co-curricular opportunities. The work of senior leaders and governors to ensure that the ethos of the school informs teaching and provision at all levels, results in pupils developing highly positive attitudes and becoming very successful learners. Almost all parents and most pupils who responded to the pre-inspection questionnaire agreed that teaching enables pupils to learn and make progress. This is confirmed by inspection evidence. The majority of children currently in the Early Years Foundation Stage (EYFS) are working at or above expected levels for their age. Standardised measures of progress show that pupils in Years 1 and 2 are annually making more than 12 months progress in reading, writing and maths. Comprehensive assessment data gathered shows that pupils of all levels of ability make good and in many cases excellent progress. Boarders say that they are helped to succeed by the presence of teachers and older pupils in the houses at prep time. The most able pupils make excellent progress and significant achievements through academic pathways such as societies which provide challenges including critical and creative thinking and essay and debating competitions. Recent successes include pupils studying business becoming international finalists in the Global DECA Ideas Challenge and using their critical thinking skills winning through to the national finals of the BASE competition of the Institute of Chartered Accountants of England and Wales.
- 3.6 The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above

in relation to the national average for maintained schools, and in 2018 were well above, showing good and then excellent progress. Results for IGCSE have been either above or in line with worldwide norms. A-level results have been similar to the national average for maintained schools, and in 2018 were significantly above. Results in International Baccalaureate examinations have been higher than worldwide norms. In the year 2017 to 2018, children leaving the Reception year achieved well above the national average for their age group. Pupils with SEND and EAL achieve at least in line with their peers, they are supported throughout their time in the school by carefully targeted teaching and additional support from both staff and their peers.

- 3.7 Pupils across the school develop high levels of knowledge, understanding and skills through an imaginative curriculum, meticulous planning and the excellent relationships forged by staff with the pupils. Reception pupils, constructing an 'egg protector' for Humpty Dumpty, used excellent vocabulary, made comparisons, and assessed the results of their experiment. They learned rapidly as they practised a wide range of skills, all carefully integrated into the teaching. Senior pupils explained how much they had developed their knowledge and understanding from working in master classes in biology, and with sixth form pupils in the medics and vets' society. Pupils exhibited high level critical thinking and reasoning skills. Year 6 pupils' books revealed development in the core subjects well beyond the average for their age. In a Year 13 history revision lesson, pupils demonstrated their knowledge and understanding in enthusiastic, competent responses to challenging questioning covering an analysis of the Glorious Revolution and different political and religious currents affecting the second half of the seventeenth century. Pupils' excellent communication skills backed learning and discussion across the age range and the curriculum. Older pupils produce excellent written work, supported by well-structured writing processes in extended Year 11 geography tasks. The vast majority of parents who responded to the questionnaire said that the school helped their child to develop skills for the future.
- 3.8 Pupils in Reception develop competence with numbers through daily practice. They can add on one to change the date on a calendar, and count up and down to 20 in a group. As pupils move through the school, they confidently use their numeracy in other areas of learning, often in investigative work. Pupils' books demonstrated that their numeracy is excellent across the age range because they are exposed to teaching which encourages the use of challenging mathematical concepts. In Year 13 business studies pupils used their own mathematical examples to make slides for a presentation, and Year 12 pupils competently discussed the statistics test they had used to analyse data from a geography field course.
- 3.9 Pupils have very well-developed ICT skills. Year 1 pupils using their own devices identified shapes in their drawings and matched these to the shape on the insert menu, and created a virtual version of their own dinosaur. Year 5 pupils wrote interesting diary entries and the teacher then gave immediate feedback online enabling pupils to quickly improve their work. Although pupils in the prep school are able to undertake a range of tasks using their computers opportunities are not consistently identified for pupils to use and extend their skills, especially for research. Senior school pupils use their devices competently throughout the curriculum, in particular when resources for study available online are identified by teachers. Year 12 pupils made skilful use of their machines to prepare individual presentations to the class as part of a theology, ethics and philosophy lesson. The use of their own devices supports the learning of pupils with SEND in a wide range of ways, including importantly, the use of voice recognition and word processing in examinations. Year 8 pupils are successfully developing CAD (computer aided design) skills using programmes available in the design studio, competently using their own devices to present their work to the class. ICT enables Year 11 drama pupils to analyse performance and edit reviews well. Pupils are adept at sharing work electronically, supporting each other, and adapting work using ICT.
- 3.10 Pupils across the school display approaches to learning that reflect the *Five Rs* which are set out in the teaching and learning policy, they are ready, resourceful, resilient, responsible and reflective. In responses to the questionnaire, most parents and pupils agreed that the school helped pupils to be

confident and independent. Pupils who spoke to the inspectors said that they were encouraged to think and learn for themselves. This was seen in lessons with pupils of all ages, Year 6 working on peer assessment, Years 7 and 8 confidently synthesising data to make a presentation to the head, and in Year 13 biology pupils working independently on a number of tasks showing excellent problem solving. This range of independent, reflective and higher order thinking skills is extended through the Higher Project Qualification (HPQ) with Year 10 pupils and the Extended Project Qualification and Extended Essay with Year 12 pupils developing study skills which are essential for success at university. As yet, the *Felsted Diploma* is used chiefly to set personal development targets, and pupils are not yet always challenged to record their own specific academic targets and their progress towards these.

- 3.11 Pupils are successful in an extensive range of both academic and co-curricular endeavours. These include Year 6 and 8 pupils winning *Mary Skills* academic awards and scholarships to the senior school and Year 13 pupils gaining places at the universities of their choice. Pupils have been successful in maths, science and ICT challenges in major competitions and in several science, technology and mathematics (STEM) competitions. Pupils have been national winners and runners up in an engineering challenge, and in a potato plastics competition to create a biodegradable crisp packet. The school records a wide range of high grades in music exams, including many at grade 6, 7 and 8 for prep school pupils. Pupils also take part successfully in drama, including in the National Youth Theatre, and in public speaking and debating competitions across the region and the country. Pupils in Years 6 and 8 spoke appreciatively of their achievements in the school's public speaking competition and how the skills they had learned would help them in the future. Pupils enjoy quiz and general knowledge competitions and have won regional finals. School teams have achieved sporting success including reaching the Bowl Final out of 228 schools in the Rosslyn Park 7's rugby competition. Successful participation in sports such as equestrian events is supported by measures taken by school leaders to enable pupils to continue their education whilst competing at high levels.
- 3.12 Pupils demonstrate highly positive attitudes to their learning from an early age. *Golden Book* assemblies reward positive attitudes, especially that of never giving up. Year 7 and 8 pupils said that they are inspired to develop a willingness to keep trying when difficulties come their way. Older pupils said that they appreciated the attitude to learning that is promoted in the school, especially that of learning to develop from mistakes. Pupils work collaboratively across the school, supporting each other to achieve, and are highly positive about their school. Pupils' support and consideration for each other is outstanding amongst all ages and is particularly well developed in reflective discussions and tutorial sessions.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages are self-confident and take responsibility for their learning. The curriculum is planned to offer problems to challenge pupils, so that they learn that not succeeding is not a failure but a way to improve next time. Young pupils displayed this resilient approach to learning, saying, 'I have a go' and 'I feel proud of myself not giving up'. Pupils said that they are encouraged to ask a teacher if they cannot work things out but that they must have a go first. In a Year 6 geography lesson peer evaluations were put into action immediately by pupils who improved their delivery of their presentations. The *Felsted Passport* records personal development targets and specific challenges in knowledge for prep school pupils. They record their successes, encouraging them to work independently. Senior school pupils showed self-awareness and self-confidence and identified very accurately when they could work independently or needed help. The teaching strategy of passing a question back to the pupil or a class successfully nurtures this self-reliance. In a Year 12 music lesson, pupils worked out for themselves the areas for improvement, gaining confidence for future learning. In the prep school, membership of a league encourages pupils to support each other, seen in the applause and encouragement given during a cross country run. In discussions, boarders said that being

part of the boarding community makes a significant difference to their sense of self, particularly the opportunities for leadership which help them prepare for the next stage of their lives.

- 3.15 Pupils become confident decision makers. Younger children gave examples of their ideas being listened to by staff and acted upon, such as voting not to use glitter made of plastic. Older pupils explained that they made fair decisions in inter-league hockey, making sure that everyone had a chance to play but also using the best players. Pupils said that they make decisions in their choices of activities or taking on responsibilities. Year 11 pupils explained with confidence how their decisions about future choices of schools, courses and initial plans for further education had been made. Sixth formers discussed how the decisions they made result in significant contributions to life in the school and in the outside world.
- 3.16 Pupils express a strong appreciation of the non-material aspects of life and of their personal spiritual understanding. They reflect upon spiritual matters, inspired by figures of history and challenged by global issues. Year 4 pupils said that their reading had made them appreciate what people have done in the world. They explained the impact of Rosa Parks in bringing equality and said, 'How lucky we are to have such inspirational people'. Pupils explained their awareness of global issues, they had understood the dangers of batteries in oceans which had led them to undertake a hunt for used batteries and to make and display lots of posters to support the environment. Prep school pupils said how much they valued the school and its grounds. They understood that people cared for the school and they felt very valued and comfortable with everyone around them. Pupils of all ages identified the well-being centre as a resource for relaxation, quiet and gentle social interaction. Chapel offers time for spiritual and mindfulness reflection, usually pupil led. Pupils thoughtfully discuss bible readings at *Explore* sessions run by the chaplain, and those who are not religious value the chance to ask questions and discuss with outside speakers. Senior pupils said how highly they value the *Felsted Diploma*, which they said encourages reflection on life at school and specific activities and identifies ways that pupils can develop and improve further.
- 3.17 Pupils have a strong sense of right and wrong. In questionnaire responses the vast majority of parents and pupils agreed that the school actively promotes good behaviour. Pupils behave responsibly in all areas of the school. The youngest pupils are helpful and willing to share as a result of the constant focus on positive behaviour by leaders and staff which creates a culture of kindness. In Years 3 and 4, pupils developed their own rules which they live up to, challenging their peers to come up to expectations. Staff use discussions well so that all understand the consequences of poor behaviour and learn to apologise and acknowledge mistakes. Year 8 pupils discussed democracy, voting and the effectiveness of policing, showing strong respect for democratic systems whilst giving their own opinions. Older pupils, including boarders, explained that they have learned that staff are supportive if one owns up to having done something wrong. During the inspection, a chapel service on the theme of community was led by sixth form pupils, who made a clear link between school life and moral development.
- 3.18 Pupils' social development is outstanding. In a Year 2 parents' assembly, pupils talked empathetically about sharing, helpfulness and kindness. Throughout the school pupils focus on supporting their friends, class and team mates, supported by teaching which focusses on collaboration, on tolerance and solving problems. Year 4 pupils described working together on the spaghetti and marshmallow challenge to build the biggest tower possible. They explained that by working together they found out that triangles were the strongest structure. In a Year 8 German lesson, pupils worked highly successfully as a group when they found the language task hard. *Mary Skills* award winners highlighted the benefit felt by music scholars working with pupils across different ages and the enjoyment found in working with younger pupils. Pupils involved in sport reported a strong team culture which encourages social development. Pupils highlighted the many activities including Combined Cadet Force (CCF), The Duke of Edinburgh's Award scheme (DofE), house councils, and the school forum where they learn to work effectively with others. Older pupils greatly value the leadership

opportunities in the leagues, sports teams and activities, and recognise that they become role models for younger pupils.

- 3.19 Pupils demonstrate a high level of engagement with charitable work and make an excellent contribution to the community. The prep school leagues each choose a charity and the captains organise fund raising, currently these include a local air ambulance and a range of other organisations. Pupils recently ran a disco to raise money to buy new wheelchairs for children in the Ukraine. Older pupils support a local care home, visit the Felsted Mission Church in London, work in a homeless shelter and help teachers running masterclasses in a local state school. Senior pupils have trained and work regularly as counsellors for younger pupils sometimes resolving issues between pupils without involving teachers. Within the boarding houses older pupils offer much appreciated academic support to younger pupils. Pupils fundraise for and support charitable work in Ghana, Uganda, Malawi and India. Pupils returning from the Magic Bus work in India said that they had learned a greater understanding of the world and their place in it. Involvement in the Round Square international organisation includes attending conferences on world issues and work in remote areas of the world where pupils make a significant contribution.
- 3.20 Pupils have excellent respect for diversity and other cultures and are appreciative of different backgrounds and traditions. Most parents and pupils who responded to the questionnaire said that the school promotes values of democracy, respect and tolerance of other people. In Reception and the pre-prep, pupils worked together to produce a Chinese dragon for the dragon dance at Chinese New Year and Hindu children brought in gifts for other pupils when they were celebrating Diwali. Older pupils develop their appreciation of other faiths and beliefs through religious studies (RS) lessons. Year 4 pupils' reflective diaries showed empathy for and understanding of Jewish beliefs and practices. The Model United Nations challenges pupils to study other cultures and to present findings to other pupils. Year 6 pupils presented an assembly on Mahatma Gandhi which enabled other pupils to understand the impact of great leaders in different parts of the world. Pupils delight in international menus and dinners. In the boarding houses, all pupils said that they were all known and respected as individuals by pupils and staff, they celebrate their diversity including in assemblies.
- 3.21 Pupils have an excellent understanding of how to stay safe and keep healthy. From an early age, pupils demonstrate understanding about simple hygiene, washing their hands with soap when an egg cracks. Year 4 pupils were aware of the impact on their health of choices they make at lunch. Following a vote by pupils every third Tuesday is meat free, promoting healthy eating. Almost all pupils who responded to the questionnaire said that they knew how to keep safe online. Year 7 pupils had written and filmed BBC style interviews on the potential dangers of social media to present to the school. Pupils' understanding of health and fitness is promoted through the curriculum, where they learn about healthy bodies in lessons and all take part in sporting activities. Pupils expressed great value for the wellbeing programme.

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 chair of governors and governors with responsibility for safeguarding and boarding, observed a sample of the extra-curricular activities that occurred during the inspection period, attended tutor meetings and chapel. 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

Mrs Gwen Caddock	Reporting inspector
Mr Roger Tapping	Accompanying Inspector
Mr Andy Skinnard	Compliance team inspector (Senior deputy head, HMC school)
Mr Russell Slatford	Compliance team inspector (Headmaster, SofH and ISA school)
Mr Nathan Close	Team inspector (Deputy headmaster, IAPS school)
Dr John Guntrip	Team inspector (Deputy head, HMC school)
Ms Emily McGhee	Team inspector (SENCO, HMC and SofH school)
Mrs Deborah Shephard	Team inspector (Head of seniors, IAPS school)
Mrs Eithne Webster	Team inspector (Former head of Key Stage 1, IAPS school)
Mr Oliver Bullock	Team inspector for boarding (Deputy head, IAPS school)
Mrs Sally Cunliffe	Team inspector for boarding (Former senior house mistress, HMC school)
Mr John Davies	Team inspector for boarding (Deputy head academic, HMC school)