

**'EXCELLENT'**



# Inspection Report Summary 2019





Felsted

Felsted School was inspected over three days in March 2019 by the Independent Schools' Inspectorate (ISI), the regulatory body for independent schools. It comprised both an inspection of educational quality and a regulatory compliance inspection across both the Prep and Senior School.



**ISI** Independent  
Schools  
Inspectorate



We are delighted to report that this best inspection resulted in the best possible outcome for Felsted

Chris Townsend, Headmaster

ISI reported Felsted to be compliant in all areas and 'excellent' in both judgements of educational quality (the top grading).

This is a tribute to the hard work of all the staff, pupils, governors, and of course parents, in supporting the school's vision to provide the very best all round education, and develop young people of character, who will make a difference in the world around them.

Inspectors observed lessons, conducted formal interviews with pupils and examined their work. They held discussions with members of staff, the chair of governors and governors responsible for safeguarding and boarding. They attended tutor meetings, chapel assemblies and visited boarding houses and classrooms including learning support and

educational resource areas. Responses to the pre-inspection questionnaires completed by parents, staff and pupils were analysed alongside curriculum and other documentation supplied.

A summary of their main findings can be found in this booklet, alongside specific examples of evidence.

The full ISI report can be found on our website ([www.felsted.org/about-felsted/inspection](http://www.felsted.org/about-felsted/inspection))



# Educational Quality Inspection...

*This part of the ISI inspection reports on the quality of a Felsted education with two key outcomes – pupil achievement, including academic development and the personal development of pupils.*

All independent schools are challenged to meet the requirements of Independent School Standards, with different inspectorates applying different frameworks depending on the type of school they are inspecting. Their judgements are at least equivalent to those used by Ofsted, the national inspectorate, providing not one overarching judgement, rather 'excellent', 'good', 'sound' or 'unsatisfactory' for each outcome.

**Felsted achieved excellent in both outcomes.**

## The quality of pupils' academic and other achievements

**Inspectors confirmed pupils to be highly successful across a wide range of academic and extra curricular achievements.**

Comprehensive data shows 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. Our most able pupils make excellent progress, with significant achievement gained through challenging academic societies and competitions such as reaching the international finals of the Global DECA Ideas Challenge and the national finals of the BASE Business Competition.

**Pupils exhibit high level critical thinking and reasoning skills.** GCSE results in 2018 were well above the national average with IGCSEs above or in line with worldwide norms. A Level results were significantly above the national average in 2018 alongside our International Baccalaureate Diploma results, which have been well above worldwide norms over many years. In Reception, children achieved well above the national average for their age group last year. Pupils with Special Educational Needs & Disability (SEND) or English as an Additional Language achieved in line with their peers, supported by carefully targeted teaching.



**Pupils of all ages are self-confident and take responsibility for their learning**



**Pupils demonstrate highly positive attitudes to their learning from an early age**

# Excellent in all areas

**Pupils become excellent learners, developing strong skills, knowledge and understanding.** Pupils become successful independent learners who value collaboration and are supportive of each other. Specific examples seen by inspectors include Reception pupils constructing an egg protector for 'Humpty Dumpty' using excellent vocabulary, making comparisons and assessing the results of their experiment. They learned rapidly, practising a wide range of skills all carefully integrated into the creative teaching. Further up the school, senior pupils explained how much they had developed their knowledge from working in master classes in biology and with sixth form pupils in the Medics and Vets' Society. Year 6 pupils' books revealed development in the core subjects well beyond the average for their age, and in a Year 13 History revision lesson, pupils demonstrated their knowledge and understanding in enthusiastic, competent responses to challenging questioning of the Glorious Revolution.

**Competency in numeracy** was clear, developed through daily practice in the younger years. As pupils move through the school they were seen to be confidently using numeracy in other areas of learning, often in investigative work with teaching that encourages the use of challenging mathematical concepts. Year 12 pupils competently discussed their statistical test to analyse data from a geography field course, as did Year 13 business pupils using mathematical examples in a presentation.



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Pupils develop high levels of knowledge, understanding and skills through an imaginative curriculum, meticulous planning and excellent relationships between staff and pupils

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Pupils work collaboratively across the school, supporting each other to achieve

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Parents and pupils agreed that Felsted helps them to be confident and independent

**Pupils have very well developed ICT skills.**

Inspectors noted Year 1 pupils using their devices to identify shapes to create their own virtual dinosaur and in Year 5 pupils writing interesting diary entries with teachers giving immediate online feedback enabling them to quickly improve their work. Year 12 pupils made skilful use of their devices to prepare individual presentations as part of a theology, ethic and philosophy lesson and in SEND they proved particularly useful for voice recognition and word processing in examinations. Year 8 were successfully developing Computer Aided Design (CAD) skills using programmes available in the design studio and Year 11 drama students were digitally analysing their performances.

**Pupils are ready, resourceful, resilient, responsible and reflective;** the five R approach to teaching and learning at Felsted. Evidence was shown by Year 6 working on peer assessment, by Years 7 and 8 who confidently synthesised data to make a presentation to the Headmaster, while Year 13 biology pupils worked independently on tasks showing excellent problem solving. This range of independent, reflective and higher order thinking skills is extended through the Higher Project Qualification (HPQ) for Year 10 pupils and the Extended Project Qualification (EPQ) for Year 12 pupils, developing study skills essential for success at university.





**Pupils have notably positive attitudes to their learning and believe they will succeed.** Year 6 and 8 pupils have gained academic awards and scholarships to senior schools and Year 13 pupils have gained places to universities of their choice. Pupils have been successful in Maths, Science, Engineering and ICT competitions, and the school records high grades in music exams including many at Grade, 6, 7 and 8 for Prep School pupils.

Pupils take part successfully in drama, including National Youth Theatre, and in public speaking and debating competitions across the region. Pupils reflected appreciatively on their achievements and the skills they have learned that will help them in the future. They have enjoyed academic success in Quiz competitions alongside much sporting success, including reaching the Bowl Final out of 228 schools in the Rosslyn Park 7s rugby competition and being National Quarter Finalists at U18 Girls' Hockey level.

**Pupils demonstrate highly positive attitudes to their learning from an early age.** Golden Book assemblies reward positive attitudes in the early years, especially the notion of 'never giving up'. Year 7 and 8 pupils are inspired to develop a willingness to keep trying when difficulties come their way and senior pupils appreciate the attitude to learning promoted in the school, especially learning to develop from mistakes.



Pupils are highly successful, with notably positive attitudes to learning and a belief that they will succeed





Pupils express a strong appreciation of the non-material aspects of life and of their personal spiritual understanding

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Pupils' support and consideration for each other is outstanding across all ages

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Felsted actively promotes good behaviour

## The quality of pupils' personal development – Excellent

**Pupils are self confident and take responsibility for their learning.** The curriculum is planned to challenge, with young pupils displaying a resilient approach to learning, with one saying "I feel proud of myself for not giving up". Students record their successes and show self-awareness, understanding areas for improvement. Boarders say 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.

**Pupils become confident decision makers and understand moral values.** Their ideas are listened to and are acted upon, such as voting not to use glitter made of plastic. Year 11s explained with confidence how their decisions about further education had been made, while sixth formers know how their decisions make a difference to life in school and in the outside world. They value their place at Felsted and work hard to become leaders and role models.

Pupils are aware of global issues such as knowing the dangers of batteries in oceans which has resulted in them promoting the recycling of batteries correctly. All ages identified the Wellbeing Centre as a resource for relaxation and the Chapel for spiritual and mindfulness reflection.

**Pupils' social development is excellent.** Pupils focus on supporting their friends, class and teammates. This was evident in a Year 8 German lesson where the class worked successfully as a group on a hard task and in music where scholars appreciate and enjoy working with pupils across different ages. Pupils highlighted activities such as the CCF, Duke of Edinburgh and the school forum where they work effectively with others.

Pupils have a strong sense of right and wrong, with both parents and pupils confirming that the school actively promotes good behaviour and a culture of kindness. Pupils are encouraged to develop their own rules, to challenge their peers to meet expectations, understand consequences to poor behaviour, acknowledge mistakes and learn to apologise.

**Pupils demonstrate a high level of engagement with charitable work and make an excellent contribution to the community,** such as supporting a homeless shelter in London, a local care home and the Air Ambulance charity to name a few. Senior pupils train as peer counsellors to support younger pupils and many make a significant contribution to charitable work overseas with the school's charities in Mumbai, Uganda and Malawi and those organised by the Round Square Organisation.



**Pupils have an excellent respect for diversity and other cultures and are appreciative of different backgrounds and traditions.** The school promotes values of democracy, respect and tolerance of other people, with examples of Hindu children bringing in gifts for other pupils to celebrate Diwali, and Model United Nations events challenging pupils to study other cultures and present their findings. Diversity is celebrated and pupils delight in international menus.

**Pupils have an excellent understanding of how to stay safe and keep healthy.** They are aware of hygiene and of the impact of healthy food choices, with pupils voting for a meat free lunch every 3rd Tuesday to support the environment. Most know how to stay safe online with Year 7 producing a video on the potential dangers of social media.

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Pupils express great value for the wellbeing programme at Felsted

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Pupils make an excellent contribution to the community, locally and globally



# Regulatory Compliance Inspection...

*The ISI regulatory inspection is made up of eight parts, with each part either being 'met or 'not met' against certain measures. Felsted achieved 'met' across the board.*



## 1 Quality of education provided

GCSE performance has achieved above the national average since 2015. A Level results have been in line with the national average except for in 2018, where pupil's academic progress between GCSE and A Level came in the top 5% of all schools in the UK. Felsted Prep School uses its own suitable attainment measures so cannot be compared to a national framework. However, the curriculum covers the required breadth of material with pupils making good progress with suitable resources.



**Pupil views are actively encouraged**

## 2 Spiritual, moral, social and cultural development

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law abiding citizens.

## 3 Welfare, health and safety

All current statutory guidance is followed to safeguard and promote the welfare of pupils, including health and safety, attendance, supervision and disability access. Boarding staff are appropriately trained and deployed and suitable provision is made for boarding pupils' medical and health care, including food, drink, laundry and an induction programme.

## 4 Suitability of staff, supply staff and proprietors

Appropriate checks are made to ensure suitability of all staff, including guardians and visitors to boarding accommodation.

## 5 Premises and accommodation

Suitable facilities and accommodation are provided and maintained, both indoor and outdoor.



**Boarding accommodation safeguards and promotes pupil welfare**

# 100% standards met

## 6 Provision of information

A full range of information is made available for parents including regular child progress reports alongside a wide range of policies, including safeguarding.

## 7 Manner in which complaints are handled

Parental complaints, if any, are handled effectively via a three stage process and records kept appropriately, including any action taken.

## 8 Quality of leadership and management

Leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively.



**Management actively promotes the wellbeing of pupils**



## Recommendations for improvement:

In the context of our excellent outcomes, Felsted has been asked by the inspectors to consider the following; to strengthen pupils reflection on their own academic targets and progress towards them through the development of the Felsted Diploma; and to develop the use of ICT more consistently across the Prep School curriculum to enable our younger pupils to become more independent in their learnings, particularly for research purposes. Felsted is committed to providing a leading education for all its pupils and will commit to these goals in its future development plans.



We feel pride as Felsted continues to grow in reputation and recognition as one of the finest schools in the UK

Felsted Parent

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Felsted