



**ISI** Independent  
Schools  
Inspectorate

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

**Pangbourne College**

**November 2019**



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### School's Details

<b>College</b>	Pangbourne College		
<b>DfE number</b>	869/6005		
<b>Registered charity number</b>	309096		
<b>Address</b>	Pangbourne College Pangbourne Reading Berkshire RG8 8LA		
<b>Telephone number</b>	01189 842101		
<b>Email address</b>	admissions@pangbourne.com		
<b>Headmaster</b>	Mr Thomas Garnier		
<b>Chair of governors</b>	Rear Admiral Roger Lane-Nott CB		
<b>Age range</b>	11 to 18		
<b>Number of pupils on roll</b>	450		
	<b>Day pupils</b>	237	<b>Boarders</b> 213
	<b>Seniors</b>	318	<b>Sixth Form</b> 132
<b>Inspection dates</b>	12 to 14 November 2019		

## 1. Background Information

### About the school

- 1.1 Pangbourne College is a co-educational independent day and boarding school for pupils aged between 11 and 18 years. It was originally founded as a nautical college in 1917 by the Devitt and Moore Shipping Company, and still occupies the same campus. The college is a registered charity and is administered by a board of governors.
- 1.2 The college comprises two sections: the junior department for pupils aged 11 to 13 years and a senior department for pupils from the ages of 13 to 18 years.
- 1.3 Since the previous inspection, the college has undertaken major refurbishment to teaching buildings, built a new swimming pool and ceased formal lessons on Saturday mornings.

### What the school seeks to do

- 1.4 The college aims, through a Christian ethos, to develop the academic potential of its pupils and their teamwork, leadership, self-discipline and service skills. It intends that its seven 'Flag Values' of kindness, selflessness, moral courage, initiative, industry, resilience and integrity, provide a secure foundation for pupils in adulthood.

### About the pupils

- 1.5 Pupils come from families with a range of professional and business backgrounds, mostly from Berkshire, London and the surrounding counties, with a few originating from overseas. Nationally standardised test data provided by the college indicate that the ability of the pupils is above average and that of pupils in the sixth form is broadly average. The college has identified 190 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 50 of whom receive additional specialist help. One pupil has an education, health and care plan. English is an additional language for 29 pupils, 11 of whom receive additional support for their English. The school provides additional opportunities within and outside the curriculum for 83 pupils identified as being the most academically able in the school's population and support is given to 60 other pupils because of their special talent in design and technology, sport, music, art and drama.

## 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. 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](#).

## Key findings

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

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

### PART 4 – Suitability of staff and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.12 **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**

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

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

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

## **PART 7 – Manner in which complaints are handled**

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

**2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

**2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## Key findings

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

- Pupils demonstrate excellent communication skills: they write with fluency and articulate challenging concepts with confidence and clarity.
- Pupils have excellent information and communication technology (ICT) skills and use them competently to support their learning.
- Pupils achieve highly in a wide range of academic and other areas such as sports, music and outdoor pursuits.
- Pupils demonstrate exemplary attitudes to learning: they respond to academic challenge with energy and purpose.

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

- Pupils have high levels of self-esteem and self-confidence: they show resilience, perseverance and a determination to succeed.
- Pupils enjoy working collaboratively: they show commitment to each other and a desire to achieve common goals together.
- Pupils undertake roles of responsibility with dedication and a maturity of approach, valuing the opportunities they are given to lead and support.
- Pupils' moral understanding is well developed: they demonstrate a keen sense of fairness and appreciate how their decisions affect those around them and their own futures.

## Recommendation

3.3 In the context of the excellent outcomes, the school may wish to:

- consider ways in which pupils may engage more fully with the wider community to enrich their perspective of the lives of others.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils respond to academic challenge with diligence and enthusiasm. They make excellent progress in a classroom environment where they are encouraged to participate without fear of failure, extending their intellectual growth through excellent teaching and a solid base of knowledge and understanding. As independent learners, pupils make rapid progress as demonstrated by senior pupils who approach their extended essay projects with personal passion and commitment, gaining perceptive insight into a wide range of topics through thorough research of their subject. Pupils routinely support each other in collaborative tasks, for example, in a physical education session pupils worked decisively together to explore the impact on a game when rules are changed, gaining an understanding of the physical and cognitive aspects of sport. Younger pupils in a music lesson experimented together with blues riffs, demonstrating their compositions to the class with pride. Scientists approach practical work with rigour, working together to undertake and record experiments with accuracy. Pupils enjoy academic challenge and respond positively to imaginative teaching, as was seen when senior pupils used marshmallows, strawberry laces and skittles to consolidate their understanding of epigenetics. Pupils understand the importance of taking responsibility for their own learning and are keen to achieve high personal standards. Rigorous oversight by senior managers ensures the implementation of carefully directed teaching strategies and the provision of high-quality resources and, as a result, pupils apply themselves diligently to their lessons and make excellent progress. The strong links between academic and pastoral tutors ensure that day pupils and boarders receive the support and encouragement they need to succeed academically. During the evenings, pupils may consolidate their learning through the extensive enrichment programme of academic clinics.
- 3.6 Pupils have well-developed communication skills. They are articulate and confident, presenting complex concepts with clarity and fluency. In a business studies lesson, for example, pupils engaged in a vibrant debate, presenting their ideas about out-sourcing and off-shoring and the effects of these practices on population growth in Asian countries with aplomb and conviction. Younger pupils in science talked with enthusiasm as they solved problems based on elements in complex molecules. Pupils listen carefully to one another and to their teachers. Ideas are shared in a spirit of mutual respect and courtesy. Studying behaviour in a psychology lesson, for example, pupils debated the origin of the aggressive territorial nature of the stickleback passionately but good humouredly. Pupils write with fluency and maturity of style. They read attentively and with discrimination such as when comparing different techniques and vocabulary used by the same author in two contrasting pieces of work. Boarders continue to broaden their reading habits through enrichment activities and easy access to the library. Pupils assess their own and each other's work in a positive and supportive manner, consistently using their evaluative skills to improve their performance and that of others.
- 3.7 Throughout the school, pupils confidently apply their secure mathematical knowledge, skills and understanding across the curriculum and in a wide range of contexts. Younger pupils, for example, adeptly calculated percentage change in mass in potato chips in a biology practical. Older pupils demonstrated accuracy of measurement and attention to detail as they cut materials in a design and technology (DT) lesson. In physics, utilising data in speed and mass, pupils successfully calculated absolute error and the kinetic energy of a runner, and subsequently applied this theoretical knowledge to bridge building. In a mathematics lesson, senior pupils competently established the connection between De Moivre's theorem, binomial expansion and complex numbers, while younger pupils enthusiastically solved quadratic equations in a treasure hunt activity. Pupils of all ages are highly effective at numerical calculation, competently applying their mathematical knowledge in a variety of disciplines, from solving averages to calculating lines of symmetry in fibre optic cables to determine the reflection of light.

- 3.8 Pupils are confident users of ICT, employing their skills well to support and extend their learning in an environment where ICT is thoroughly embedded. Pupils apply their technical skills with assurance and imagination to other areas of their learning as was seen when senior pupils competently manipulated the exposure of digital images to enhance the quality and drama of their photograph portfolios. Aspiring filmmakers incorporated a wide range of technical effects such as fading, dissolving and the use of colour wash to professionalise the final cut. Pupils approach online research with a clear awareness of the need to evaluate information presented on the internet. They use technology responsibly, for example in researching the types and nature of memory, or accessing programmes to aid revision. Pupils use their own devices and find the school's online marking system helpful as a tool to promote their learning. Pupils use their ICT skills with imagination as a result of forward planning of senior leaders which has facilitated an increased broadband provision, the introduction of the digital classroom and a 'bring your own device' programme, all of which has fulfilled a recommendation from the previous inspection. Boarders' proficiency is enhanced by ready access to computers in their houses.
- 3.9 Pupils of all abilities make good progress across a range of subjects. The following analysis uses national data for the years 2016 to 2018. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been above the national average with those at A level in line with the national average, maintaining a consistent pattern of achievement over time. Pupils with SEND and EAL make similar progress to other pupils with almost all exceeding expected target grades. Careful monitoring of teaching and learning combined with the provision of high-quality resources has resulted in the continued progress of all pupils. In their responses to the pre-inspection questionnaires, an overwhelming majority of parents and a very large majority of pupils agreed that teaching enables pupils to make progress. In discussions, boarders and pupils expressed their appreciation of the support they routinely receive from their teachers in the classroom, through the enrichment programme and from tutors in the boarding houses.
- 3.10 Pupils' academic and other achievements are excellent because of the thorough curricular and extra-curricular provision made by senior leaders. Pupils successfully participate in national mathematics challenges and achieve excellent grades in their music and drama examinations. Pupils develop their music skills through a variety of activities including the highly accomplished chamber choir, representing the school at public functions such as the National Seafarer's Service at St Paul's Cathedral and the Falklands Memorial Service. Others learn to adapt their instrumental skills in order to parade in the school's marching band. Pupils have recently gained organ scholarships at prestigious universities. Sports teams consistently achieve success in local, regional and national competitions with a significant number of pupils representing the county in a wide range of sports including rugby, hockey, athletics, tennis, and equestrian events. Rowing teams have achieved notable successes and recently participated in the Head of the Charles Regatta in the United States of America. Pupils are ardent participants in The Duke of Edinburgh's Award scheme with significant numbers gaining gold, silver and bronze awards. In line with the naval tradition of the school, pupils serve in the Combined Cadet Force (CCF), representing all four sections of the armed forces. They demonstrate their pride in their divisions in immaculately turned out formal parades. The marines section participates in the Pringle Trophy, an annual military skills and leadership competition. Pupils develop an understanding of the theatre through the annual school production and join with enthusiasm in the annual house dramatics competitions.

- 3.11 Pupils display sophisticated study skills, responding to academic challenge with determination to succeed. Supported by the strong 'can do' ethos of the classroom and the rigorous core skills programme, pupils tackle difficult problems with confidence. The curriculum provides a broad and challenging range of subjects and most parents and pupils are satisfied with the variety and number of subjects offered. Stimulated by the challenging curriculum, pupils develop higher-order thinking skills, analysing data, synthesising and evaluating arguments to extend their understanding. This was demonstrated in a biology lesson when pupils created rational hypotheses as to how different racial physiological factors affect the body's ability to break down alcohol. In their extended essay projects, pupils synthesise sophisticated material in areas of their own academic interests. Younger pupils analyse fictional characters with a keen appreciation of literary nuance when discussing character development.
- 3.12 Pupils approach their lessons with focus and the motivation to work hard and do well. They display an excellent attitude to their learning both inside and outside the classroom, showing tenacity, initiative and commitment in all they undertake. In a history lesson, for example, pupils were intent on creating incisive mind maps to rationalise their revision on the Renaissance period. During a theoretical Duke of Edinburgh award training session, pupils worked diligently to improve their mapwork skills, extending their familiarity with the local landscape and correctly identifying landmarks and features. Boarding pupils acknowledge the personal benefits they experience in the opportunities they are given to work without distraction, supported by the house expectation of effective study and individual help from their tutors. Parents are uniformly satisfied with the way the school is led and managed.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils flourish in a community which aims, through its Christian ethos, to develop the academic potential of its pupils and their teamwork, leadership, self-discipline and service skills in readiness for their adult lives. Pupils speak with pride of the seven 'Flag Values' of their school, which are kindness, selflessness, moral courage, initiative, industry, resilience and integrity. They understand the positive contribution the acquisition of such values makes to their community and towards their own personal development. Pupils have well-developed self-understanding and know how to improve their learning and performance. They are well prepared for the next stage in their lives, speaking with confidence about their subject choices and future aims and goals. Pupils demonstrate resilience as they tackle academic challenge with confidence and self-discipline. They are reflective and able to analyse their own strengths and weaknesses, encouraged by teachers and house staff who help them cultivate habits of hard work and application. Pupils are resilient, applying themselves with diligence to independent study and research. They develop strong teamwork skills, supporting each other in their academic endeavours, in house competitions and through the extensive extra-curricular programme. Pupils discussed the value of practising self-restraint, citing a recent rugby match where they felt that ignoring the goading of the opposing team enabled them to play better. Pupils spoke of feeling free to learn through mistakes, expressing their appreciation of the strong academic and pastoral network that supports them.

- 3.15 Pupils develop extremely strong leadership and service skills. Senior pupils undertake a wide range of roles of responsibility with dedication. Most sixth-form pupils train to become peer mentors in order to support friends and younger pupils. House prefects learn how to motivate others and lead by example as they work closely with residential staff, assisting in the daily routines of the houses and through leading house competitions. Pupils develop a strong sense of duty and service through their involvement in the Duke of Edinburgh's Award scheme and the CCF. As non-commissioned officers, older pupils, with suitable staff supervision, develop mature organisational skills as they assume responsibility for the comfort and support of younger cadets on field trips. Division leaders gain an understanding of ways to instil mutual respect and pride in a unit of young adults, as they present their divisions for inspection on the parade ground. Younger pupils as year representatives, gain negotiating skills as they represent the opinions and requests of their peers in formal forums. The overwhelming majority of parents who responded to the pre-inspection questionnaire indicated their satisfaction with the strong teamwork and social skills their children develop while at the school.
- 3.16 Pupils are self-aware and confident, as a result of the ethos of praise and encouragement which pervades the school. Through the effective life skills programme, they develop a reflective approach towards their life in school and nurture the skills they need to meet the challenges of the next stage of their education with courage. They are proud of their work and strive to improve their academic performance, emboldened to learn in an ethos of encouragement to succeed through hard work and where there is no stigma in making mistakes. Within the classroom, pupils engage in challenging work with zest, for example, when taking the lead as 'teacher' in a geography lesson exploring GCSE questions with the class, or experimenting with advanced software to design three-dimensional furniture items. Pupils understand the consequences of their actions and show maturity when making decisions that affect their future. Their ability to reflect on their work, the strong tutor system and the excellent careers guidance they receive, enable pupils to make informed decisions regarding their performance and potential future pathways.
- 3.17 Throughout the school community, pupils demonstrate a strong sense of spiritual awareness. In keeping with the school's Christian ethos of empathy and compassion, pupils display sensitivity and an appreciation of the non-material aspects of life. Upholding the 'Flag Values' is a matter of honour for many and, although some personal acts of kindness, integrity and selflessness may go unnoticed, pupils themselves are eager to acknowledge the uplift such acts have given them in their lessons and in their boarding houses. Pupils discover a feeling of unity through shared musical experiences and respond to the communal singing practices in their 'Congers' with gusto, revelling in the stirring harmonies. Pupils learning musical instruments gain confidence and an appreciation for their music through participating in the teatime concerts, where friendly audiences made up of their peers, offer generous applause and positive feedback. Pupils debate moral and ethical issues with passion and fervour, questioning whether there is ever a just reason to go to war, or whether the theories of evolution and creationism can be reconciled. Pupils appreciate their beautiful campus and frequently take advantage of opportunities for quiet reflection or enjoy the companionship of their friends. Boarders appreciate the quiet spaces in their boarding houses where they can benefit from peaceful moments, and the communal areas where they can share fun times and friendship with their peers.

- 3.18 Pupils are extremely well behaved, regulating their own conduct and that of others with maturity and dignity. They understand the importance of rules and have constructed a set of 'Pupil Expectations' as the bedrock for class performance. The vast majority of parents and every pupil who responded to the questionnaire, said that the school expects pupils to behave well. Rules and the importance of good relationships in the community are consistently reinforced and, as a result, pupils have an excellent understanding of what is right and wrong and of how their behaviour may affect those around them. Boarders spoke sensibly on maintaining harmony within their houses through a quiet acceptance of the rules of the house, for example, taking a turn in the rota for tidying the kitchen, and treating each other with respect and kindness.
- 3.19 Pupils of all ages are courteous and friendly. They wholeheartedly subscribe to the school's welcoming mantra of 'Team Pangbourne', freely embracing cultural diversity as enriching their educational experience. Pupils demonstrate great respect for each other, and individuals from diverse backgrounds say they feel valued and fully included in their boarding houses, lessons and activities. All parents and almost all pupils in their responses to the questionnaires, stated that the school actively promotes values of democracy, respect and tolerance of other people. Boarders are sensitive towards each other's cultures and traditions and enjoy being part of a diverse yet harmonious community. The whole-school commitment to inclusivity is a result of dedicated leadership and the willing response of the pupils.
- 3.20 Pupils welcome opportunities to contribute to the lives of others and undertake to help those less fortunate than themselves. Each house contributes to its own chosen charity in addition to a whole-school charity drive. Pupils have developed links with a community learning centre in Uganda, raising money to develop facilities, and visiting the centre to build latrines and other structures. The marching band supports the local village on the annual Remembrance Sunday with a soloist playing the Last Post. Pupils help clear the local churchyard and spend time with youngsters in a nearby school. However, the geographical position of the school has been a limiting factor in developing further opportunities for contribution to the wider community.
- 3.21 Pupils gain a clear understanding of how to keep themselves safe and healthy, supported by the effective personal, social, health and citizenship programme, assemblies and talks from visiting speakers. They show they understand the importance of a healthy diet and are encouraged to make sensible choices through the wide range of healthy options available in the dining room. Pupils appreciate the need for balance regarding activities and academic study and participate in sporting and extra-curricular events with keen enjoyment. Pupils understand the importance of mental and physical well-being and are appreciative of the excellent provision of counselling and first aid available to them. Boarders understand the importance of staying safe physically, mentally and online, and all pupils responding to the questionnaire, said they knew how to stay safe when online. Parents expressed themselves as overwhelmingly satisfied with the education and care offered by the school to their children.

## 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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor meetings and a whole-school singing practice. Inspectors visited boarding houses and 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 Pamela Leech	Reporting inspector
Mr Gareth Price	Accompanying inspector
Ms Phillipa Message	Compliance team inspector (Deputy head, HMC school)
Mrs Nicola Hawkins	Team inspector for boarding (Deputy head, SofH school)
Mr William Norton	Team inspector for boarding (Director of sport, HMC school)
Mr James Wallace	Team inspector (Headmaster, HMC school)