



ISI Independent
Schools
Inspectorate

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

Dean Close School

March 2019



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School's Details

School	Dean Close School			
DfE number	916/6035			
Registered charity number	1086829			
Address	Dean Close School Shelburne Road Cheltenham Gloucestershire GL51 6HE			
Telephone number	01242 258000			
Email address	office@deanclose.org.uk			
Headmaster	Mr Bradley Salisbury			
Chair of governors	Mrs Kathryn Carden			
Age range	12 to 19			
Number of pupils on roll	475			
	Boys	260	Girls	215
	Day pupils	208	Boarders	267
	Seniors	280	Sixth Form	195
Inspection dates	19 to 21 March 2019			

1. Background Information

About the school

- 1.1 Dean Close School is a co-educational day and boarding school for pupils aged between 13 and 18 years. The school was founded in 1886 as a boys' boarding school and became fully coeducational in 1972. The school, along with three other schools and five nurseries, forms the Dean Close Foundation, which is a registered charity governed by a board of trustees.
- 1.2 The school is located on 50 acres of parkland near the centre of Cheltenham which it shares with its preparatory and pre-preparatory schools. Boarders are accommodated in six single-sex boarding houses including two for sixth-form pupils.
- 1.3 Since the previous inspection, a 2-week timetable has been introduced and the curriculum has been reviewed.

What the school seeks to do

- 1.4 In keeping with its Evangelical Christian foundation, the school seeks to provide an environment where each individual's qualities, interests and potential are respected and encouraged. It holds community, respect for others, relationship and service at the heart of its ethos. The school aims to provide every pupil with a well-rounded education and encourages independent thinking and the self-confidence to challenge the status quo.

About the pupils

- 1.5 Pupils come predominantly 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 Europe, the USA, the Caribbean, Dubai and the Far East.
- 1.6 The analysis of standardised data provided by the school show that pupils' ability profile is above average. The school has identified 69 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 38 of whom receive additional specialist help. English is an additional language (EAL) for 111 pupils, 75 of whom receive additional support as required. Data used by the school have identified 31 pupils as being the most able in the school's population, and they are supported by more challenging 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. 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](#).

Key findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2017, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2017 have been above 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. Any 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 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 In almost all respects, arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. However, while most of the necessary recruitment checks on staff have been carried out, the school has not always checked that staff are not on the list of those who are prohibited from teaching or managing prior to the commencement of employment.
- 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 in paragraphs 6 and 9–16, 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, 6–10, 12, 15 and 16 are met, but those in paragraphs 7 (a) and (b) and 8 (a) and (b) and, for the same reason, NMS 11 (protection of boarders) are not met.**

Action point 1

- the school must ensure that all recruitment checks, including those against the list of those prohibited from teaching or management, are completed before staff commence employment at the school [paragraphs 7 (a) and (b); 8 (a) and (b); NMS 11].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school has carried out almost all of the required recruitment checks to ensure the suitability of staff and proprietors prior to the start of employment, but checks on prohibition from teaching or management and medical fitness have not consistently been undertaken prior to the start of their employment. Visitors to boarding accommodation are appropriately supervised.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (2)(a-e), (4), 19, 20 and 21 are met, but that part of paragraph 18 (3) relating to the completion of medical checks before staff begin work and, for the same reason, paragraph 18 (2)(f) and NMS 14.1, are not met.

Action point 2

- the school must ensure that before appointment it obtains and keeps a record of medical fitness for each member of staff [paragraph 18.2 (f), 18 (3); NMS 14.1].

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 Leaders and the proprietors work to 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 proprietors have ensured that the large majority of regulatory standards for ensuring the welfare, health and safety of the pupils are consistently met. However, they have not ensured that all recruitment checks are completed before staff commence employment at the school.

2.22 The standards relating to leadership and management of the school in sub-paragraph 34 (a), (b) and (c) and, for the same reason, NMS 13.3, 13.4 and 13.5 are not met.

Action point 3

- **the school must ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that all of the standards are met consistently [paragraphs 34(a), (b) and (c); NMS 13.3-13.5].**

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>
Fourth Form	Year 9
Remove	Year 10
Fifth Form	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 of all ages seek to achieve to the best of their ability and make excellent academic progress, particularly in the sixth form.
- Pupils have very well-developed communication skills. They are highly articulate and confident speakers and listen and respond maturely.
- Pupils have extremely positive attitudes to learning and are hardworking and resilient.
- Pupils' information and communication technology (ICT) skills are not as highly developed as those in other areas because opportunities to use and embed them are not consistently available across all curriculum areas.

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

- Pupils display consistently high levels of self-esteem and self-confidence.
- Pupils have a highly developed spiritual understanding and an appreciation of non-material aspects of life.
- Pupils have deep respect for their own and other cultures; they demonstrate a caring, tolerant attitude and sensitivity towards the needs of others.
- Pupils' behaviour is excellent; they have a well-developed sense of right and wrong and take responsibility for their behaviour and actions, and relationships with each other are warm and positive.

Recommendation

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

- Strengthen the pupils' ICT skills across all year groups by providing increased opportunities for pupils to develop 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. Achievement in public examinations has been consistently high for the last three years, with performance at GCSE and A level above the national average for maintained schools, and results in IGCSE are higher than world-wide norms. In 2018, almost all GCSE candidates achieved Grade 4 or above, and a majority achieved Grade 7 or above. Almost all pupils passed at A level and a large majority gained A* to B grades. Almost all university applicants achieved admission to their first or second choice of university. Pupils are aided in their learning by excellent teaching and good facilities. Lessons are invariably well planned, encompass a variety of techniques and resources and are tailored to the needs of the pupils. During discussions and in questionnaire responses, almost all pupils and parents commented that they are very pleased with the range of subjects and activities provided.

- 3.6 All pupils were seen to make excellent progress during the inspection; for example, in a sixth-form Latin lesson pupils swiftly developed a secure knowledge of the use of the dative case, while in a GCSE music lesson pupils made rapid progress when understanding how musical techniques can help describe emotions. Pupils with English as an additional language (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. Almost all EAL pupils are able to write complex sentences and offer sophisticated arguments with only rare errors of spelling, grammar and syntax. They are very proud of the articles which they write for their own magazine. 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 pupils to evaluate their work and improve upon it. Almost all parents and pupils who responded to the pre-inspection questionnaire 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 use continuous assessment to enable them to plan and teach lessons which deepen pupils' understanding. A small minority of pupils felt that lessons were not interesting, but inspectors found lessons to be stimulating and lively. Well chosen, challenging exercises and probing questions encourage pupils to think deeply about issues as was seen in an A-Level drama lesson where pupils had to evaluate the techniques which an actor used to portray the descent into madness of George III. In tutor time, pupils reflect on progress and identify targets for improvement. The tracking and monitoring systems enable teachers to assist the pupils' progress by giving appropriate guidance as to the next stages of their learning. A few pupils thought that marking did not help them improve, but inspectors found marking to include many helpful comments and there were numerous examples of oral feedback by teachers which pupils said they valued. Boarders said how much they appreciate the dedicated time put aside for prep in the evenings and the ready availability of help from resident boarding staff, sixth form boarders and the library. They feel that this support and encouragement helps them to progress and achieve highly. Almost all 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 English literature lesson, pupils showed a very good understanding of kingship which they had acquired from studying Henry V and applied this well to a new Shakespearean context.
- 3.8 Pupils' communication skills are excellent: they are confident and articulate and use appropriate registers for both academic debate and informal discussion. Their well-developed speaking and listening skills are aided by numerous opportunities to practise public speaking, for example in assemblies, debating competitions and discussion groups. Pupils use technical language fluently in all subjects, as observed in a physical education lesson where pupils used technical terms fluently to discuss the biomechanics of a football throw in. Pupils develop excellent reading skills and are supported in this by the easily accessible and well-used library. The majority of pupils write in an imaginative, powerful and accurate style, for example, when analysing language in a study of Macbeth, referencing beliefs and values of the period in which it was written. Scholarly essays are written for competitions such as the Wilson Challenge, where pupils had to select an icon of the classical world and explain their relevance to the world today.
- 3.9 Pupils have strong numeracy skills and enjoy their mathematics lessons. They benefit from an appropriately high degree of challenge, which stretches and develops their mathematical thinking, and from support at the twice weekly mathematics clinics. Pupils in an A Level further mathematics lesson solved a very challenging problem in pure mathematics, which indicated their 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 plotted force versus extension graphs when exploring Hooke's law, while in chemistry pupils analysed gradient to determine the rate of reaction over time.

- 3.10 Pupils demonstrate competence in ICT, although their skills are often restricted to specific applications. For example, pupils in a sixth form design technology lesson used professional grade software to assist their computer aided design work, and in an A Level physics lesson, computers were used very effectively to process data on exponential decay. 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. 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 dynamic synthesis and analysis of historical sources relating to the Russian revolution in a self-directed study. Almost all lessons provide opportunities for pupils to develop higher-order thinking abilities, as was seen in an A level psychology lesson where pupils displayed very strong analytical skills when considering the likelihood that a character will show criminal or anti-social behaviour. Pupils were seen to devise excellent revision techniques, including spider diagrams and mind mapping for their A level history study of Elizabeth I.
- 3.12 Pupils excel in a wide range of creative and physical pursuits. Musical groups perform at a high level both within school and beyond, and drama and musical productions occur every term. Pupils are successful in both individual external music and speaking examinations, with several winning organ and choral scholarships to highly selective universities. They take part very successfully in the local literature festival, as well as competing in events such as the European Youth Parliament. High standards of drama, dance and music were seen during the inspection, and these are brought together in full school productions. 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 rugby, cricket, hockey, netball, equestrianism and tennis. Pupils are supported in their achievements by the wide-ranging extra-curricular programme, very good sports and performing arts facilities, and excellent teaching and specialist sports coaching.
- 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 equally happy to work collaboratively, and they 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. In many lessons, pupils were seen to benefit from peer assessment. For example, in a GCSE English lesson, pupils showed excellent collaboration when working in pairs, taking it in turns to propose points for inclusion in an examination answer and challenging each other to justify or counter, leading to progress in understanding for both pupils. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative and develop leadership qualities. This was seen in an A-level politics lesson where pupils worked extremely well independently when reading and quickly extracted appropriate information regarding presidential interactions with the Supreme Court. 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. 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 and investigation to further their understanding. In almost all 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. The excellent level of pastoral care within the boarding houses means that boarders grow in both self-confidence and self-esteem. The high quality support they receive, coupled with their level of involvement in all aspects of boarding life, is most effective in building resilient young adults, ready for the next stage in their lives. Pupils greatly enjoy receiving 'green chits' for achievement and these boost their self-esteem. Pupils develop resilience as they are guided through increasingly challenging curricular and co-curricular activities. They learn to keep trying even when their first attempt might not be successful, as was seen in a sixth form Latin lesson where pupils persevered admirably when completing difficult translations. A spirit of supportive and enthusiastic encouragement for each other allows progress to be rapid. The school promotes an environment which successfully promotes pupils' confidence and errors are seen as part of the learning process; this enables pupils to feel free to try something without fear. All pupils have an excellent understanding of how to improve their own learning. They are aided in this by marking and detailed oral feedback which is invariably constructive and gives targets for their next steps. This process contributes to their excellent self-awareness. In response to the questionnaire, most pupils acknowledged that the school helps them to be confident and independent.
- 3.16 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their futures. 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 regarding attendance at subject clinics designed to boost their understanding of particular topics. Pupils are encouraged to become involved in enrichment opportunities, deciding for themselves which they wish to do. Pupils involve themselves actively in the democratic processes in the school, such as when electing representatives for the food committee or house forums. In interviews, pupils said that their views are heard and valued, and that they can make change happen, for example when making suggestions for school food. This view is supported by the staff, the overwhelming majority of whom stated in the questionnaire that the school listens to pupils and takes any requisite action.
- 3.17 Pupils develop very strong 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 are assisted in this 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, drama productions and poetry societies. Trips to cultural events such as the opera allows them to experience the metaphysical and magical. Chapel is a focus for some pupils, and singing during part of the congregational practice was uplifting, with all pupils joining in with gusto and reverence. 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. An example of this was seen in a religious studies lesson on Buddhism where pupils had to consider how elements of that religion could apply to their own lives, and thought deeply about themselves and how they could be better people. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, the multi-cultural nature of the school and regular assemblies led by the school chaplaincy.

- 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. They respect the school site and treat the facilities well. In the questionnaire, almost all parents and pupils 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. In the questionnaire, half the pupils said they felt that they were not always treated fairly. However, in interviews pupils said that incidents of poor behaviour are rare, and the reward and sanction system is administered fairly, and scrutiny of records confirmed this. 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. Pupils willingly volunteer for a wide range of practical roles within the school. They act as prefects and leaders in various roles such as the Combined Cadet Force. They are excellent mentors of younger pupils, and so make a very positive contribution to the school community. Pupils show a mature understanding of people in the wider community and how they can help those less fortunate than themselves. For example, pupils run dance, sports and reading activities for local primary school pupils, they visit the elderly or entertain them with musical performances. They visit the children's ward of a local hospital, help adults with learning difficulties, assist in a number of charity shops and help asylum seekers learn English. Pupils do much charity work in the UK and overseas, raising funds and providing practical support for a range of charities, including for a school in Uganda. 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 collaborate well in every aspect of school life, both in lessons and elsewhere, reflecting a key aim of the school that consideration for each other is expected. They enjoy working together and do so effectively to achieve common goals, such as when completing Duke of Edinburgh expeditions, or for Young Enterprise projects. Pupils acquire excellent social skills through the many opportunities the school provides to work with others. Boarders benefit from the many informal day-to-day conversations they have with boarding staff and feel part of a boarding family. Pupils were frequently observed supporting their peers, and mentoring of other pupils in the house has led to greater awareness of their own behaviour because they are thinking about their impact on others. There is a respectful friendship in the approach that pupils take to helping each other and adults. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community.
- 3.21 Pupils value the importance of diversity within society and the value of treating everyone equally. With many different nationalities represented in the school, pupils have direct opportunities to experience other cultures and develop deep respect for, and appreciation of, their own and other beliefs and societies. Diversity is greatly prized by the pupils, with a strong anti-homophobic sentiment, and pupils show this in their art, music and academic work, including writing supportive articles in the school magazine and the establishment of a LGBT group. They demonstrate excellent sensitivity and tolerance to those from different backgrounds. In the questionnaire, most parents and 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 which provides opportunities for pupils to discuss and learn about current philosophical matters. 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 differing opinions should be respected because healthy debate usually brings about good ideas and sensible solutions.

3.22 All pupils show an excellent understanding of healthy living. 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. 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 raises the profile of food and contributes to pupils' understanding, for example by teaching about the importance of vitamins. Pupils grow to understand their own development through discussing themes such as keeping fit and healthy eating in their PSHE work. 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. Almost all parents and most pupils said that the school assisted them in adopting a healthy lifestyle.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. 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

Mr William Ibbetson-Price	Reporting inspector
Mr Graham Bone	Compliance team inspector (Deputy head, HMC school)
Mr Matthew Judd	Team inspector (Head, HMC school)
Mr Matthew Williams	Team inspector (Assistant head, HMC school)
Mr Ken James	Team inspector (Head, ISA school)
Mrs Tracey Martin	Team inspector for boarding (Former senior teacher, HMC school)
Mrs Rajvant Samra	Team inspector for boarding (Deputy head, ISA school)