



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**For Schools with Residential Provision**

**Kingham Hill School**

**October 2021**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
<b>3. Educational Quality Inspection</b>	<b>10</b>
Preface	10
Key findings	10
Recommendations	11
The quality of the pupils' academic and other achievements	11
The quality of the pupils' personal development	13
<b>4. Inspection Evidence</b>	<b>15</b>

## School's Details

<b>School</b>	Kingham Hill School			
<b>DfE number</b>	931/6004			
<b>Registered charity number</b>	1076618			
<b>Address</b>	Kingham Hill School Kingham Chipping Norton Oxfordshire OX7 6TH			
<b>Telephone number</b>	01608 658999			
<b>Email address</b>	secretary@kinghamhill.org			
<b>Headmaster</b>	Reverend Nick Seward			
<b>Chair of governors</b>	Reverend Robert Marsden			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	343			
	<b>Day pupils</b>	167	<b>Boarders</b>	176
	<b>Seniors</b>	245	<b>Sixth Form</b>	98
<b>Inspection dates</b>	28 September to 1 October 2021			

## 1. Background Information

### About the school

- 1.1 Kingham Hill School was founded in 1886 by Charles Edward Baring Young, a Christian philanthropist. Initially, it was established as a refuge for disadvantaged boys from the east end of London. Today, the school is a co-educational independent day and boarding school for children aged 11 – 18 set in 96 acres in Oxfordshire. There are eight boarding houses; four for male pupils and four for female pupils.
- 1.2 Since the previous inspection, a new sports hall has been built, a new performing arts space has been created and a new medical centre has opened.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on-site. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher assessed grades were awarded.

### What the school seeks to do

- 1.8 The school's mission is to provide an excellent all-round education within a distinctively Christian context. It welcomes pupils from a wide range of backgrounds and circumstances, and aims to produce young people of vision, faith and character, who are well-qualified and equipped to flourish in their adult lives.

### About the pupils

- 1.9 Pupils come from families with diverse social, cultural, ethnic and economic backgrounds. A small minority come from abroad, including a number from the United States through the school's accreditation with the Middle States Association and US High School Diploma Program. Two pupils in the school have an education, health and care (EHC) plan. The school has identified 89 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and behavioural issues. Of these pupils, 41 receive additional specialist help. English is an additional language (EAL) for 46 pupils. Their needs are largely supported by their classroom teachers. In line with the founder's vision, a number of pupils from disadvantaged backgrounds attend the school on the basis of charitable support.
- 1.10 The school's data indicate that the ability of pupils on entry to the school is above the average for those taking the same tests nationally.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards 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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships and sex education except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The teaching of same-sex relationships is taught as a stand-alone unit rather than being returned to multiple times so that the issues can be repeated with age-appropriate content. This means that pupils are not adequately informed about these relationships.
- 2.7 Teaching in the school, in particular that outside the classroom, discriminates against pupils contrary to Part 6 of the Equality Act 2010, in particular the respect shown to the protected characteristics of those pupils who are LGBT.
- 2.8 The standards relating to the quality of education in paragraphs 1, 2 and 4 are met, but those in paragraphs 2A [relationships and sex education] and 3 [teaching] are not met.**

#### Action point 1

**The school must ensure that there is adequate teaching relating to same-sex relationships in the school curriculum [paragraph 2A(1)(b)].**

#### Action point 2

**The school must ensure that teaching in the school does not discriminate against pupils, contrary to Part 6 of the Equality Act 2010 [paragraph 3(j)].**

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

- 2.9 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, 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.
- 2.10 Pupils do not have opportunities to explore issues around same-sex relationships and people who are transgender in a positive way, which actively promotes understanding. Consequently, pupils who are LGBT are discouraged from sharing their thoughts and feelings. The school does not actively promote

principles which enable LGBT pupils to develop their self-confidence and self-esteem, nor does it actively promote principles which encourage respect for people who are LGBT.

**2.11 The standard relating to spiritual, moral, social and cultural development in paragraph 5 is not met.**

### **Action point 3**

**The school must ensure that it actively promotes principles which enable pupils with protected characteristics, notably those who are LGBT, to develop their self-confidence and self-esteem [paragraph 5(b)(i)].**

### **Action point 4**

**The school must ensure that it actively promotes principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 [paragraph 5(b)(vi)].**

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

2.12 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.

2.13 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.

2.14 Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The school does not seek to understand the difficulties that pupils may have in approaching staff about their particular circumstances. Nor does it consider how to build trusted relationships which facilitate communication. As a result, pupils who are LGBT do not feel they can approach staff, nor are they confident they will receive adequate support. For the same reason, the standard on child protection (NMS 11) and on equal opportunities (NMS 16.1) are not met and represents a failure to safeguard boarders.

**2.15 The standards relating to welfare, health and safety in paragraphs 6 and 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–10, 12 and 15 are met, but those in paragraph 7 [safeguarding], paragraph 8 [safeguarding of boarders] and NMS 11 and 16 are not met.**

### **Action point 5**

**The school must ensure that pupils who are LGBT are able to approach staff about their circumstances, and receive appropriate support and guidance [paragraphs 7(a) and (b), 8(a) and (b); NMS 11 and 16.1].**

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

2.16 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

- 2.17 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**

- 2.18 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.
- 2.19 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.20 A range of information is 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. It 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.
- 2.21 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.22 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.
- 2.23 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**

- 2.24 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.25 Due to the leadership's commitment to projecting a particular biblical interpretation of gender and sexuality, the leadership and management do not demonstrate good skills and knowledge, and fulfil their responsibilities effectively and the standards are not consistently met. They do not actively promote the respect and well-being of all pupils, notably those with protected characteristics. The needs of such pupils are consequently not met, and there is inadequate support for their safeguarding, welfare and educational needs.
- 2.26 The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**



## Action point 6

**The school must ensure 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 all pupils, notably those with protected characteristics [paragraph 34(1)(a), (b) and (c); NMS 13.1 and 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.

**The headline judgements apply 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>
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	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 make excellent progress in the sixth form and attain places at their chosen destinations because of well thought out and informed guidance and support to them.
- Pupils have excellent written and oral communication skills.
- Pupils have excellent attitudes to learning and a clear understanding of the teaching strategies used to support their progress.

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

- Pupils care for each other and their community as a result of them living out the school's clearly defined Christian ethos.
- Pupils have a shared sense of personal development as a collective and collaborative journey.
- Older pupils have highly developed leadership skills and commitment to their responsibilities in the school community.
- Boarders act caringly and responsibly to each other regardless of age, race, or background.
- Pupils are highly respectful and they are proud of their Christian values but are also prepared to question the extent to which the school reciprocates this respect.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- develop further opportunities to connect pupils to the wider world and a more diverse community both in their learning and in their contributions to society.
  - ensure pupils understand the school will respect their protected characteristics and provide adequate support without their having to take the initiative in this area.

## 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' knowledge, skills and understanding are excellent. They take an active role in their learning and follow instructions well. They readily make connections across their areas of learning because of the broad and cross-curricular nature of their education such as was seen in a project in a digital literacy class for the youngest pupils which supported learning in geography. In science, they recall information from previous lessons effectively, such as in separating rock salt from water. They use practical equipment safely and skilfully and explain their findings in experiments clearly. Pupils readily apply their previously gained knowledge to new situations. Across their studies, pupils of all ages and abilities make excellent progress because of the regular constructive and positive feedback which they receive from their teachers. Their written work is of an excellent standard with their ability to plan an effective essay in English and the humanities being a particular strength. In physical education, pupils develop their subject knowledge well alongside a range of skills. Their work in mathematics has a high degree of accuracy and is logically presented. They contribute to lessons enthusiastically which creates an environment which is extremely conducive to their development such as whilst learning languages. Pupils studying animal management on the school's farm develop practical skills which they readily apply in the local area.
- 3.6 All pupils take responsibility for their learning and older pupils readily take leadership roles in their lessons which are both explicitly encouraged by the strategic thinking and planning of learning and teaching by the school's leadership. The recommendations of the previous inspection to further develop the monitoring of teaching and learning by carrying out lesson observations more rigorously and to widen the range of teaching styles by sharing the most effective practice already within the school, in order to raise achievement further have both been fully met.
- 3.7 At A level almost half of the examinations were graded A\* or A in 2018 and 2019. Results in centre-assessed grades in 2020 and in teacher assessed grades in 2021 show results which are consistent with this high level of attainment. Pupils' attainment at GCSE reflects a similar picture with almost half of the grades awarded in 2018 and 2019 being awarded grades 9 to 7: assessed grades in 2020 and 2021 show results which are consistent with this attainment. Progress in pupils' development of knowledge, understanding and skills is rapid across the school and this is particularly marked in the sixth form. Pupils with SEND and EAL make progress which is at least as good as that of their peers. The proportion of pupils gaining places on courses with rigorous selection requirements has consistently increased in recent years and almost all pupils have progressed to their first choice destination, supported by thorough and well informed advice provided by the school.
- 3.8 Pupils' communication skills are excellent. They communicate confidently in a variety of situations, both with adults and with their peers. They are accomplished presenters and regularly seize opportunities to stand in front of others such as during their frequent opportunities to debate, whilst offering their proposals to become a school council representative, in the school chapel or through the sporting programme where there is strong emphasis on developing their ability to communicate. They express themselves confidently and frequently very eloquently, readily sharing their thoughts

and ideas, and almost all, including pupils with EAL and SEND, answer questions enthusiastically in class. They express their opinions of their experiences at school with clarity and with an appreciation for the opinions of others, exhibiting empathetic listening skills and they are adept at allowing others to have their say. Boarders are particularly skilled in their communication skills through the various interactions they have with different year groups in a collaborative culture that is conducive to their development. Pupils' work shows that they communicate effectively through the written word and in some cases to a very high level; for example SEND pupils carefully used complex subject specific vocabulary to write an essay on the early part of Macbeth.

- 3.9 Pupils have good numeracy skills which they readily apply to other subjects. In physics pupils use mathematical skills to solve equations and plot graphs well. Their numerical skills facilitate their progress across the sciences and in design technology. Pupils with SEND make particularly good progress in their number skills because of the role of the learning support department.
- 3.10 Pupils are competent users of ICT and they often employ their abilities both in and out of class. They readily apply their skills in cross-curricular projects, enabling greater progress in their learning in maths, geography and English. In younger year groups, they enjoy learning about coding and in the sixth form pupils use laptops to support their learning effectively. The recommendation of the previous inspection to promote the use of ICT by pupils in lessons has been partially met as the extent to which pupils are able to access information about the world outside the school through ICT is limited.
- 3.11 Pupils have very good study skills, reflecting the school's emphasis on this area and the governors' decision to develop the library in recent years. In the sciences, they analyse information, and draw together ideas from different parts of their courses, for example applying theoretical knowledge about the structure of the eye to identify those structures during a dissection practical. In a maths class younger pupils thought through several logical processes in order that they might discard some numbers to identify the prime numbers. As they develop these skills, older pupils employ them independently and are challenged in a variety of ways to stretch themselves further. They carry out extended and independent research enthusiastically across an extensive range of topics and show great skill in analysing, hypothesising and synthesising information from a broad array of sources. In the sixth form, pupils' results in the extended project qualification are excellent. Boarders develop their study skills focusing on homework without distraction. In the pre-inspection questionnaires, almost all parents agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.12 Outside the classroom, pupils' achievements are very good. High numbers annually achieve the gold and silver levels of The Duke of Edinburgh's Award, the senior cadet team in the CCF is very strong and pupils achieve distinctions in music and drama awards each year. Debating is particularly strong with pupils taking the lead in both Model United Nations and parliament club, enthusiastically engaging in formal constitutional procedures and learning about democratic processes. Music and drama are popular amongst the pupils and they report that they develop their talents in music and acting in highly aspirational productions such as *Faustus* and *Les Miserables*, chapel choir and orchestra. Two pupils are national champions in karting and gain qualifications in race martalling through participation in national karting competitions.
- 3.13 Pupils have excellent attitudes to learning and are very attentive in lessons. The youngest pupils have a solid understanding of the learning process: pupils remarked "it's ok to make mistakes while we are learning". This positive approach is further developed by the time pupils reach the sixth form who were seen to engage thoughtfully with the prospect of undertaking an extended independent project in classics. They apply themselves well in and out of class and are willing to be involved in their learning. They focus well and readily heed advice offered by their teachers. Boarders have a

willingness to try new activities because there is a culture of rewarding effort and engagement rather than just achievement.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Almost all pupils have excellent self-esteem and confidence, developed through a wide range of activities such as sport, CCF, boarding and the activity programme. Pupils engaging in the army field day during the inspection were very proud of their resilience, commenting how they had kept going and slept in outside shelters overnight through the rainy weather. They are confident individuals who know themselves well. They demonstrate self-discipline in the way they engage in class activities, listening carefully to the viewpoints of others in their discussions. They are reflective as pupils and feel empowered by their experiences. Pupils spoke intelligently about how to improve their own learning supported by following the caring and informed guidance given to them by their teachers which prepares them well for the next stage of their lives.
- 3.16 Pupils take responsibility for the decisions they make and own the consequences which result from their actions. They make good decisions by being encouraged to consider all options. Where they make mistakes, they are aware that they are able to change their minds and plans, but also that this needs to be carefully considered. Younger pupils reported that they had become more organised and were encouraged to display greater proactivity and to try and keep on top of their work on a daily and weekly basis as a result of the sanctions system, realising that they had made bad decisions but were clear on what they had learnt, were able to reflect in detail and were determined to learn from their errors. Older pupils feel confident that they are able to make good academic decisions evidenced by the high proportion of pupils that are admitted to their first choice destination after school, which reflects careful preparation, discussion and support in the process by school staff.
- 3.17 The pupils have a strong sense of spiritual understanding that is based on the strong Christian ethos and values of the school. The pupils clearly recognised the significance and importance of these values and were highly respectful towards the spiritual nature of the school. They have a genuine appreciation of the non-material aspects of life and are fundamentally aware of the role of spirituality in the context of school and beyond. Younger pupils are relieved and pleased that they could be openly Christian in this environment without fear of judgment. They enjoy the regular chapel services and the opportunity to find out more about their faith. Yet they are unafraid to challenge prejudice. Pupils have an excellent appreciation of non-material aspects of life. They appreciate that they are privileged and are willing to support those less fortunate than themselves. They show an appreciation for the world, for example by working together to remove weeds from their garden.
- 3.18 Pupils have a very clear sense of what is right and what is wrong which is supported by a clear rewards and sanction policy. Responsibility resonates throughout the pupil body and is a key theme for the school this year. Boarders felt that they understood expectations very well and that the clear systems in use in boarding houses helps them to make good choices and take responsibility. Pupils appreciate and value the recognition for completing house chores such as keeping rooms tidy, academic effort or acts of kindness as they strive to collect commendations. Their strong sense of right from wrong can often be seen and heard as they guide each other in the class setting. They show a good understanding of the British values and understand how these apply to them and those around them. They accept responsibility for their actions and show respect for the views of others; giving space for others to formulate and offer answers.
- 3.19 Pupils' social development and ability to collaborate is excellent. Boarders clearly felt that their experience has helped them enormously to collaborate with each other, to work through any differences that they might have with each other and develop their social skills. This is clearly evident

in the boarding houses where different year groups interact in a highly positive manner and work together for a common goal. They have a real sense of camaraderie in the boarding houses which are small thus helping them to become a tight knit group. Boarders' strong social development is facilitated by the governors' policy of deliberately keeping the numbers in the boarding houses small to keep a family "home from home" atmosphere. Many pupils talked about their social awkwardness prior to boarding and it is clear how far they have developed into articulate young adults. In the questionnaires, almost all parents agreed that the school helps their child to develop strong teamwork and social skills. The recommendation from the previous inspection to prioritise external training opportunities for boarding staff to give a consistency of approach across boarding has been fully met. The pupils' sense of togetherness and personal social development is furthered through the in-house activities and house events. In class, pupils work together with confidence and understanding in science practical work, on art projects, in sports and in extra-curricular activities.

- 3.20 Pupils' willingness to make a positive contribution to the life of others within school is excellent often involving small acts that make a difference to others, in line with the school's Christian ethos. Prefects, acutely aware of their responsibilities, readily relate the value of a smile in helping a new pupil to settle into school. Older pupils help the younger pupils on a regular basis in prep. Pupils have an excellent understanding of the need to make a positive contribution to the life of others through activities that support the wider community, such as helping to maintain the commonwealth war graves, or involvement with local charities. Some pupils commented that their experience with these activities had a significant impact on the way that they were able to view others, and as a result they felt much more empathy.
- 3.21 The pupils are highly accepting of the different cultures within the school community and they value the diversity that is clearly visible. They are a highly respectful pupil body and they are proud of their Christian values but are also prepared to question the extent to which the school follows suit. Different cultures are celebrated but pupils have frustrations over the experience of those in the LGBT community, for the lack of proactive support for *Black History Month* and for the lack of availability of access to information about the outside world. They highly value diversity both within the school and the wider community. They respect those of differing cultures and use opportunities to learn from each other.
- 3.22 Pupils have a strong understanding how to remain physically healthy and the importance of sport and exercise which they each actively pursue through an individualised chosen activity in which they remain fit and healthy as part of the governors' strategic aims. Pupils understand the importance of a healthy diet and enjoy a very good range of healthy food in the dining hall. In the questionnaires, almost all parents agreed that the school helps their child to adopt 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 the vice chair of governors observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel. Inspectors visited boarding houses and the learning support area. 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 Alasdair McBay	Reporting inspector
Mr David Thompson	Compliance team inspector (Chief operating officer, HMC and GSA schools)
Mr Anthony Nelson	Team inspector (Director of studies, ISA school)
Mrs Nichola Haworth	Team inspector for boarding (Deputy head, HMC school)
Mr Matthew Oakman	Team inspector for boarding (Deputy head, HMC school)