



**ISI** Independent  
Schools  
Inspectorate

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

**Stonar School**

**October 2018**



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### School's Details

<b>School</b>	Stonar School			
<b>DfE number</b>	865/6001			
<b>Address</b>	Cottles Park Atworth Melksham Wiltshire SN12 8NT			
<b>Telephone number</b>	01225 701740			
<b>Email address</b>	office@stonarschool.co.uk			
<b>Head</b>	Dr Sally Divall			
<b>Chair of Directors</b>	Mr Daniel Jones			
<b>Age range</b>	2 to 19			
<b>Number of pupils on roll</b>	325			
	<b>Boys</b>	92	<b>Girls</b>	233
	<b>Day pupils</b>	235	<b>Boarders</b>	90
	<b>EYFS</b>	34	<b>Juniors</b>	88
	<b>Seniors</b>	161	<b>Sixth form</b>	42
<b>Inspection dates</b>	9 to 11 October 2018			

## **1. Background Information**

### **About the school**

- 1.1 Stonar School is a co-educational day and boarding school for pupils aged 2 to 19 years. It was founded in 1895 in Kent and moved to its current location during the Second World War. The school is administered by a board of directors, supported by a local advisory governing body. It comprises two sections: the preparatory school, for pupils aged 2 to 11 years; and the senior school, for pupils aged 11 to 19 years. There are 3 boarding houses on site. Since the last inspection there have been improvements to the boys' and girls' boarding accommodation and some teaching facilities. The equestrian centre has been redeveloped.

### **What the school seeks to do**

- 1.2 The school aims to prepare each pupil to live successfully in a globalised world by furnishing them with the skills and attitudes to flourish academically and personally. It seeks to provide an inspirational learning-centred environment where each student is encouraged to understand how to learn and to achieve the highest possible results.

### **About the pupils**

- 1.3 Pupils come from a range of professional and farming backgrounds, mainly from White British families living in the local area. Boarding pupils come from within the United Kingdom, Europe and the Far East. Nationally standardised test data provided by the school indicate that the ability of senior pupils is broadly average, while that of sixth form pupils is below average. The school has identified 68 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, ASD and ADHD, all of whom receive additional specialist help. Also, 3 pupils have an education, health and care plan. English is an additional language (EAL) for 56 pupils, who receive additional support for their English. The curriculum is modified for pupils that the school have identified as the most able in its population.

## 2. Regulatory Compliance Inspection

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet 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](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

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

### **PART 1 – Quality of education provided**

- 2.2 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their 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 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

**2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all ages have excellent attitudes to learning, and are hard-working, positive and resilient learners.
  - Pupils achieve very well academically across all curriculum areas.
  - Pupils make excellent progress, enabled by teaching that treats them as individuals.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are confident, highly considerate, and respectful towards others.
  - Pupils have a naturally collaborative approach that benefits their ability to develop problem solving skills.
  - Pupils' social development is outstanding, enhanced by their excellent relationships with teachers.

## Recommendation

- 3.3 In the context of excellent outcomes the school may wish to:
- Enable pupils to further strengthen and demonstrate their decision making skills.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The following analysis uses the national data for the years 2015 to 2016. These are the most recent years for which comparative statistics are currently available. Results in GCSE have been above in relation to, and A-Level results similar to, the national average for maintained schools. Data supplied by the school, and in externally standardised tests, indicates that pupils of all ages, including those in the Early Years Foundation Stage (EYFS) make suitable progress from their starting points during their time at the school. A very large majority of parents and pupils who responded to the pre-inspection questionnaire agreed that the teaching enables pupils to learn and make progress. Pupils said that they can make progress in a wide range of areas, within and beyond the classroom.
- 3.6 Pupils demonstrate excellent communication skills and are articulate and enthusiastic in their contributions to lessons. They are highly capable when giving presentations, often conducting research before summarising their findings verbally. Pupils are able to use sophisticated and technical vocabulary, as observed in a psychology lesson where highly articulate discussions about a particular approach to schizophrenia took place. Similarly, during an EYFS lesson, children used expressive language well while role-playing within a Chinese restaurant setting. Pupils with EAL achieve strongly in their academic studies as a result of the support they received for their English.
- 3.7 Numeracy skills are very well developed. Pupils are confident and demonstrate high levels of mathematical ability. They display excellent number skills, and they can apply their mathematical understanding in different contexts, for example when making clay coil pots in Art, or when applying trigonometric functions in an A-Level Physics lesson. This is because leaders and staff place a strong emphasis on number skills and the transferability of these skills across different subjects. Younger pupils achieve well when learning mathematical methods, and older pupils develop their conceptual understanding. For example, in one mathematics lesson, older pupils could identify ways of rounding numbers and avoid the common errors. Pupils have strong problem-solving ability, as was observed when pupils applied their mathematical skills in a science lesson to help them neutralise acid. Pupils'

skills at applying mathematical skills across the curriculum are enhanced by their teachers' implementation of strong cross-curricular links between mathematics and other subjects.

- 3.8 Pupils are confident users of information and communications technology (ICT). They learn a good range of ICT skills in the prep years, and develop these as they progress through the school. For instance, older pupils in a business studies lesson utilised their ICT skills to present research on brand product placement. Prep pupils were observed applying advanced skills for their age, such as when they conducted research on space travel to Mars using tablets to create leaflets encouraging inter-planetary tourism, and when specialist software was used in history to illustrate the story of chocolate production. Pupils with SEND, both in specialist lessons and in curriculum subjects, are very comfortable and adept at using ICT and say that it assists their learning.
- 3.9 Pupils demonstrated good subject knowledge and understanding of their studies. They engage well with teacher feedback in order to further their learning, as was seen in A-Level physics books. They can build on prior learning, and readily develop their technical vocabulary in subjects such as science. Paired work in mathematics lessons enabled older prep pupils to discuss and shape their learning about different methods of long division through topic-based discussion. SEND and EAL pupils were able to demonstrate application of their skills in an extra English lesson when encouraged to do so. Essay skills and writing techniques develop to a very high standard over time, as seen in their psychology books. Pupils' practical and creative skills are excellent, as observed in art lessons and in their sketchbooks. Pupils' subject knowledge benefits from their exposure to different styles of teaching, from early Spanish lessons to the later study of issues surrounding refugees. Pupils' learning is also enhanced by access to a very wide range of resources.
- 3.10 Pupils' achievements in academic subjects and beyond the classroom are of high quality. In particular, pupils learn and develop horsemanship from beginner to advanced level from the school's specialist emphasis on equestrianism. Pupils respond well to this key aspect of school life and excel when they pursue it, as shown by a pupil's achievement as the highest placed UK rider in Junior European Eventing. Pupils achieve well as individuals academically, such as in the national GCSE Physics Challenge, and the Chemistry Olympiad. Pupils achieve county and national representation individually and experience good team successes across a range of sports including hockey, netball, golf, cross country and swimming. Drama achievement is strong, with pupils achieving well in national music and drama examinations and Shakespeare awards. Musically pupils reach high standards and participate in the various school choir and ensemble groups. Pupils' achievements are enhanced by the breadth of extra-curricular activities that leaders and directors ensure are provided. Celebration assemblies are held for younger pupils, rewarding player of the season and awarding horse riding rosettes in the prep setting. Pupils value that their achievements outside of school are celebrated.
- 3.11 Pupils have excellent study skills throughout the age range, as demonstrated by the quality of older pupils' individual study during a psychology lesson. Pupils in the younger years understand the basics of how to research and study effectively. Older pupils, including boarders, use the library and other designated study areas to good effect in extending their learning. Pupils enjoy the many opportunities provided by the school to develop their thinking and reasoning skills, such as in Design and Technology club where they worked on construction of toys they had designed themselves. Older pupils can analyse and evaluate very effectively as observed in a French lesson and in their written work across a range of subject. Their strong ability to analyse and explore ideas is facilitated by teaching that focuses on individual pupils' needs. For example, a science lesson demonstrated how pupils engaged maturely as independent learners without being dependent upon support.

- 3.12 Pupils of all abilities strive to achieve their best in all that they do, from taking pride in their written work to pursuing excellence across the range of curricular and extra-curricular opportunities available to them. They demonstrate excellent attitudes to their learning, from learning research skills to working collaboratively. They apply their learning with confidence and are hard-working. Many pupils take advantage of additional opportunities for engagement which extend outside school hours at the weekends with the clubs and activities, in this way extending their learning and experiences. Pupils expressed positive views about the boarding environment in that they take responsibility for their own learning, enjoyed team work and recognised the encouragement they received enhanced their progress.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-knowledge, self-esteem, self-discipline and resilience, in keeping with the school's values. Through discussion with their teachers, pupils use the marking of their written work to develop a good awareness of their academic progress. They have a clear understanding of their own strengths and weaknesses and know where to go for support in finding opportunities for development. In a gymnastics lesson, pupils showed perseverance until they were successful in learning a new skill. Similarly, in the EYFS, the children showed self-awareness and self-control in a yoga activity. The quality of pupils' thorough note-taking showed evidence of their self-discipline, as was seen in a biology lesson for older pupils. In personal, social, health and economic education (PSHE) pupils in different year groups worked through a resilience quiz, showing understanding of how their resilience as individuals grows over time. Pupils are very self-aware, often as a consequence of seeing good behaviour modelled by older pupils. Parents who responded to the questionnaire said that the school helps their child to be confident and independent. Pupils valued involvement in the equestrian centre, demonstrating the ability to balance equine involvement and their academic studies, and showing considerable self-confidence in working with the horses.
- 3.15 Pupils take decisions about their subject choices and respond to careers guidance in doing so. Sixth form pupils are ready to take independent decisions when applying to university, making careful selections towards their chosen careers. There is a strong culture of support from teachers, and this assists pupils with their decision making, although at times pupils can be reliant upon this guidance. Pupils understand that they need to be well informed in order to take decisions, and as was seen in a tutor period and in pupil discussion, where pupils showed good maturity when encouraged to reflect on the consequences of decisions such as with their behaviour and the need to follow the pupil code of conduct. Pupils in EYFS are confident in taking learning opportunities, and when undertaking new learning experiences. Pupils enjoy being able to make their own decisions about learning techniques to use, as seen in a Reception class on mathematical shapes where pupils correctly selected left or right handed scissors, and in a literacy lesson on phonics when younger pupils selected their own writing tools for their needs, showing they understood how best to learn.
- 3.16 Pupils demonstrate levels of spiritual awareness in line with, and for some pupils beyond, their age, as observed in a tutor period on the effects of discrimination. They display strong appreciation of the non-material world, as shown by their artwork on display. Pupils appreciate the aesthetic aspects of life outside their school, as seen in a photography lesson where pupils used light and shade in their work to good effect. Pupils very much value the rural environment that surrounds them. Pupils are reflective in their approach to school life, and enjoy the calm quiet learning environment. When encouraged to consider their actions, such as sixth form pupils running the pupil café or when older pupils act as behaviour role models for younger pupils, they appreciate the impact they can have on enabling an improved environment for themselves and others in the community.

- 3.17 Pupils display high levels of moral awareness and responsibility, as seen in a lesson where the oldest pupils knowledgably discussed the effects of plastic pollution, and in an English lesson where older pupils learned about the value of integrity whilst studying *An Inspector Calls*. In a biology lesson, pupils evaluated the ethical debate surrounding the use of animals in drug testing, demonstrating their awareness of wider issues. In the prep setting, pupils have personal goals for conduct and responsibility, in addition to academic learning goals, which they work towards. Throughout the age range, pupils understand rules and the reasons behind them, and they have a strong sense of right and wrong, as seen in PSHE where pupils demonstrated their understanding that positive behaviour adds to the school's sense of community. Boarding pupils appreciate that they are responsible collectively for life in the boarding houses, and say that they value the opportunity to help others. In one PSHE class, older pupils showed empathy and understanding when considering the plight of people in the United States affected by severe storm flooding, and they showed insight and spontaneity when discussing possible solutions.
- 3.18 Most parents and pupils who responded to the questionnaire agreed that the school actively promotes good behaviour. Pupils' well-behaved nature is a reflection of effective and sensitive pastoral care, which provides appropriate guidance and support at the different stages of pupils' education. Pupils can work highly effectively as part of a team, for example in an English lesson where older pupils with SEND were amongst those recognising the school's values in their topic work on integrity.
- 3.19 Pupils have excellent social development and social awareness. They show considerable maturity in their approach to others, as evidenced by older prep pupils leading the daily lunch arrangements for younger pupils. Pupils understand the expectation of them socially, due to leaders and directors having successfully embedded an ethos of the school as a community where pupils collaborate and work together, and the development of social skills is prioritised within the PSHE programme. Pupils relate well to each other, as seen in a religious education lesson where they were able to assign different roles for team members, such as scribe and runner. They are kind and respectful and demonstrate a strong practical sense in matters such as organising and participating in house events. Pupils take responsibility for their own actions, their belongings and their surroundings. Older pupils work very well with younger pupils, especially within house activities and in the boarding environment.
- 3.20 Pupils demonstrate a strong commitment to contributing within the school, and to the wider community beyond, such as through their work supporting a Kenyan charity and a national mental health cause. Pupils enjoy taking leadership roles, such as becoming sports ambassadors, and as literacy leaders. Pupils develop good leadership skills; for example, sixth form pupils hosted visiting pupils from international schools for a leadership conference, where they displayed excellent interpersonal skills in working with pupils of other nationalities. Pupils work well with others and understand that team work can be supportive to community goals. They deal with others sensitively when required, and have a good awareness of others' wellbeing. It is common for pupils to observe others as needing support, and for them to act in other pupils' interests, such as older prep pupils enjoying their involvement with duties in the Nursery. Pupils demonstrate a level of awareness regarding charities that the school chooses to support, and they are willing volunteers with charitable work from fundraising at a cancer charity coffee morning to the volunteering work they undertake through the Duke of Edinburgh's Award scheme.

- 3.21 Pupils experience diversity and cultural differences first hand on a daily basis, especially in the international boarding community. Their accepting and inclusive outlook stems from leaders' and directors' emphasis on ensuring that pupils take on board the school's aim for global readiness whereby pupils develop an understanding an individual's place within wider society and in a worldwide setting. Pupils' appreciation of diversity is also informed by their participation in the national Junior Language Challenge. The school environment, with its communal meeting spaces, enables pupils to meet each other outside of lessons and learn about others' cultures and faiths. Tolerance is promoted by leaders and directors and respected by pupils, as evidenced by their interest in the International Society. Pupils were positive about what they had been learning through assemblies and house meetings, such as the exchanges with other schools, and were able to demonstrate their understanding of different religious traditions and fundamental British values. Boarding pupils stated that they felt embraced by the school community, with all pupils appreciating shared activities to experience music and food from different cultures. A very large majority of parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.22 Pupils across the school display an understanding of staying safe and avoiding risks, from social media use to the dangers of drug taking. Pupils understand the importance of having a balanced and healthy lifestyle. They have a well-developed awareness of the value of a nutritional diet and taking regular exercise, and say that they appreciate the provision of a range of healthy meal options. Pupils in the senior school make full use of the gym and sports facilities, which are also popular with boarders at weekends and in the evenings. Children in the EYFS, and prep pupils, display good understanding of practical safety issues from an early age, such as in an outdoor activity lesson when pupils were throwing and catching. Older pupils learn about mental health, and demonstrate a good awareness of such issues. All pupils participate fully in the physical education and games programme. In responses to the questionnaire, a very large majority of parents agreed that the school encourages their child to adopt a healthy lifestyle. Almost all pupils who responded to the questionnaire agreed that they know how to keep safe online.

## 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 director and a member of the advisory body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Miss Katherine Haynes	Reporting inspector
Mr Adrian Dellar	Compliance team inspector (Deputy head, HMC school)
Mrs Rachel Griffiths	Team inspector (Deputy head, IAPS school)
Mr Roland Martin	Team inspector (Headmaster, HMC school)
Mr Simon Wilson	Team inspector for boarding (Former head, HMC school)