



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

For Schools with Residential Provision

LVS Ascot

May 2019



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School's Details

School	LVS Ascot			
DfE number	867/6005			
Registered charity number	230066			
Address	LVS Ascot London Road Ascot Berkshire SL5 8DR			
Telephone number	01344 882770			
Email address	enquiries@lvs.ascot.sch.uk			
Principal	Mrs Christine Cunniffe			
Chair of trustees	Mrs Anita Adams			
Age range	4 to 18			
Number of pupils on roll	825			
	Boys	487	Girls	338
	Day pupils	649	Boarders	176
	EYFS	11	Juniors	197
	Seniors	456	Sixth Form	161
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 LVS Ascot is an independent day and boarding school for boys and girls aged 4 to 18 years. It is governed by trustees of the founding charity. The school was founded in 1803 and moved to its current location in 1985.
- 1.2 The school consists of an infant and junior school, for pupils aged 4 to 10 years, and a senior school, for pupils aged 11 to 18 years. Boarders are accommodated in four boarding houses.
- 1.3 Since the previous inspection, the school has refurbished the science laboratories and dining hall and installed an all-weather pitch. The current junior school head took up post in September 2017.

What the school seeks to do

- 1.4 The school seeks to inspire independence in its pupils. It aims for all pupils to be happy and healthy, able to reflect on the past and be fully prepared for future challenges. It endeavours to encourage pupils to achieve their potential and to be resilient, inquisitive and creative. The school strives for pupils to be courageous, bold and live with empathy and integrity.

About the pupils

- 1.5 Day pupils come from a range of backgrounds, from families living within a 30-mile radius of the school. Boarders travel from greater distances, including a number from overseas. Nationally standardised test data provided by the school indicate that the ability of senior pupils is, according to the ISI data analysis, above average and that of sixth form pupils is below average. The school has identified 214 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 138 pupils, some of whom receive additional support for their English. Data used by the school have identified 97 pupils as being the most able in the school's population and the curriculum is modified for them, and also for pupils who have special talents in sports.

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 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](#), [Early Years Foundation Stage Statutory Framework](#).

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 relevant requirements of the statutory framework for the Early Years Foundation Stage, 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 In the junior 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 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 Arrangements are made to safeguard and promote the welfare of pupils, but the recruitment checks required by current statutory guidance are not always carried out in a timely manner. The school does not always ensure that prohibition from teaching checks, when required, are carried out or sufficient references received before staff start work. The standard on child protection (NMS 11) is therefore not met and represents a failure to safeguard boarders.

2.12 The standards relating to welfare, health and safety in paragraphs 9-17, the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-10, 12, 15 and 16 are met but those in paragraphs 7(a) and (b) [safeguarding]; 8(a) and (b) [safeguarding of boarders]; NMS 11 [child protection] and NMS 14.1 [suitability of staff] are not met.

Action point 1

- **the school must ensure that prohibition from teaching checks, when required, and sufficient references are obtained before staff commence work at the school [paragraphs 7 (a) and (b), 8 (a) and (b) and, for the same reason, NMS 11 and NMS 14.1; EYFS 3.4].**

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

2.13 The school makes appropriate checks to ensure the suitability of supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.

2.14 The school does not ensure that medical fitness checks and, when applicable, overseas checks are undertaken before staff start work in the school.

2.15 The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18 (1), 18 (2)(a–e) and NMS 14.2-14.6 are met but those in paragraph 18(3) and NMS 14.1 [suitability of staff] are not met.

Action point 2

- **the school must ensure that medical fitness checks and, when applicable, overseas checks are carried out before staff start work [paragraph 18(3) and, for the same reason, NMS 14.1; EYFS 3.9].**

PART 5 – Premises of and accommodation at schools

2.16 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.

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

PART 6 – Provision of information

2.18 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 pupils 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.

2.19 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

2.20 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.

2.21 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

2.22 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.23 The proprietor has not ensured 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.

2.24 The standards relating to leadership and management of the school in NMS 13.1-13.2 and 13.6-13.9 are met but those in paragraph 34 and NMS 13.3-13.5 [management of boarding] are not met.

Action point 3

- **the proprietor must ensure that the leadership and management have sufficient skills and knowledge to fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c) and, for the same reason, 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.

Key findings

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

- Pupils of all ages have well developed communication skills.
- Pupils achieve much individual success in a wide range of sporting, cultural and outdoor activities.
- Pupils' information and communication technology (ICT) skills are not as highly developed as those in other areas.
- Junior school pupils demonstrate a high degree of initiative and independence in their approach towards their learning but these are less developed in the senior school.

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

- Pupils have very well developed social skills.
- Pupils make an excellent contribution to the school community and to the wider community through volunteering and involvement in charity work.
- Pupils are extremely tolerant of one another, showing a deep respect for and appreciation of their own and other cultures.
- Pupils demonstrate an excellent awareness of how to stay safe and they understand the importance of being physically and mentally healthy.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' development and application of ICT skills across the curriculum.
- Strengthen senior pupils' ability to demonstrate initiative and independence in their learning.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Younger pupils join the school with a very wide range of abilities. Assessment data provided by the junior school indicates that children in the Reception class of the Early Years Foundation Stage (EYFS) make good progress from their starting points, enabling most children to meet the expected level of development for their age. Older pupils in the junior school are working at or above age-related expectations. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above in relation to, and A-level results have been similar to the national average for maintained schools. In 2018, at GCSE, most pupils achieved at least 5 A* to C grades. Almost all pupils passed at A-level and a large majority gained A* to C grades. All pupils who entered passed vocational examinations, including BTECs. Most pupils who applied to university achieved entry to their first or second choice university. Most parents and pupils who responded to the pre-inspection questionnaire said that teaching enables pupils to make progress. This is borne out by inspection evidence.
- 3.6 Pupils with special educational needs and/or disabilities (SEND), English as an additional language (EAL), and the most able make good progress from their starting points. This was demonstrated in lessons and pupils' work. Pupils' good progress results from the high-quality specialist support they receive, as well as the support given by teachers in the classroom. Successful strategies are put in place to aid reading, writing and numeracy. Pupils express confidence in their ability to make sustained academic progress. EAL pupils achieve good external English test scores, including some scores at the highest levels of attainment. Pupils regularly receive guidance on progress through a system of reports and grades. Pupils say they find this helpful as they are able to understand their current levels of attainment and set targets to achieve future success. Most parents who responded to the questionnaire agree that teaching enables their child to make progress. Boarders say how much they appreciate the specialist help that is available in the evening and all parents of boarding pupils agree that the boarding experience has helped their child's progress.
- 3.7 Pupils display well-developed knowledge, skills and understanding in a wide range of subjects. This is because a broad and suitably varied curriculum is in place that meets the needs of the wide range of pupil ability at the school. Teachers have strong subject knowledge and most plan and teach lessons which deepen pupils' understanding. For example, Year 5 pupils demonstrated excellent scientific knowledge when discussing seed germination. In Year 12 philosophy, pupils demonstrated good understanding of the nature of reason and innatism, pupils were able to use appropriate language to describe and explain the ideas of Plato and some pupils made excellent links to other areas of study, for example, indirect realism. However, some older pupils are not always given the opportunity to aim for deeper analysis and understanding in lessons. As such, answers given in some written and oral work are brief and unsubstantiated. Teaching seen at its best engaged and motivated pupils, for example in a Year 7 English lesson on how different types of text can be used to convey different messages and in a Year 8 English lesson on writing and speaking persuasively. Good creative expression was seen in Year 7 art in which pupils produced paintings inspired by the 'Day of the Dead'.
- 3.8 Pupils of all ages have well developed communication skills. They listen carefully to each other and contribute willingly to discussions and debates in the classroom. Pupils are confident in their use of subject specific terminology because teachers encourage pupils to select appropriate terms and use them correctly. Junior school pupils showed excellent use of scientific language when discussing their own ideas and strong use of fluency and intonation when reading their suspense stories to the rest of the class. Year 8 work seen included excellent written communication, with accurate use of terminology and well-structured prose. Year 12 EAL pupils were able to pick out key words and speak in narrative sentences using a range of tenses including accurate use of the simple past tense. Older pupils communicate effectively when answering questions in the classroom and when expressing views about the school and their experiences in a range of areas.

- 3.9 Across the school pupils demonstrate good levels of numeracy and apply these skills successfully in other areas of their learning. For instance, pupils were able to show a high degree of understanding in a Year 3 mathematics lesson on adding fractions with the same denominator, with the most able pupils solving some very challenging problems. Some older pupils have an excellent grasp of basic numerical functions and mental arithmetic. Pupils in Year 8 were able to identify sequences in sets, such as squared numbers, cubed numbers, multiples, factors and prime numbers. Teachers regularly and successfully incorporate the application of pupils' mathematical skills in their lesson plans and pupils apply their mathematical skills well to other areas of their learning. Year 13 physics pupils used advanced calculus to solve problems on electric and gravitational fields, while in psychology pupils were competent in using their numeracy skills to assess standard deviation. Extension classes in the junior school through 'Number Ninjas', curriculum provision at GCSE and A-level, with additional mathematics and further mathematics available and participation in external mathematics competitions stretches the more able mathematicians.
- 3.10 Pupils demonstrate less well developed skills in ICT as they are not regularly provided with opportunities to develop further and apply their skills as part of their learning. Children in the EYFS use their interactive whiteboard with great confidence. Junior school pupils successfully use ICT to speak to Spanish pen friends and develop skills in presentation software as part of their 'Think, Evaluate and Develop' (TED) presentations. In the senior school, pupils use Photoshop in their art work. Very few examples were seen of work that required the use of more sophisticated computing applications or more sophisticated aspects of the software packages used by the pupils.
- 3.11 Pupils demonstrate effective study skills. They can bring together information from a number of sources and make appropriate judgements when solving problems. Leaders and trustees ensure that opportunities to develop these skills start at a young age. For example, EYFS children went outside into the woodland learning environment and independently searched for minibests before photographing them as part of their research. Junior school pupils consistently displayed an excellent aptitude for hypothesising from a variety of resources provided by their teachers. Pupils in a Year 5 science lesson were shown practical stimuli by the teacher, coupled with discussion and work sheets so that pupils were able to synthesise the variety of source material provided to draw up and explain a suitable hypothesis which they then went on to test. Pupils' development and application of study skills was less marked in the senior school, although some good examples were seen. In a Year 10 history lesson, pupils successfully assessed, with sophisticated critical language, the factors behind the 1920s boom in the USA, and synthesised the material to give cogent and evaluative summaries. Year 10 pupils spoke about how helpful their own mind-maps were in supporting their revision.
- 3.12 Individuals achieve highly in the very wide range of co-curricular activities available to them. In the questionnaire, the vast majority of parents said that the school provides a suitable range of extra-curricular activities. Senior leaders place emphasis on the breadth of the opportunities that are on offer, believing strongly that every pupil can succeed. As a result, pupils participate enthusiastically and school teams of all ages are successful in a range of competitions. Highly talented pupils represent national, regional and county teams in a range of sports including rowing, netball, football, hockey, golf, swimming, judo and athletics. Pupils demonstrate excellent creative skills in a range of artistic, musical and drama activities. These levels of success result from a very well run co-curricular programme, very good sports and performing arts facilities and dedicated staff who are generous with their time.

- 3.13 Younger pupils approach their learning with great determination. Attitudes are very positive and pupils are extremely good at collaborating and at producing high-quality individual work. They readily demonstrate both initiative and independence when carrying out their own research. These qualities were seen less often in older pupils when they relied too heavily on teacher direction. Teaching did not always give older pupils the opportunity to work independently and take leadership in their learning. However, when pupils were given the opportunity to lead their learning, as seen in a Year 10 mathematics lesson, they worked well independently and took control of the pace of their own learning.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 At all ages, pupils rapidly develop high levels of self-confidence, self-knowledge and resilience. As they progress up the school, pupils develop and demonstrate a positive sense of self-esteem and self-discipline through the supportive community that encourages them throughout the time they spend at the school. The junior school values underpin the development of these qualities and are well understood by pupils. Regular rewards across the school help to build confidence and self-esteem. Pupils' grow in self-confidence because of the opportunities to take on leadership roles, act as school ambassadors and to take part in inter-house competition. In the questionnaire, almost all parents and most pupils agreed the school helps pupils to be confident and independent. Most boarders who responded to the questionnaire said that boarding has helped them in developing these qualities. Boarders become more self-reliant as boarding staff encourage them to be involved in all aspects of boarding life. Children in the EYFS and younger pupils display the willpower not to give up, even when their first attempt might not be successful, for example, when working to improve their fine motor skills. Junior school pupils are willing to make mistakes and show determination in wanting to improve their own learning. In their exercise books pupils are confident enough to score their own effort and to act on the comments provided by their teachers. Older pupils, including those with SEND and EAL, show an acute awareness of their strengths and weaknesses and what they need to do to make progress in their own learning. Pupils who spoke to the inspectors said that they value the half-termly grading system as this enables them to take part in discussing strategies to help them improve. Across the school, pupils are well prepared for the next stage in their lives, meeting the school's aims to a considerable degree.
- 3.16 Pupils of all ages are very willing to make their own decisions and they understand the impact these decisions have for their own future well-being and success. This is because the school provides plenty of decision-making opportunities for pupils from an early age. For example, EYFS children choose from two main courses at lunch and senior school pupils make suitable choices about examination revision topics and activities. Pupils also make informed decisions about the running of the school, discerning differences between candidates for roles of responsibility, such as head boy, head girl, head of boarding and committee membership across the school. Pupils say they have very high levels of confidence in their ability to make the right decision because they feel well supported by their teachers, tutors, the careers department and senior members of staff.

- 3.17 Pupils have a highly developed appreciation of the non-material aspects of life and they develop a good spiritual awareness as they move through the school. Pupils respect the school environment and the opportunity it provides for calm reflection. Pupils are encouraged to be reflective in house assemblies. Attitudes of respect and care for others are expressed frequently and the fully integrated and inclusive nature of the school community with its wide number of different nationalities and faith backgrounds allows pupils to exercise these attitudes very well. Pupils are able to empathise with others through music and art. The senior choir performed at the Menin Gate and the whole school generated an 800 ceramic poppy school installation to commemorate the one-hundredth anniversary of the end of the First World War. Pupils understand spiritual issues in an academic context. Year 4 pupils in a science lesson considered what it means to be 'alive' and 'conscious', with some very considered and mature comments being made. Year 10 philosophy students analysed the arguments for the survival of the soul and explained their own views with rigour and academic detachment. The school successfully meets its aim for its pupils to live with empathy and integrity.
- 3.18 Pupils contribute to the very well ordered community of the school. They are well behaved and naturally well-mannered towards other pupils and adults. Pupils respect the school site and its facilities, including the boarding houses. Pupils hold doors open for each other and kind behaviour is the norm. Pupils look out for instances of bullying, are supportive of their friends, and know the steps to take when they are concerned about another's actions. Pupils have a clear understanding of right and wrong, and take responsibility for their own behaviour. Junior and senior school pupils demonstrate an excellent awareness of the discipline and reward structures and understand why they are necessary. They value the high-quality pastoral care they receive. Pupils express these views because of the strong pupil-teacher relationships and the excellent rapport that exists between pupils across the school. Pupils show a very strong appreciation of rules and laws. Year 9 pupils, when preparing for The Duke of Edinburgh's Award scheme, explained clearly the reasons for the country code and why they needed to abide by it. Year 11 business studies pupils showed a good awareness of ethical issues inherent in business practice and clearly explained the moral conflicts. Year 13 criminology pupils demonstrated a good understanding of the nature of the criminal justice system. Pupils have a strong understanding of the democratic process and whole school elections contribute effectively to this understanding. Leaders and trustees successfully promote the school values and this develops a strong moral code in the pupils.
- 3.19 Pupils demonstrate excellent social development and collaboration in every aspect of school life. Pupils of all ages have very well-developed social skills and they readily engage in conversation both with their peers and adults. Pupils work effectively with others and often with great enjoyment, to achieve common goals, such as when completing The Duke of Edinburgh's Award expeditions. In a Year 4 English lesson and in an excitable atmosphere with two classes reciting a story together, the pupils demonstrated an excellent awareness of when to stop and listen and when to discuss quietly in pairs before returning to the whole group recitation. The middle school play provides an excellent opportunity for pupils from Year 5 to Year 9 to work together and the school orchestra involves a range of pupils from different year groups.
- 3.20 All pupils develop a strong sense of community and they respond most positively to the caring school ethos generated by senior management and staff. Pupils make an excellent, positive contribution to the school community, deriving much pleasure and reward from doing so. For example, pupils from the senior school act as positive role models for junior school pupils when they help them in the classroom and in sport. Leaders' new approach to the appointment of prefects and members of pupil committees has enabled pupils to become more highly engaged with school development through contributions to committees and more motivated by the prospect of becoming prefects. Pupils throughout the school willingly involve themselves in activities that benefit others in local communities and through charitable initiatives. Pupils meet children from less privileged backgrounds, visit the local care home and have recently raised money for a charity supplying musical instrument training and singing to disadvantaged young people. The whole school 'food box' action day provided resources for a local food bank.

- 3.21 All pupils readily exhibit respect and tolerance because of the diverse range of cultures and traditions that exist within the school body and its promotion through personal, social, health and economic education (PSHE) and the wider school curriculum. Pupils from a multitude of different backgrounds feel safe and secure. Pupils are deeply respectful of those from other faiths and of none and all work together harmoniously. Pupils demonstrate a strong appreciation of different cultures, such as in Year 8 artwork on shrunken heads, where pupils demonstrated an excellent awareness of cultural variation in spiritual 'norms' and a genuine acceptance of difference. Year 10 history pupils analysed lucidly issues of segregation in 1920s America following the influx of immigrants. The annual pupil-led 'international day' demonstrates and enhances further pupils' understanding of different cultures, including Chinese painting, the Indian sport of Kho Kho, contemporary Chinese dance and Russian songs.
- 3.22 Pupils are acutely aware of how to stay safe both physically and online. They understand the need to exercise suitable caution as seen in Year 7 technology when pupils were using electric saws. Pupils know how to be physically and mentally healthy and understand the importance of good nutrition and a balanced diet. In Year 10 food preparation and nutrition, pupils showed a very detailed understanding of the risks and benefits of different foods and the issues relating to different diets and lifestyles. Pupils are aware of the need for regular exercise and boarders say how much they appreciate the use of the sporting facilities in the evening. The school successfully meets its aim for its pupils to be happy and healthy.

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 trustee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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

Dr Tracey Martin	Reporting inspector
Mrs Kate Tripp	Compliance team inspector (Head of human resources, HMC school)
Dr Richard Brookes	Team inspector (Deputy head, HMC school)
Mrs Pat Clayfield	Team inspector (Head, SofH school)
Mr David Fotheringham	Team inspector (Former deputy head, HMC school)
Mr James Fowler	Team inspector (Head, HMC school)
Mr Richard Morgan	Team inspector (Head of department, IAPS school)
Mr Steven Winter	Team inspector (Deputy head, SofH school)
Mr William Yates	Team inspector for boarding (Deputy head, HMC school)