



**ISI** Independent  
Schools  
Inspectorate

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

**Hatherop Castle School**

**May 2023**

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## School's Details

<b>School</b>	Hatherop Castle School			
<b>DfE number</b>	916/6012			
<b>Address</b>	Hatherop Castle School Hatherop Cirencester Gloucestershire GL7 3NB			
<b>Telephone number</b>	01285 750206			
<b>Email address</b>	admissions@hatheropcastle.co.uk			
<b>Headteacher</b>	Mr Nigel Reed			
<b>Chair of proprietors</b>	Mr Sam Antrobus			
<b>Proprietor</b>	Hatherop Castle Limited			
<b>Age range</b>	2 to 13			
<b>Number of pupils on roll</b>	273			
	<b>Day pupils</b>	259	<b>Boarders</b>	14
	<b>EYFS</b>	76	<b>Pre-Prep</b>	46
	<b>Prep</b>	151		
<b>Inspection dates</b>	16 to 18 May 2023			

## 1. Background Information

### About the school

- 1.1 Hatherop Castle School is an independent co-educational day and boarding school. It comprises: the Early Years Foundation Stage (EYFS), for children aged from two to four years; the pre-prep, for pupils aged from four to seven years; and the prep, for pupils aged from seven to thirteen years. Boarders are accommodated in one boarding house within the main school building.
- 1.2 The school is managed by the chief executive officer of the Wishford Schools group, assisted by an advisory committee. Since the previous inspection, the development and refurbishment of many areas has been undertaken.

### What the school seeks to do

- 1.3 The school aims to provide a stimulating, secure and safe environment with a wide-ranging curriculum, in which children can thrive and enjoy the adventure of childhood. It seeks to help each child to find success while developing consideration, confidence, tolerance and patience.

### About the pupils

- 1.4 Pupils come from a range of professional and farming backgrounds living within a 20-mile radius of the school. A small number of pupils come from overseas. Standardised data provided by the school indicate that the ability of pupils is above average compared to those taking the similar tests nationally. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 23 of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for three pupils, all of whom receive extra support. The curriculum is modified for those pupils who are identified as being the most able in the school's population.

## 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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, 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 2022, 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 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

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

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

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

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

**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>
Kindergarten	Nursery
Transition	Nursery
Reception	Reception
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6
Prep 7	Year 7
Prep 8	Year 8

#### Key findings

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

- Pupils exhibit skills, knowledge and understanding that are invariably advanced for their age.
- Pupils throughout the school display consistently excellent attitudes towards school, achievement, and learning.
- Pupils' literacy and numeracy skills are excellent and deployed effectively across the curriculum.
- Pupils exhibit excellent study skills and apply their knowledge highly effectively in a variety of situations.

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

- Pupils are highly confident and self-assured yet possess a conspicuous level of humility.
- Pupils' ability to make rational and balanced decisions is strong.
- Pupils value kindness and have a strong grasp of the concept of right and wrong.

- Pupils' social interaction is outstanding. They collaborate extremely well and provide each other with mutual support.

## Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that pupils always learn as effectively as possible through consistently high expectations and clear instructions.

## 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 achieve considerable success beyond the classroom, benefiting greatly from using the excellent facilities, ensuring that the leadership's desire for every pupil to develop holistically can be realised. A number of pupils achieve academic, art, sport, drama and music scholarships to their senior school of choice. A significant number of pupils learn a musical instrument. Results in external music examinations are consistently high, with some pupils achieving high grades for their age. Pupils represent the school at county level in cricket and hockey. Pupils also excel in equestrian and fencing, where pupils have been selected for international competitions. Drama is of an extremely high standard; pupils perform in productions each year and spoke excitedly about recent roles in *Matilda*. They are successful in external drama examinations. Pupils achieve significant plaudits in external competitions, for example the Cheltenham Literary Festival and having work displayed in art galleries. In the pre-inspection questionnaire almost all parents said that the school provides a suitable range of extra-curricular activities. Pupils are provided with a wide variety of choice in this area, and the excellent 'hobbies' programme, including stimulating enrichment activities such as bee keeping, mindfulness and podcasting, enabling pupils to hone their skills and broaden their outlook. Boarders benefit directly from opportunities they receive whilst boarding to develop both academic and a wider variety of achievements.

3.6 Pupils' books, lesson observations and the school's own assessment data confirm that the pupils' attainment and progress are excellent. Pupils make high rates of progress across the school, including in the EYFS. The most able pupils and those with SEND and EAL also progress rapidly, as a result of effective support and opportunities tailored to individual's need. This is because leaders make effective use of data to identify where individual pupils need additional guidance or challenge. Almost all parents who responded to the inspection questionnaire agreed that teaching enables pupils to make progress and the very large majority of pupils felt that their skills and knowledge improve in most lessons. Most pupils were observed to make swift progress and learn effectively during lessons seen. However, there are a few times when pupils' learning and progress stall. This happens during the rare moments when teaching does not maintain the typically high expectations of pupils or make it clear what is expected of them.

3.7 Pupils exhibit excellent communication skills. Children in the EYFS display very good phonetic understanding for their age. For example, in a Reception lesson children identified and pronounced sounds accurately from the letters shown to them, and correctly sounded out longer words such as *finger*, *wooden* and *children*. English books feature accurately punctuated and imaginative writing that makes highly effective use of writing techniques such as alliteration, and powerful vocabulary. The most able pupils' writing is advanced for their age. Year 6 reviewed the book *Goodnight Mr Tom* in perceptive detail by utilising their historical knowledge about World War Two. In a Year 8 comprehension lesson pupils' answers were carefully crafted in the knowledge that they were expected to identify and interpret evidence in any point they made. Lively debates and topical conversations in history, geography and theology, philosophy, and ethics (TPE) help pupils to gather their thoughts and present them in a coherent, persuasive manner. This was seen in a Year 6 TPE

lesson which saw pupils maturely discussing Ben Johnson taking drugs to enhance his performance at the Seoul Olympics. Pupils who spoke to the inspectors communicated their ideas with maturity and astute choice of language.

- 3.8 Pupils' knowledge, skills and understanding are excellent. Children throughout the EYFS exhibited a range of advanced fine and gross motor skills for their age, such as manipulating scissors well, using sand tools with care and control. Nursery children successfully used speaking skills, mathematical knowledge and their understanding of physical attributes, declaring 'I can move the fastest on my bike because my legs are the longest'. Year 5 pupils in an outdoor science lesson displayed clear knowledge of facts about the planets, including that Saturn has 124 moons. Science is just one of many areas in which the high level of resources and flexible curriculum allow and enable pupils to successfully extend their own learning. Pupils are highly successful for their age in the acquisition of linguistic skills. Year 8 French books showed a very high standard of work in extended writing in French on their ideal weekend, including advanced knowledge of the imperfect and the conditional tense. Pupils are accomplished artists across a range of media as seen in lessons, work scrutiny and wonderful displays around the school. The school fully meets its aim to provide an environment in which pupils can thrive whilst enjoying the adventure of childhood.
- 3.9 Pupils demonstrate excellent mathematical skills. From nursery they establish a secure knowledge of mathematical concepts and apply their knowledge to problem-solving opportunities. Children in the EYFS were able to count to 20 and beyond, including backwards, and could predict the next in a series of shapes. In a Year 4 mathematics lesson, pupils enthusiastically explained and developed the reasoning behind their answers regarding perimeters of rectilinear shapes, demonstrating a detailed grasp of methodology and benefited from an atmosphere of mutual respect. Pupils in a Year 7 mathematics lesson demonstrated a very good understanding of how ratio works, applying both number and fraction skills appropriately. Pupils of all abilities are proficient in applying mathematical knowledge in other areas of learning. For example, pupils in a Year 3 science lesson effortlessly calculated the distance between light and an object. In discussion with inspectors, Year 6 explained, with great enthusiasm, that their pursuit of the much-prized numeracy badges was 'awesome'.
- 3.10 Pupils' study skills are excellent. Reception children make intelligent predictions about what would happen to their bean if it was not given water. They were able to suggest ways they could measure the bean to check their predictions. In a Year 4 science lesson pupils analysed vertebrates, synthesising the different characteristics in order to successfully classify them. By Year 8 advanced study skills are evident, as seen in outstanding independent research projects based on the environment, such as 'How the climate crisis affects and adapts our human culture and psychology'. The finished work demonstrates pupils' capacity to identify and select pertinent information from reliable sources and present cohesive arguments. Boarders successfully apply their well-developed study skills to complete their homework independently during their evening prep sessions. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team-working, collaborative and research skills they need in later life.
- 3.11 Pupils throughout the school and in many different subjects make confident and most effective use of information and communication technology (ICT), as a result of investment in resources initiated by the senior leadership team and supported by the proprietor. Pupils have the required level of skill to be competent users. This was seen by the nursery children using soundbites to record facts about the rainforest. In a Year 2 ICT lesson pupils were proficient in coding, successfully creating an image and scripting them to move. In many lessons observed and pupils work seen there were excellent examples of ICT being used proficiently, such as pictures and graphs embedded into work in English and science, research being undertaken in geography or using devices to take notes and complete exercises in subjects such as History. For example, Pupils in a Year 8 mathematics lesson confidently produced a power point presentation to aid understanding of difficult mathematics topics, such as quadratic equations.

- 3.12 Throughout the school pupils display positive attitudes and an enthusiasm for learning, as evidenced by their endeavours in lessons and activities observed during the inspection. They are productive when working individually, with a partner or in a group. This is due to the excellent rapport between the staff and the pupils, where there is clear mutual respect. Younger pupils were just as productive when mark making on their own as they were joining others in an outdoor learning session serving tea in a 'café'. Year 4 pupils in mathematics demonstrated clear enjoyment working on a task to measure different chocolate bar wrappers, with a keen desire to share their findings. Pupils' enthusiasm is encouraged by committed staff reinforcing a productive work ethic and positive can-do approach. The school's implicit culture and sense of family that is strongly promoted by the strong leadership team and supported by the proprietor, underpins the pupils' desire to do their best.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils across all ages have the confidence to share ideas and exhibit high levels of esteem, humility and respect. Children in the EYFS demonstrate the confidence to engage with each other and participate with activities on offer. Pupils in Year 4 receiving additional support during a mathematics lesson demonstrated the confidence and perseverance to overcome their reservations about a challenging question to keep going to achieve success. Pupils' work shows they are adept at assessing their own strengths and areas for improvement aided by *green for growth* marking, *pink for think* comments and pupil use of a *purple polishing* pen. Pupils showed very high levels of confidence in contributing to lesson discussions and talking to the inspectors. They said how much the school had enabled their confidence to grow, supporting them 'from the day we arrive till we move on'. Almost all parents who responded to the questionnaire said that the school helps their child to be confident and independent. Pupils' confidence and self-esteem develop from the warm and enthusiastic manner of leaders and staff and their highly effective use of praise. The school fully meets its aim to develop happy, confident and well-rounded children.
- 3.15 Pupils understand that the decisions they make have an impact on their own wellbeing and on that of others. For example, during outdoor play, nursery children advised each other and adults to take care on a slope they considered to be 'slippy'. Older pupils articulated how respect for the sanctions and reward system were effective in teaching pupils how to make good decisions. Pupils who board were keen to share how this experience helps them learn to make sensible choices, such as which activities to join, following their interests to broaden their learning and how best to plan for private study. Boarding staff very effectively provide a stimulating and supportive environment in which pupils thrive. Choice is a common feature of lessons, with pupils given opportunities to select appropriate activities with suitable levels of challenge. Children throughout the EYFS exhibited very long concentration spans in their activities, showing that these have been self-chosen well. Pupils in a Year 6 art lesson displayed excellent decision-making prowess in choosing a lettering style for their graffiti work and selecting appropriate equipment and colours.
- 3.16 Pupils show a keen awareness and strong appreciation of non-material aspects of life such as learning, friendship, and family. They appreciate their natural environment and understand the positive impact that this has on their inner sense of wellbeing. Boarders enthusiastically described how fortunate they were to be educated in a school with such beautiful surroundings. Pupils in a Year 1 art lesson calmly and maturely discussed their thoughts and feelings as they painted the wheels of a scooter and rode it across a large piece of paper. A profound sense of wonderment was evident in a Year 5 science lesson as pupils came to appreciate the vastness of the universe as they plotted out a scaled solar system in the school grounds. Nursery children discussed the importance of looking after all creatures as they fed Wilma, one of the school rabbits, explaining that sadly a guinea pig had died, and a rabbit was on holiday as he was unwell. In discussion with the inspectors, older pupils talked extremely reflectively for their age about arguments for and against the existence of God and how they enjoyed coming together as a community in the school chapel.

- 3.17 Pupils show advanced moral development and distinguish clearly between right and wrong behaviours. Throughout the school, pupils behave with courtesy and consideration for others. Pupils were observed holding doors open for each other without being asked, offering others daily greetings, and showing sincere interest in each other's feelings. Pupils accept responsibility for their own actions, understanding that rules benefit everyone. Children throughout the EYFS readily followed staff prompts and instructions, including lining up efficiently and with much consideration for each other. During break, pupils demonstrated entirely positive and inclusive behaviour. In a Year 6 TPE lesson, pupils discussed in depth the rights and wrongs of saying 'white lies' and the possible consequences of doing so, including what they termed the 'snowball effect' of lies growing out of control. Older pupils who spoke to the inspectors explained articulately and with feeling why respect and kindness matter, including that it can reduce stress and create a sense of belonging. Work scrutiny reveals considerable reflection on ethical issues, such as discriminatory behaviour and slavery.
- 3.18 Pupils demonstrate excellent social development. Children in nursery exhibited kindness and empathy by offering each other their tricycles. In a cricket match, older pupils demonstrated concern and consideration for others, offering advice, encouragement and support irrespective of the score. Boarders exhibited an understanding that to live with others well they need to compromise, be tolerant and listen to others' point of view. Pupils demonstrated excellent collaboration in lessons, working effectively in pairs or groups towards shared outcomes. They supported each other well in discussions, with pupils listening to each other carefully and ensuring that everyone had the chance to speak. An overwhelming majority of parents who responded to the questionnaire agreed that the school helps their child to develop strong teamwork and social skills.
- 3.19 From the earliest age, pupils show a keen awareness of the needs of others. Pupils' contributions to the wellbeing of all, both inside and outside the classroom are obvious, positive, and highly effective. For instance, Year 5 pupils, on realising that some others were without a partner during breaktime, invited them to join their group. Year 2 pupils stopped an ICT activity, without hesitation, to help peers struggling to complete a task. The oldest pupils described with much pride their roles as leaders, such as head of school, sports and houses or eco-representatives, as well as their fulfilment when acting as school council representatives to 'make the school a better place'. Pupils contribute productively to charitable causes supporting a range of different projects locally, nationally, and internationally. Through discussions, it was clear that charitable ideas often come from pupils but are fully supported by leaders. Pupils spoke about a recent initiative to raise money through painting life-sized and mini morph sculptures as part of a country-wide arts trail project to be displayed in London. It is clear that they enjoy and understand the importance of helping the wider community, such as raising money for national charities. Pupils who spoke to inspectors about these activities conveyed a very strong sense of social responsibility.
- 3.20 Pupils exhibit entirely inclusive attitudes and a deep appreciation of diversity and of how different cultures have something valuable to offer the world. For instance, pupils in a Year 4 English lesson wrote emotional and empathetic texts from the perspective of a refugee, based on their own developing understanding of the plight of refugees and views of injustice. In discussion, pupils explained articulately and with feeling how important it is to respect people's rights and how not doing so could lead to much hurt, harm and inequity. Pupils spoke passionately about the discrimination suffered by Rosa Parks and black Americans of the period and expressed sorrow that such racism and discrimination was still a feature of some people's experience today. All parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. The school fully meets its aim to provide an environment that encourages equality, diversity and inclusivity, and equips each individual with the personal qualities required to flourish in the adult world.
- 3.21 Pupils have an excellent understanding of the importance of staying safe and keeping healthy in both the real and virtual world. Older pupils during lunch intelligently discussed what constitutes a balanced meal, showing a clear understanding of the importance of a healthy diet. The vast majority of pupils

who responded to the questionnaire said that they understand how to stay safe online, and in discussions said that they appreciated the regular focus on online safety in ICT lessons. Pupils understand the importance of being physically healthy and how this links to positive mental health. They explained the ways in which they keep themselves healthy, such as through exercise, and the strategies they use to reduce any feelings of anxiety or stress, such as controlling their breathing. They know how to speak out if something is worrying them, which can be attributed to the positive relationships that exist within the school community. Almost all parents who responded to the questionnaire felt that the school encourages their child to adopt a healthy lifestyle.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Ruth Loveman	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mr Timothy Smith	Team inspector (Head, IAPS school)
Mr David Pafford	Team inspector for boarding (Former deputy head, IAPS school)