



ISI Independent
Schools
Inspectorate

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

Oakham School

November 2019



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School's Details

School	Oakham School			
DfE number	857/6000			
Registered charity number	1131425			
Address	Oakham School Chapel Close Oakham Rutland LE15 6DT			
Telephone number	01572 758500			
Email address	headmaster@oakham.rutland.sch.uk			
Headmaster	Mr Henry Price			
Chair of Trustees	Professor Neil Gorman			
Age range	10 to 18			
Number of pupils on roll	1045			
	Day pupils	519	Boarders	526
	Juniors	207	Seniors	454
	Sixth Form	384		
Inspection dates	5 to 7 November 2019			

1. Background Information

About the school

- 1.1 Oakham School is a co-educational day and boarding school for pupils aged between 10 and 18. It was founded in 1584 and maintains its Christian foundation. The school is a registered charity whose trustees provide the governance of the school. The school is located in Oakham, Rutland.
- 1.2 The school has 16 single-sex houses; eight are day houses, six are boarding and the two year 13 houses have both day and boarding pupils. Lower school boarders are accommodated in a separate boarding house. Boarders are housed by age for lower school, middle school including lower sixth and 2 separate houses for upper sixth form.
- 1.3 Since the previous inspection, the school has extended and remodelled the Sports Centre and the lower school building, completed repairs to an upper sixth boarding house and refurbished one of the girl's middle school boarding house. In September 2019, the school appointed a new headmaster and a number of new senior leaders.

What the school seeks to do

- 1.4 The school seeks to be a vibrant community which balances an innovative modern outlook and traditional values with high-quality pastoral care. It aims to encourage a deep love of learning, so that pupils develop into confident, well-grounded and motivated young adults.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds from British families living within an approximate 40-mile radius of the school. Boarders come from the UK and internationally from across the world. National standardised test data provided by the school indicate that the ability profile of the pupils in the school is above average. In the sixth form it is broadly average. The school has identified 94 pupils as special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 69 of whom receive individual specialist help. No pupil in the school has an education, health and care plan. English is an additional language (EAL) for 99 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 96 pupils as being the most able in the school's population, and the curriculum is modified for them and for 5 other pupils because of their special talents in sport, music or drama.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY 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.

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](#) and [National Minimum Standards for Boarding Schools](#).

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 associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for maintained schools.
- 2.4 In the International Baccalaureate (IB) in the years 2016 to 2018 results have been above world-wide norms.
- 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 pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and 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. 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>
Lower 1	Year 6
Form1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Form 6	Year 12
Form 7	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' achievement in public examinations, including for those with SEND and EAL is excellent.
 - Pupils have highly positive attitudes to learning.
 - Pupils' success in external academic competitions, in sport and music and in the creative and aesthetic arts is excellent.
 - Pupils display excellent independent study skills and are equally collaborative and cooperative.
 - Pupils' have fewer opportunities to develop their information and communication technology (ICT) skills across the curriculum.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are self-aware, confident young people, fully prepared to be involved and supportive of one other as they live their daily lives together in boarding and as day pupils.
 - Pupils are highly resilient and are prepared to learn from their mistakes in order to improve their performance.
 - Pupils have excellent study skills and work with each other and with adults extremely effectively.
 - Pupils' social development and contributions to their local community and further afield are exemplary, demonstrating their willingness to share their time and energy for those beyond their own immediate environment.
 - Pupils' cultural awareness and understanding of diversity is excellent. They are tolerant and respectful, embracing the international nature of their boarding house, fully prepared to widen their horizons.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Increasing pupils' opportunities to develop their ICT skills further across the curriculum.

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 fulfil their potential and achieve extremely well, acquiring the relevant skills and knowledge to move to the next stage of their education with success.
- 3.6 Pupils achieve excellent result in public examinations. In the years 2016 to 2018 examination results at GCSE have been well above the national average and at A level, over the same period, results have been well above national average. In IGCSE and IB examinations from 2016 to 2018, results have been significantly higher than worldwide norms. In the years 2016 to 2019 in excess of 60% of all GCSE entries have been awarded grades 7-9 (grades A* and A equivalent) and in 2019, 52% of GCSE entries were awarded grades 7 to 9. In 2019, 72% of all A-level entries were awarded A* to B grades. Pupils make rapid progress, supported at all levels and across all subjects by regular guidance and feedback from teachers and tutors. Teachers' tracking and monitoring of pupils' progress, ensures that pupils know how to improve in their learning. Pupils with SEND and EAL achieve consistently well in line with their peers. They make at least good progress across all year groups. This is aided by the highly effective learning support provision that identifies their individual needs and enables them to effectively access the mainstream curriculum. In questionnaire responses, almost all pupils commented that they are pleased with the range of subjects and activities provided and that they are helped to made consistently good progress.
- 3.7 Pupils deepen their subject knowledge and understanding extremely well across all areas of learning. Numerous examples observed during inspection included GCSE dramatists applying their in-depth knowledge of the text for staging *Fo's*, *Accidental death of an Anarchist*, and A-level mathematicians recalling circle theorems to derive a new theorem for calculus problems. Younger pupils successfully matched newly learnt musical terms to a piece of classical music, and older pupils demonstrated their sophisticated study of Atwood's *The Handmaid's Tale* on the use of narrative to express different perspectives on time and memory. Pupils develop excellent analytical and thinking skills within the academic and extensive co-curriculum. In questionnaires, almost all pupils agreed that teaching helps them to make progress and that they benefit enormously from regular individual help from tutors. Almost all achieve entry to their main choice for university and for art, drama or music schools. Trustees and senior leaders have been highly successful in ensuring that their focus has been on the educational needs of the pupils which has driven their plans to maintain consistent, excellent educational provision.
- 3.8 Pupils' display excellent communication skills. They are articulate speakers, listen attentively and discuss and debate persuasively. They extend their knowledge through pertinent questioning as observed when GCSE geographers explored the climatic factors impacting water reserves, and in biology, significant factors impacting fish farming. Pupils extend their speaking skills and practise public speaking in assemblies, debating competitions and in discussion groups. They develop excellent reading and research skills through well planned support from the library. The vast majority of pupils write well with increasing depth and fluency. The creative writers extend their literary talents and imagination in writing competitions and in school publications. In the sixth form, the scholarly extended project (EPQ) and IB extended research essays (EE), literary and philosophical competitions and the theory of knowledge (TOK) philosophical essay writing challenges demonstrate senior pupils' ability to work at the highest level on topics such as and theory of knowledge (TOK) on topics such as *Present knowledge is wholly dependent on past knowledge*.

- 3.9 Pupils acquire strong mathematical and numerical skills that they apply effectively across the curriculum. In most lessons, pupils benefit from an appropriately high degree of challenge, which ensures they increase their understanding and application of mathematics successfully across subjects. For example, A-level mathematicians applied their secure knowledge of kinematics effectively to discuss the relationship between acceleration, velocity and displacement. Sixth form economists confidently illustrated graphs in considering the impact of supply and demand on a balance of payments, and GCSE physicists competently applied algebraic manipulations to deduce the equation for centripetal force.
- 3.10 Pupils demonstrate high levels of competence in ICT, although their skills are often restricted to specific applications. Pupils competently research and access on-line resources to complete work. Excellent examples of pupils' use of ICT were seen from competition work in science, technology and engineering projects to create new inventions for the future and in designing robotic cars. Computer scientists demonstrated high levels of skill in applying their knowledge as observed when middle school pupils modelled a flowchart to pseudocode to Python code. However, pupils have fewer opportunities to develop their knowledge and application of ICT skills consistently across the curriculum.
- 3.11 Pupils develop excellent study skills from the earliest age which support their rapid progress. Senior leaders and governors' key focus on establishing pupils' independent study skills is highly evident in pupils' resilience and in their ability to assimilate knowledge effectively. Pupils ably hypothesize, analyse and draw conclusions from a wide range of sources; for example, in middle school philosophical discussions on the existence of God from a range of sources, lower school project work, GCSE history and English essays. Older pupils demonstrated their excellent higher order skills in researching in scholarly essays for the extended project, sixth form artists skilfully researched contemporary artists for exhibitions on art as message, and lower middle school biologists justified their answers extremely well from researching the use of embryos and adult bone marrow in the treatment of human diseases.
- 3.12 Pupils reach high levels of achievement in an extensive range of academic, creative and physical pursuits, day trips and overseas visits. The celebration of participating in an extensive range of examples such as music, drama and sport, visual and creative arts, robotics, climbing mountains for The Duke of Edinburgh's award (DofE), travelling for charity or exploring new technologies for a cleaner world, all enrich pupils' lives extensively. They extend their horizons and build confidence beyond the academic curriculum. Pupils are frequently members of national performing groups in music and drama, and have won prizes in choral competitions and musical composition. Musical groups, choirs, orchestras and ensembles perform at a high level both within and beyond school, the gala concert being one of the annual highlights for the three hundred pupils who participate. An array of theatre and musical productions occur every term in school. Pupils are highly successful in individual external music competitions and in entry to musical conservatoires and theatre schools. Pupils are equally successful in the DofE award scheme with exceptionally large numbers attaining gold awards. In the CCF, pupils enjoy the challenge of long expeditions, service and community involvement. School teams are highly successful in a wide range of competitions and talented pupils represent national, regional and county teams in hockey, athletics and tennis. Individuals participate nationally in rugby, hockey, sailing and swimming. Pupils regularly participate in mathematics and science challenges and competitions, senior pupils achieving high levels of success in mathematics and scientific Olympiads.

- 3.13 Attitudes to learning are excellent. Pupils are keen to learn and ambitious to succeed. They acquire excellent skills to take control of their learning, are independent in approach with well-honed study skills. They support each other highly effectively in lessons and in their boarding or day house, helping each other from their individual strengths when they have a clearer understanding of a mathematical problem or understand how to set out their answer. Pupils are prepared to persevere and take on new challenges; they recognise that this is part of the learning process, of which being positive is the key, unafraid to fail and see this as part of the learning process. Lower school pupils enthused that the recently introduced middle years' programme with its enquiry approach to learning has completely enhanced their learning experience as they collaborate and cooperate in working and researching together, refining their research skills and improving their ability to validate an answer. The overwhelming majority of parents and pupils agreed that the school helps pupils to show initiative, be resilient and develop skills for the future.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils develop increasingly high levels of self-confidence, self-esteem and awareness of others in their interactions with each other and with adults. They are resilient and respond extremely well to the high expectations set by the school and boarding house staff. Pupils are well prepared for the next stage of their lives, encouraged to take on increasingly challenging curricular and co-curricular activities. They are appreciative of the high level academic and pastoral support they receive, and acknowledge that this aids them extremely well in their endeavours. Boarding successfully promotes pupils' confidence, encourages appropriate risk, mistakes are seen as part of life skills' learning, so that pupils feel free to try new challenges, not afraid of failure. Pupils have a clear understanding of their strengths and areas to develop and know how to improve their own learning. Guidance from tutors provides constructive comments and targets for next steps. The overwhelming majority of parents agree in questionnaires that the school helps their child to be confident and independent and that boarding has helped their child's progress.
- 3.16 Pupils understand the consequences of their actions and this informs their decision making in all aspects of school life. From the youngest age, pupils are encouraged to take responsibility for their learning and to understand that to persevere and accept challenge boosts their confidence and self-esteem. As they move through the school, pupils learn to make considered decisions regarding their co-curricular activities, GCSE and A level choices and future pathways. Pupils' ambitions are supported extremely well as great importance is placed on promoting independence and encouraging pupils to take responsibility for their own decisions. Individuals, as part of the senior prefect team or as representatives on the school council, play a significant role in contributing to the school decision-making processes, and pupils confirmed that their views are respected. In questionnaires, a small minority of boarders felt that they had insufficient balance of free time and activities in boarding time. The overwhelming majority of parents consider that the boarding experience supports their child's personal development and the inspection team supported this view.

- 3.17 Pupils have a well-developed sense of the school's ethos of service to others and a strong sense of the non-materialistic aspects of life that pervades the school community, encouraging them to reflect on spiritual matters. Chapel, at the heart of the school, is a focus for many to reflect on their faith, for others a time of quiet reflection where they sit with friends, joining in with the singing or listening peacefully to the choir. Pupils have a clear understanding of different faiths and cultures. An overwhelming majority of parents and pupils agree that the school actively promotes respect and tolerance for those with different faiths and beliefs and this was evident when inspectors visited boarding houses and in discussions with pupils. Pupils talked with enthusiasm of the service weekends to the community of Oakham. They enjoy, serving teas, baking cakes, singing in choirs and conversations shared to enhance the lives of those who participate in these celebratory events. Pupils' appreciation of the non-material is heightened by the art, music and drama that surrounds them in school. They take part in an extensive range of musical concerts, drama performances and literary debates and competitions which deepens their awareness of the lives and experiences of others. An excellent example was the reflection by middle school pupils on Wilfred Owen's poetry at Remembrance time, hearing the names of those read out, a poignant moment, reflecting on lives lost for their freedom.
- 3.18 Pupils demonstrate a strong moral stance, understand right from wrong and take responsibility for their actions. They are polite and well-mannered, and acknowledge the need for school rules and the behaviour code of conduct. Their strong moral stance and social awareness are rooted in the ethos of the school which encourages them to contribute to others less fortunate than themselves. Their personal development is characterised by excellent behaviour in almost all cases, with a strong sense of appreciation, for staff and for each other. In questionnaires, the overwhelming majority of parents and pupils commented that the school actively promotes and expects high standards of behaviour and that they treat pupils fairly. In questionnaires, a small minority of pupils suggested that the school does not always treat them fairly. In discussions with pupils, they acknowledged that the school rewards and sanctions system is used appropriately for any poor behaviour which they confirmed is a rare occurrence. Pupils are self-disciplined and acknowledge that they seek to live in a community where respect for others is recognised as a hallmark of their house or year group. This ensures that all thrive within a safe, secure and harmonious community.
- 3.19 Pupils willingly take on a wide range of roles and responsibilities within the school community. They act as prefects in school and in their boarding house, as leaders in roles undertaken in DoFE and the CCF. Senior pupils act as mentors to younger pupils in boarding houses. Similar age pupils act as buddies for new pupils, and in this way, both benefit from the mutual relationship which often results in long-lasting friendships. Pupils raise significant funds for charities both locally and further afield, providing practical help around Christmas for example, with the shoebox appeal. The majority of initiatives are pupil-led, with representatives from each house organising fundraising and school-wide events. Older pupils help in local primary schools and nurseries, and work with the elderly in care homes. Pupils teach croquet to dementia patients and teach basic ICT skills to local elderly residents, all contributing to pupils' preparation and readiness to contribute to life in Britain and further afield.
- 3.20 Pupils are excellent social ambassadors for their school in the local community. Local residents for example, enjoy the weekly musical concerts in a local church led by school musicians. Older pupils act as role models setting an excellent example in their approach to academic work and as a leader in the house. Each house has its own spirit and sense of community, new boarders are welcomed and new friendships made. In discussion, pupils spoke warmly of established family groups and of caring, supportive and happy communities where they care for each other, creating a positive and harmonious school community.

- 3.21 Pupils have an excellent understanding and value the importance of equality and diversity. An excellent example of discussion on cultural diversity was observed when older pupils discussed the use of punctuation in a poem to express cultural fluidity. Through active involvement in a range of societies and clubs such as voluntary action, model united nations, law society, scholars and debating societies, pupils widen their horizons and understanding of cultural diversity. Pupils collaborate and cooperate extremely well in their boarding houses, demonstrating the school ethos in word and action. In the questionnaire, the overwhelming majority of parents and pupils commented that the school encourages an atmosphere of respect and tolerance. Pupils have an excellent understanding of British values, developed through a comprehensive personal, social and health education (PSHE) programme, which provides opportunities for discussion on democracy, current affairs and wider world issues. Pupils respect each other, understanding common goals, acceptance of others, celebrating difference and diversity and common humanity.
- 3.22 Pupils understand that a balanced healthy diet and physical exercise are essential components to their health and well-being. Discussions with pupils reveal that they are aware of the importance of good nutrition, and appreciate the excellent range of meals prepared for them to enjoy every day. In the questionnaires, a small minority of pupils disagreed that a suitable choice and quantity of food is provided at mealtimes. In discussions almost all pupils expressed highly positive responses on the nutritious quality and quantity of food on offer. Inspectors found the quality and choice provided to be excellent. Pupils have a clear awareness of mental and emotional well-being and are comfortable in discussing such matters. They are well supported through a well-structured PSHE and tutorial programme and a highly effective boarding and pastoral team. They make excellent use of the numerous outdoor play facilities as well as the more formal weekly sports programme. Pupils are aware of how to stay safe both online and in their physical environment and confirm that they know to inform a trusted adult if they have any concerns.

4 Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of trustees, observed example of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Flora Bean	Reporting inspector
Mr Michael Phipps	Deputy reporting inspector
Mr Sean Lambert	Compliance team inspector (Senior housemaster, HMC school)
Ms Kate Bainbridge	Team inspector (Head of Sixth form, HMC school)
Mr Jaideep Barot	Team inspector (Headmaster, HMC school)
Mrs Claire Hewitt	Team inspector (Headmistress, GSA school)
Mrs Denise Hammersley	Boarding team inspector (Head of boarding, ISA school)
Mr Richard Jones	Boarding team inspector (Deputy head, Society of heads)
Mr Matthew Thornby	Boarding team inspector (Head of boarding, HMC school)