



ISI Independent
Schools
Inspectorate

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

West Buckland School

January 2019



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School's Details

School	West Buckland School			
DfE number	878/6032			
Registered charity number	306710			
Address	West Buckland School Barnstaple Devon EX32 0SX			
Telephone number	01598 760000			
Email address	enquiries@westbuckland.com			
Headmaster	Mr Phillip Stapleton			
Chair of governors	Mr John Light			
Age range	3 to 18			
Number of pupils on roll	617			
	Boys	317	Girls	300
	Day pupils	504	Boarders	113
	EYFS	16	Preparatory	127
	Seniors	348	Sixth Form	126
Inspection dates	29 to 31 January 2019			

Background Information

About the school

- 1.1 West Buckland School is a co-educational independent day and boarding school for pupils aged between three and eighteen years. It was founded in 1858 as a boys' boarding school on the present site.
- 1.2 The school has three boarding houses. One is a mixed sixth form house and two are single sex boarding houses, for boys and girls aged between eleven and sixteen years. The school is a registered charity managed by trustees, who form the governing body. Since the previous inspection, a new headmaster and prep school headmaster have been appointed.

What the school seeks to do

- 1.3 The school aims to provide a traditionally British and forward-thinking education of personalised development, innovative experiences and excellent learning, based within the school's Christian foundation. The school seeks to develop and nurture in their pupils what it terms '*The Seven Cs*', namely: confidence; critical thinking; creativity; courage; commitment; caring and curiosity.

About the pupils

- 1.4 Pupils come from a range of professional and other family backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is above average, and that of pupils in the sixth form is broadly average. The school has identified 94 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 90 of whom receive additional specialist help. One pupil in the school has an education, health and care plan (EHC). There are 95 pupils who have English as an additional language (EAL), 88 of whom require additional support. Data used by the school has identified a number of pupils as being the most able in the school's population. The curriculum is modified for them and for other pupils because of their special talents in sport, music and 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. 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 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](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the 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 Results in IGCSE examinations have been higher than worldwide norms.
- 2.5 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.6 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.
- 2.7 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 **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

- 2.10 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.
- 2.11 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.
- 2.12 **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 2–4, 6–12, 15 and 16 are met.**

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

- 2.13 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.
- 2.14 **The standard 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

- 2.15 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.
- 2.16 **The standard relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.18 **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

- 2.19 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.
- 2.20 **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

- 2.21 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.
- 2.22 **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>
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils show high levels of achievement in a wide variety of extra-curricular activities.
 - Pupils' level of attainment and progress over time is good, and sometimes excellent, including those pupils with SEND and those with EAL.
 - Pupils across all ages show very positive and productive attitudes towards their learning.
 - Pupils' progress is sometimes hindered by limited feedback on assessments and on ways to improve.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate excellent willingness to participate in collaborative working towards a common goal.
 - Pupils strongly celebrate cultural diversity within their school community.
 - Pupils play a very active and effective role in contributing positively to the lives of others, both locally and internationally.
 - Pupils develop excellent self-confidence and resilience, fully preparing them both for the move from preparatory to senior school, and for the next stage in their education or employment.

Recommendation

- 3.3 The school is advised to make the following improvement:
- Improve pupils' achievement by ensuring that pupils of all ages have a strong awareness of their individual progress and how they can improve their work.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Children in the Early Years Foundation Stage (EYFS) make good progress and many exceed national expectations on leaving the Reception class. This is achieved through diligent and effective support from the teaching staff, including well-planned stimulating activities, as well as careful and effective monitoring of the children's progress. The following analysis uses national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are available. In the preparatory school, results in national standardised tests in mathematics were above, and, in English, were similar to the national average. Results at GCSE have been above the national average for maintained schools, and in IGCSE examinations, higher than the world-wide norms. In the sixth form, A-level results have been above the national average for sixth formers in maintained schools. Leaders' and governors' recent emphasis on developing teaching and learning has begun to have a positive impact on pupils' academic success, as shown in the school's improved A-level results in 2018.
- 3.6 Pupils, including those with SEND and EAL, make good and sometimes excellent, progress as a result of good support and careful monitoring. At the heart of this development is a proactive and effective new school leadership team and a developing emphasis on understanding and supporting pupils with particular needs, such as those with SEND. This good academic progress makes a significant and positive contribution to preparatory and senior pupils' readiness for the next stage of their education. Many preparatory school pupils achieve scholarships to the senior school. School leavers succeed in gaining places at a wide variety of university courses, many of which have demanding and highly competitive entry requirements.

- 3.7 Pupils of all ages make good progress with their knowledge, understanding and skills across a wide variety of subjects and activities. This was evident in the teaching observed across a number of disciplines. For example, in a Year 12 art lesson, pupils displayed adept and talented painting skills when producing large canvas portraits. Similarly, Year 9 pupils showed confident use of good mathematics skills when solving quadratic equations, and Year 11 pupils showed strong linguistic skills when translating in a Spanish class. Pupils' achievement, knowledge and understanding are strongly supported by the confidence pupils have in their teachers and the easy, open communication between teachers and pupils. Well-planned and varied styles of teaching ensure that pupils of all ages enjoy their learning. The teachers' high expectations, together with their effective awareness of pupils' needs, helps maintain a good rate of progress for pupils of all abilities. In the pre-inspection questionnaire, an overwhelming majority of parents and pupils agreed that the teaching enabled progress to be made, and almost all parents agreed that the school helped develop their child's skills for the future.
- 3.8 Pupils throughout the school have good, and sometimes excellent, communication skills. Children in the EYFS spoke clearly and with purpose when discussing their preferred activities, and this dialogue is much encouraged through the trusting relationships between teacher and child. In a Year 7 art class, pupils displayed substantial listening skills and articulated perceptive responses when undertaking peer assessment. Year 13 pupils felt that the wide breadth of reading material, particularly in the humanities subjects, rapidly enhanced their knowledge and understanding. Pupils show good and sometimes excellent speaking skills, both in class through presentations and discussions, and in the many opportunities for public speaking in assemblies, debates and talks. Those pupils with EAL make rapid progress in their English-speaking skills, as seen in their contribution to lessons and other areas, such as drama. Throughout the school, this progress is encouraged through the teaching staff's high expectations and plentiful opportunities provided for the development of communication skills through numerous projects, presentations and assemblies. Boarding makes a very positive impact on boarders' communication skills through the support given by fellow boarders in learning English.
- 3.9 Pupils of all ages show good numeracy skills in a wide range of subjects. Pupils, including the most able, make good progress as a result of mathematics teaching, which provides suitably varied and sufficiently challenging tasks for the more gifted mathematicians. For example, Year 6 pupils worked quickly and very effectively on multiplication and division, using multiples of 10, 100 and 1000. Science staff spoken to have indicated that they find most pupils can think numerically. Thus, pupils can adjust their approach to suit the various scientific calculations, rather than simply rely on following mathematical rules. Year 7 pupils showed accomplished mathematical skills when creating scale drawings of birds in an art lesson.
- 3.10 Pupils throughout the school use confident, frequently adept information and communication technology (ICT) skills, which are commensurate with their age. The teaching observed, the work viewed, and pupils and staff spoken to, indicated that pupils are quite adept in using ICT in support of their academic progress. For example, senior pupils showed very effective use of spreadsheets to manipulate data, and Year 5 pupils made confidently use of coding to instruct a character to move in a video game. Pupils with SEND make very positive and productive use of ICT in support of their access to the curriculum, using bespoke programmes, accessing research and support materials, and through typing rather than using the written word.
- 3.11 Pupils throughout the school demonstrate good study skills. Pupils use their initiative and well-developed reasoning skills, both inside and outside the classroom. In the prep school, pupils showed effective research skills when designing posters for a local 'beach cleaning' scheme, and a Year 13 English class used high level analysis of prose text when discussing how its structure changes over time and which aspects remain the same. In activities, such as the Duke of Edinburgh's Award (DofE) scheme, pupils showed good skills in analysis and hypothesising when map reading and planning expeditions. Pupils spoke in very positive terms about their frequent and helpful use of the school's well-resourced library, both in structured lessons and as a quiet very functional space to use at any

time to support their independent learning. The teaching observed often engaged pupils in well-planned tasks which develop their study skills and motivate them to take pride in their learning. Most pupils know their level of attainment, as well as which areas of performance they need to improve as a result of teachers' effective oral and written feedback. However, scrutiny of pupils' books and lesson observations, especially in the preparatory school, showed some inconsistency when giving pupils feedback on what had been done well and what to do to improve their work, which slows the progress of some pupils.

- 3.12 Pupils' achievements across an extensive range of extra-curricular activities are excellent. These activities are often devised and led highly effectively by pupils themselves. Pupils spoke enthusiastically about the opportunities they have to take part and achieve success in a wide range of activities, from boules to coding club, and boxing to meditation. There are over 40 pupils undertaking DofE at gold level this year. Pupils have represented junior national and county teams in skeleton bobsleigh, triple jump, hockey, rugby, shooting and netball. Pupils reach high standards in music and drama productions, performances and examinations. This is because pupils of all abilities are strongly encouraged, in all extra-curricular activities, to participate and achieve at their very best, with the support of able and talented teaching staff. Discussions with boarders indicated that they enjoy participating in and achieve well in extra-curricular activities, many of which are provided in the evenings and weekends. Governors have supported leaders' recent drive to develop the extra-curricular provision, by providing the funding and the specialist staff needed to develop pupils' talents, and encourage their participation and success in these activities.
- 3.13 Pupils across all ages show very positive and productive attitudes towards their learning. Pupils use their initiative to develop their learning independently and so quicken their progress. Many pupils spoken to, and a very large majority of pupils who responded to the questionnaire, said that they were encouraged to think and learn for themselves. The senior pupils who spoke to the inspectors indicated that the high achievers enjoyed taking responsibility for their learning, and that they had developed greater independent learning skills as they moved up through the school. Many senior pupils also said that they enjoyed the challenge, and independence of thought, when undertaking extended project qualifications (EPQ). Pupils across all ages expressed a positive, enthusiastic and eager attitude towards work and achievement, and said that they felt they had the skills and the support from the school to succeed. Pupils' positive attitudes towards their learning are nurtured and developed effectively through the teaching, which provides many opportunities for the pupils to enhance their learning through group activities, such as working together in scientific investigations, The Duke of Edinburgh Award scheme (D of E) and Combined Cadet Force (CCF).

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils of all ages show excellent self-confidence, resilience and self-understanding. This was evident when junior pupils discussed who was the cleverer, computers or the humans that created them. And also in a Year 13 class, when pupils freely discussed nature and nurture when looking at inheritance of human traits. Pupils with SEND and EAL who spoke to the inspectors indicated their self-belief and determination to overcome problems had improved strongly as a result of the care and high-levels of support they had received, including through regular assessment, monitoring of progress and good feedback. Pupils, including those with SEND and EAL, generally showed a good understanding of their own needs and, particularly in the senior school, pupils were clear how to develop and improve their learning. All pupils who spoke to the inspectors felt that the good relationships they have with the staff, and the time the staff gave to supporting them, made a significant difference to their progress and their self-confidence. In the questionnaire, most parents agreed that the school helps their children to be confident and independent. Pupils in a Year 2 lesson showed excellent self-knowledge and understanding when looking closely at themselves, discussing their physical and mental component parts. Boarders, including many EAL pupils, said that the boarding provision gave them

the confidence and discipline to make progress and develop as members of a community. Both senior and prep pupils spoke warmly and confidently about how well-prepared they feel, both for the move on to the senior school, and when leaving the senior school. In this way, the school successfully meets its aim to develop and nurture the pupils' confidence and courage.

- 3.16 Pupils, from an early age, effectively learn the significance of the decisions that they make. They are able to consider fully the basis upon which these decisions are made. In the EYFS, children enjoy making appropriate, informed and sensible choices regarding their preference for activities, and pupils spoken to of all ages felt they made well-informed decisions, including with regard to trips, outings and in choosing their extra-curricular activities. Pupils in Year 13 spoke in detail about actively planning their revision to ensure that they made sensible preparations to achieve examination success. A Year 10 class confidently made links regarding personal and societal choices in relation to the environment when discussing impact of pollutants on the world. Pupils spoken to felt they made well-informed choices when choosing GCSE and A-level choices. They felt very well-supported by the school when making such choices. In the questionnaire, a very large majority of the pupils agreed that they receive helpful advice about career and subject choices, and the younger pupils agreed that they feel well prepared for life in the senior school. Boarding pupils spoken to felt they made successful and informed decisions when considering their futures, and they spoke warmly about the very positive and helpful support they receive from boarding staff when discussing such decisions.
- 3.17 Pupils' spiritual understanding is excellent. They have a strong appreciation of their school environment, the surrounding countryside and the wider world, demonstrated when pupils explained how lucky they were to have the school grounds, the nearby beeches and Exmoor itself, for the range of activities that they enjoyed. Senior pupils spoken to talked perceptively and knowledgeably when reflecting on spiritual, philosophical and religious debates in which they had enjoyed participating. Year 6 pupils are able to identify in some depth the differences between faiths. They talk with confidence and show an informed spiritual understanding when looking at comparative religions. Pupils in Year 9 spoke in awe of the art work completed by senior pupils and aspired to do likewise in time. In a Year 10 class, pupils enjoyed engaging perceptively and with great understanding when discussing a variety of hypothetical moral life-choices. Year 13 pupils confidently discussed with depth and understanding, some complex philosophical and ethical issues related to understanding spirituality itself. The school fully supports the development of pupils' spiritual understanding by frequently engaging them in meaningful debates, such as in religious studies, when discussing personal rights and related ethical issues. This extends to a variety of enrichment activities, including the 'Socrates', meditation and Christian clubs.
- 3.18 Pupils of all ages have an excellent understanding of moral issues, and of the importance of accepting responsibility for their own behaviour. Children in the EYFS were seen to happily share resources and take turns. Pupils throughout the school showed good behaviour, both in and out of the classroom. Pupils in a Year 12 history class discussed in a reflective and mature manner the moral issues associated with the Nazi party and its treatment of different ethnic groups. Pupils spoken to demonstrated a clear understanding of right and wrong. They showed a clear respect for, and understanding of, the school rules, which were discussed and sometimes shaped by the senior pupils. Pupils in Year 10 felt that what they saw as the lack of any visible hierarchy across different age groups, with the mixing of senior and junior pupils, contributed significantly to the high standards of discipline in the school. All the pupils spoken to felt that the clarity of ethos and purpose in the school, based on 'The Seven Cs', the fair and appropriate use of sanctions and a listening culture, successfully encouraged good behaviour in the school. An overwhelming majority of the parents who responded to the questionnaire felt that the school promotes good behaviour. The boarders spoken to by inspectors understood the importance of accepting responsibility for their own behaviour, and felt this very much supported their successfully integrated boarding community.
- 3.19 Pupils throughout the school are very socially aware and greatly enjoy working together to solve problems and achieve common goals. Pupils spoken to felt that their learning and progress were

greatly enhanced when they worked collaboratively, and they felt that their many successes in activities, such as the D of E, CCF, and sports events, came as a result of their ability to work as a socially cohesive unit when working towards a common goal. Boarders spoken to felt that working as a team was a very important and much-valued part of the boarding house ethos. Pupils' excellent social awareness leads to newcomers of all backgrounds being welcomed and integrated successfully into the school community, including within boarding. Pupils' high levels of social awareness are encouraged by the school's ethos of a caring community, and further enhanced by the many opportunities provided for cross-year group interactions.

- 3.20 Pupils of all ages are keen to contribute very positively to the lives of others, and this is particularly evident within the boarding community. Pupils understand the importance of contributing to the community beyond the school, and charity work is hugely valued and enjoyed by the pupils. Pupil-led support of a local road safety charity, through raising funds and awareness, has given the pupils a deeper understanding of road safety, and the effect that road accidents can have on the lives of others. Pupils eagerly engage in voluntary work, such as beach cleaning, litter picking both inside and outside the school, and supporting the local children's hospice. Pupils of all ages spoke very positively about the school council and its outcomes with regard to how it had positively influenced the provision of facilities, food, and additional single-sex sports teams.
- 3.21 There is considerable diversity in the school community, and the pupils view this as a highly valuable aspect of the school. Pupils demonstrate excellent levels of respect and understanding, together with a high degree of tolerance and sensitivity to the feelings of others. For example, pupils of all nationalities were observed happily interacting during a break in the boarding house activities, and in their supportive and sensitive approach to help integrate other pupils with significant disabilities. Pupils of all ages spoken to felt that they positively gained from having others of different backgrounds in their school community, and it prepared them well to become future global citizens. This integration, encouraged in sports teams, music and dance, is seen by the pupils as a positive and successful way to enhance their diverse, harmonious community. A very large majority of parents and pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.22 Pupils have an excellent understanding of how to stay safe and healthy. They speak happily and confidently about the need for a healthy diet, exercise and a balanced lifestyle. Senior pupils show a good understanding of mental health and stress issues when speaking perceptively of the difficulties and dangers of such issues being more difficult to monitor and address than physical health. The pupils felt the ease of communication with the staff, as well as the listening culture, provided excellent opportunities for them to talk and to seek any help when needed. A very large majority of pupils' responses in the questionnaire indicated that the school keeps them safe and they know how to stay safe online. All the pupils spoken to were clear on the important contribution towards their physical and mental well-being made by the wealth of sporting opportunities that they participate in, and very much enjoy.

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

Inspectors

Richard Mannix	Reporting inspector
Dr Alison Primrose	Accompanying reporting inspector
Mr Ieuan Weir	Compliance team inspector (Assistant head, HMC school)
Mrs Emma Hattersley	Team inspector (Head, HMC school)
Mrs Charlotte Johnstone	Team inspector (Head, IAPS school)
Mrs Caroline Pellereau	Team inspector (Former head of lower college, GSA and HMC school)
Mr Stuart Cowper	Team inspector for boarding (Director of teaching and learning, HMC school)