



ISI Independent
Schools
Inspectorate

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

Stover School

January 2020



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School's Details

School	Stover School			
DfE number	878/6014			
Registered charity number	306712			
Address	Stover School Stover Newton Abbot Devon TQ12 6QG			
Telephone number	01626 354505			
Email address	schooloffice@stover.co.uk			
Headteacher	Mr Richard Notman			
Chair of governors	Mr Stewart Killick			
Age range	3 to 18			
Number of pupils on roll	436			
	Day pupils	399	Boarders	37
	EYFS	34	Preparatory	117
	Senior	255	Sixth Form	30
Inspection dates	14 to 16 January 2020			

1. Background Information

About the School

- 1.1 Stover School is an independent, academically non-selective, co-educational day and boarding school for pupils aged 3 to 18 years. A board of governors act as trustees for the school, which is a registered charity.
- 1.2 The school comprises four departments: Early Years Foundation Stage (EYFS), preparatory school, senior school, and sixth form. There is one boarding house, situated in the school's main building.
- 1.3 A new head of the preparatory school was appointed in September 2019 and a new nursery manager in September 2018. A programme of refurbishment to teaching areas, sport and performing arts facilities and boarding accommodation has taken place over the last four years.

What the school seeks to do

- 1.4 The school aims to provide education which nurtures, celebrates, challenges and inspires each pupil. It seeks to combine what it sees as a progressive research-based curriculum, with a resilient moral code based on sound family and Christian principles. The school endeavours to enable pupils to be confident, independent, and able to adapt and succeed in a changing world.

About the pupils

- 1.5 Pupils come from a diverse range of working family backgrounds. Most pupils live within a 45 minute-drive of the school, though a number travel from farther afield. Data provided by the school indicate that the ability of the pupils is broadly average compared to those taking the same tests nationally. The school has identified 147 pupils as having special educational needs and/or disabilities (SEND) of various types including dyslexia and processing difficulties, 48 of whom receive additional specialist help. Five pupils have an education, health and care (EHC) plan. Twenty-seven pupils speak English as an additional language (EAL), nine of whom receive additional support for their English. The curriculum is modified for pupils whom the school has identified as the most able in the school's population.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 Pupils take A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages.
- 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 standards 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, 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 standards 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 standards 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 standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils display strong oral communication skills in their lessons.
 - Pupils work together in lessons successfully.
 - Pupils gain new skills and achieve success in a range of activities beyond the classroom.
 - Pupils take pride in their work and maintain an enthusiastic approach to their studies which strengthens their learning.
 - Progress for a minority of pupils is sometimes limited by marking that does not consistently set targets for improvement.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils across the school are very polite, positive and confident individuals.
 - Pupils including boarders demonstrate outstanding self-confidence, independence and resilience.
 - Pupils throughout the school are very tolerant and respectful of each other, valuing people of different backgrounds and beliefs in the community.
 - Pupils show an excellent understanding of what it means to lead a healthy life and are confident in their ability to do so.
 - Pupils display a very strong sense of right and wrong, accepting full responsibility for their own behaviour and seeking to support each other at all times.

Recommendation

- 3.3 The school is advised to make the following improvement:
- Strengthen pupils' progress across the curriculum by ensuring a consistent approach to marking.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils across the whole school achieve a good standard in their work. A large majority of the children in the prep school, including the Early Years Foundation Stage (EYFS) meet or exceed the expectations for their age. At GCSE in the years 2018 and 2019, 86% of grades were between 9 and 4. Whilst pupils take A-level examinations in their final year at the school, the small numbers involved prevent reliable comparison with national averages. However, the school's own assessment data indicate that there has been a steady improvement in pupils' performance as related to their ability over recent years and the same strengths of attainment are achieved by all groups of pupils, with no significant difference for SEND pupils, or EAL pupils, or others. Most parents and pupils who responded to the pre-inspection questionnaire said that teaching enables pupils to make progress. This view is supported by inspection evidence. Observation of lessons and a scrutiny of work show that pupils make good progress through the school, supported by the careful monitoring of pupils' performance that has been developed by the school's leadership.
- 3.6 Pupils in the senior school develop their knowledge, skills and understanding across the different areas of learning to good effect, often using ideas from previous lessons to support their work, seen in a revision session for a science test where senior pupils confidently brought together their knowledge from their study of the topic. In the lessons observed, some teaching in the senior school lacked variation in pace and was not always sufficiently challenging for the most able pupils, which limits progress for the pupils. In the prep school the pupils show a good level of knowledge, skills and

understanding due to tasks that are often open-ended and well-matched to pupils with a wide range of abilities and this enables all pupils to make progress. Children in the EYFS displayed strong motor skills in their use of scissors and could apply these to practical situations. In interview, many pupils said that they understood how well they were doing in the learning and benefitted from the useful advice that they received from marking. However, this informative marking was not always apparent in a minority of pupils' books observed during inspection and, where this was the case, pupils were not able to understand how to make further improvements to their work, and so progress was hindered.

- 3.7 Pupils' oral communication skills are very good across the whole school. Pupils are confident speakers in class, who put forward their views clearly and listen carefully to their teachers and their peers. Pupils in a senior school religious studies lesson were able to articulate their ideas confidently about character, plot and theme in *The Magician's Nephew*. This strength in communication is encouraged by the extensive opportunities to develop these skills both within the supportive environment of the classroom and then outside the classroom, in activities such as debating and drama. This was seen in a prep school English lesson where pupils explained confidently the role of silent letter in words and could give examples of these. The youngest children in the EYFS expressed confidently their plans for junk modelling and answered questions effectively. Boarders expressed their appreciative view that the boarding experience had developed their language skills. Evidence in books shows that generally pupils write progressively more fluently and in an appropriate style as they move through the school, though their written skills are not as well-developed as their oral ones and for a minority of pupils this does limit progress at times. Some individuals are excellent in their use of language, with individual success in a national creative writing competition last year.
- 3.8 Pupils' numeracy skills in the senior school are generally good though some pupils demonstrated a lack of confidence and knowledge at times. Older pupils demonstrated their understanding of the decimals, fractions and percentages through a class discussion. Pupils understand that mathematical skills are transferable and use them in a variety of subjects such as the sciences, computer science, and geography as well as in mathematics and the extended project qualifications (EPQ), produced by some pupils in the sixth form. In the prep school, the work scrutiny showed that the development of pupils' competence in numeracy is good. This was also seen in lessons where careful curriculum planning and a range of teaching methods successfully met the different learning needs. The pupils use this knowledge and understanding effectively in other areas of the curriculum such as science and geography. Children in the EYFS handled numbers successfully and with real understanding of their relationship.
- 3.9 Pupils in general show good skills in information and communication technology (ICT) and some demonstrated particular abilities in the projects they undertook in different years, such as the EPQ and in their success in a national art competition. All the pupils in a Year 8 group demonstrated their understanding by completing a coding task successfully in only their second lesson on the topic. Pupils in the prep school are competent in their use of ICT. This is because they are provided with many opportunities to incorporate it into their learning across the curriculum. In interview they talked enthusiastically about how they had used their tablets for research when they were producing presentations on an animal of their choice. Children in the EYFS showed their skills in using the programmable toys and the interactive whiteboard for their work.
- 3.10 Pupils show a good range of study skills and are able to research information for themselves and develop their own ideas. As pupils move up through the school, they become increasingly confident independent learners who can analyse, hypothesise and synthesise well, as seen in written work from senior pupils. In a senior school history lesson, pupils were able to make inferences from different sources, talking about symbolism, religion and politics, including some sensible suggestions about the possible symbolism used in one historical document. Pupils have been enabled to develop these skills through the school's introduction of their research-based learning programme. This was seen in the projects produced by Year 9 pupils as part of their curriculum and in sixth form projects, such as one

on Lyme's disease. Pupils' study skills in the prep school are excellent, as they engage in thinking of a high order, enabled by the open-ended research and presentation tasks given to them.

- 3.11 Pupils develop a range of useful skills through the activities programme provided by the school within the timetabled day, in which every pupil participates. Individuals and teams achieve success in a range of areas, including music and sport. Individual artists have had their work displayed by a national art gallery, and the junior chess team reached the national finals of the Team Chess Challenge last year. In public speech and drama exams over the last three years, a large majority of grades have been distinctions. Pupils involved in the Duke of Edinburgh's Award scheme (DofE) regularly achieve at all three levels, including gold. The pupils' level of success in their extra-curricular programme is notable and reflects the commitment of the teaching and the provision of resources and expertise by the school's leaders and governors.
- 3.12 Pupils work together successfully as their normal way of operating and also apply themselves sensibly to independent tasks. In a sixth form drama lesson pupils showed real perseverance as they worked on their version of scenes from *Metamorphosis*, listening carefully to each other and adapting their acting effectively over the course of the lesson. However, teaching, as observed in some classes, does not fully give pupils the chance to show independence and results in occasional less than satisfactory behaviour. The most effective teaching featured an active and successful learning environment for the pupils and excellent relationships between pupils and staff, both of which promoted pupils' positive attitudes towards learning. In the prep school, the pupils' attitudes to learning are excellent. These pupils show initiative and independence through taking the lead with their learning. This was seen in the nursery where the children spoke enthusiastically about recycling and in a prep school French lesson where pupils contributed fully to the lesson.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is very strong. They recognise that as they grow in self-confidence, they will also achieve the self-discipline necessary to make good progress as they move up the school and they are successful in reaching this point. Sixth formers have a very clear idea of what they need to do to prepare for the next stage of their lives and work positively to achieve this. Boarding pupils warmly acknowledge that what they see as their 'family community' helps them to learn much about themselves so that they become resilient and independent too. In discussion, a group of SEND pupils stated that their self-confidence improved because they had been enabled to use new skills in different contexts. During an English lesson, senior school pupils showed a strong perception of themselves by comparing their own qualities with those of the characters in the book they were studying. Younger pupils persevere determinedly with tasks, seen in an EYFS lesson where they were confident in talking about body shapes and developing their ideas. There is a genuine culture of self-improvement. Pupils understand the need to self-reflect on their work in order to improve. Pupils throughout the school are successful in challenging themselves, in keeping with the school's aim of producing confident and independent young people, encouraged by the strong nurturing environment provided by the school's leaders and teachers. Almost all parents and most pupils, including boarders, who responded to the questionnaire said that the school helped pupils to be confident and independent. In addition, most parents of boarders who responded said that boarding experience has supported their child's personal development.
- 3.15 Pupils learn to make decisions from an early age both inside and outside the classroom. Children in the EYFS showed strong confidence in choosing their activities. At the other end of the school, sixth formers felt confident that they had made good decisions on their futures and were fully aware of the different pathways they could take. In a geography lesson in the senior school, pupils discussed with maturity their recent assessment and took decisions individually for their own further improvement. Pupils in interview clearly understood the importance of taking responsibility for making decisions in

their learning, such as Year 6 pupils discussing moving up to the senior school the following year. Pupils make good decisions in their relationships within the boarding house. They appreciate that decisions they make about their academic studies will impact on their future, such as the balance they need between time for themselves and completing their work. The school council discuss current concerns of pupils and recently took the decision to ask the school to stop the use of disposable beakers, reflecting their appreciation of how decisions about daily behaviour can impact on the environment.

- 3.16 Pupils in the prep School demonstrate a strong appreciation of the wider aspects of life, encouraged by the stimulating range of activities offered by the teaching. These activities enable pupils to reflect thoughtfully on their place in the world and pupils gain significantly in their understanding of all that goes on around them. They do this in part, through the outdoor learning programme, where pupils can see life growing before them. Year 6 pupils described their sense of wonder at this. In the senior school pupils showed a similar understanding of these more spiritual concerns in life. Some senior pupils expressed strongly their emotional reaction to the atmosphere they encountered on their visit to Auschwitz, reflecting how religion might have helped the prisoners cope with the horrors. They said that they realised the importance of stepping back and taking time to reflect upon the day, to aid their own emotional development. To this end, pupils said that they valued the peace garden as a quiet place to sit and the role of the chapel in encouraging the development of their ideas on life. They also said that they appreciated the beauty of the extensive grounds of the school site and expressed the viewpoint that this helped to put the challenges of their work into the widest perspective.
- 3.17 Pupils accept responsibility for their own behaviour in a very mature manner. They have a very strong sense of right and wrong, expressed in their discussion of rules and laws in interview. They show genuine consideration for others across the school, as seen in older pupils' mentoring of younger ones. The boarders are very responsible as individuals and support each other strongly in the house. Around the school pupils are courteous and friendly, evidenced in mealtimes and during discussion. School rules and systems are understood and well-respected. In the prep school, the moral understanding of the children is excellent, evidenced by their sense of social responsibility in occasions such as assemblies and their clear understanding of the rewards and sanctions in the school, expressed in interview. The overwhelming atmosphere throughout the school is one of co-operative mutual support, where pupils exhibit kindness, empathy and a respect for institutional rules. They reference moral frameworks such as the *Ten Commandments* as underpinning fundamentally important social rules. Pupils make good connections between rule-breaking and punishment, understanding that something that might suit an individual but goes against the needs of the community and one of its rules, may have to result in sanction. They have intuitive views of how strong an appropriate punishment might be and some pupils express unease when they feel a particular sanction has lacked necessary severity.
- 3.18 Pupils work together as teams very collaboratively and effectively. This enables them to achieve good success, inside and outside the classroom. They support each other very strongly in their objectives. For example, in a cooking activity, pupils from across the years worked together successfully to produce shortbread and happily shared out the responsibilities of preparation and tidying-up afterwards. The social development of prep pupils is excellent, and supported by the family ethos of the school. Children look up to and aspire to become prefects and the prefects accept their responsibilities sensibly and wisely. Pupils throughout the school develop valuable skills of leadership and teamwork through the activities on offer, such as the Duke of Edinburgh's Award scheme.
- 3.19 Pupils play useful and confident roles within the school community in guiding visitors, carrying out daily tasks in the boarding house and occasionally leading assemblies. Pupils build strong friendships through their contributions to the school community. Pupils in the prep school are highly aware of the wider community and are keen to contribute to offer support. Pupils take on causes such as the local food bank or the British Heart Foundation enthusiastically, talking confidently about wanting to help people who were not as fortunate as themselves.

- 3.20 Pupils across the school display a strong sense of tolerance and respect for all. The school council spoke warmly of the positive attitudes towards diversity in the school and said that there was no distinction between different people within the community. Pupils who spoke to the inspectors said that all members of their school community are equally valued. Boarding pupils are particularly appreciative of their international community and say that it enriches their understanding and appreciation of different cultures. Pupils are keen to learn more about other cultures. In a prep lesson on writing an autobiography of a homeless person, some pupils made very perceptive points about what might lead to someone becoming homeless and all were able to write sensitively about the theme. An overwhelming majority of parents and pupils who responded to the questionnaire said that the school actively promotes values of democracy, respect and tolerance of other people. The excellent attitude towards people of all cultures and characteristics displayed by pupils, is the embodiment of the aims of the school's leaders, governors and staff.
- 3.21 Pupils across the school demonstrate a confident understanding of how to lead safe and healthy lives. Almost all pupils who responded to the questionnaire said that they knew how to stay safe when online. Pupils who spoke to the inspectors understood the importance of internet safety and described clearly the measures they needed to take to keep safe when online. Prep school pupils explained what foods were best for health, and grasped the importance of having a balanced diet, speaking about the positive choices they made in the dining room. Older pupils talked maturely about the importance of physical exercise and how they kept themselves fit. In this, they expressed their appreciation of the programme of sporting activities that was available to them. They also referred to the importance of protecting their emotional health and felt that they were well-supported by the personal, social, health and economic education (PSHE) programme and the advice offered by the nurse and counsellor, alongside the school's pastoral team. In this, the school meets one of its aims to ensure a nurturing environment in which pupils can learn the skills to be successful in the outside world.

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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Gareth Price	Reporting inspector
Mr Stuart Williams	Compliance team inspector (Compliance advisor, HMC school)
Mrs Sarah Dawson	Team inspector for boarding (former Deputy head HMC school)
Mr Alexander McCullough	Team inspector (Head, IAPS school)
Mr Russell Slatford	Team inspector (Head, SoH school)