



**ISI** Independent  
Schools  
Inspectorate

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

**Pocklington School**

**October 2021**

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## School's Details

<b>School</b>	Pocklington School		
<b>DfE number</b>	811/6003		
<b>Registered charity number</b>	529834		
<b>Address</b>	Pocklington School West Green Pocklington North Yorkshire YO4 2NJ		
<b>Telephone number</b>	01759 321200		
<b>Email address</b>	mainoffice@pocklingtonschool.com		
<b>Headmaster</b>	Mr Toby Seth		
<b>Chair of governors</b>	Mr Tim Stephenson		
<b>Age range</b>	3 to 18		
<b>Number of pupils on roll</b>	753		
	<b>Day pupils</b>	673	<b>Boarders</b> 80
	<b>EYFS</b>	27	<b>Prep</b> 187
	<b>Seniors</b>	386	<b>Sixth Form</b> 153
<b>Inspection dates</b>	5 to 8 October 2021		

## 1. Background Information

### About the school

- 1.1 Pocklington School is a co-educational day and boarding school for pupils aged 3 to 18. The school consists of two sections, the prep school for pupils aged three to eleven which includes the Early Years Foundation Stage (EYFS), and the senior school for pupils aged eleven to eighteen. Boarding is available for pupils from the age of eight in one of four boarding houses located on the school site. Both sections of the school are located on the West Green site on the edge of Pocklington.
- 1.2 The Pocklington School Foundation is a registered charity which oversees the running of both schools through a board of governors, incorporated as Pocklington School Trustee Limited.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 No boarders remained on-site.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.7 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.8 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.9 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.10 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.11 The school aims to nurture talent and aspiration by broadening the pupils' horizons and to develop resilience and perseverance. It seeks to produce confident and considerate pupils who are prepared for the challenges of adult life through embracing innovation, being conscious of tradition and elevating their ambitions.

### About the pupils

- 1.12 Pupils come from a range of professional backgrounds from families living predominantly within the East Riding of Yorkshire. The majority of pupils in Year 7 come from the prep school, with the remainder joining from other independent preparatory or maintained schools. The ability profile of the pupils is broadly average but with considerable variation both within and across year groups.
- 1.13 The school has identified 168 pupils as having special educational needs and/or disabilities, of whom 67 receive additional support. Two pupils have an education, health and care plan, one of which is currently under review. English is an additional language for 60 pupils, 51 of whom receive additional support for their English. The school has identified 91 pupils as more able or talented and they are catered for within their lessons and extra-curricular activities.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 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 [and 20] 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 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**

- 2.15 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 standards 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 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 pupils 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
1 <sup>st</sup> Year	Year 7
2 <sup>nd</sup> Year	Year 8
3 <sup>rd</sup> Year	Year 9
4 <sup>th</sup> Year	Year 10
5 <sup>th</sup> Year	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

#### Key findings

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

- Pupils are confident and highly articulate speakers and listen and respond maturely.
- Pupils are hardworking and resilient; they have very positive attitudes to learning and work effectively both collaboratively and independently.
- Pupils achieve well in a range of extra-curricular and sporting activities with many achieving success in national competitions.
- In the prep school and sixth form pupils have excellent study skills but these are less well developed in the lower and middle school.
- Pupils make good progress throughout the school, although more able pupils do not progress as rapidly as they might because some teaching is overly instructive and directive.

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

- Pupils make an excellent contribution to the school and to the wider community, through fulfilling roles of responsibility and by charitable volunteering and involvement.
- Pupils' social development is excellent and relationships between pupils are very positive.
- Pupils' moral understanding is highly developed and they show an empathetic understanding of and respect for other cultures.
- Pupils have high levels of self-understanding, self-confidence, self-discipline and resilience.



## Recommendations

- 3.3 The school is advised to make the following improvements:
- Develop pupils' thinking skills further in the lower and middle school by providing more opportunities for independent thought, analysis and synthesis of ideas.
  - Enable pupils to take increased leadership of their learning, through use of more intellectually stimulating tasks and increased opportunities for individual research.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Data provided by the school show that, overall, pupils throughout the school including those with SEND or EAL make progress in line with their ability. This was confirmed in lessons; for example, pupils swiftly mastered the use of reflexive and separable verbs in a GCSE German lesson, while in French pupils quickly learned the vocabulary to allow them to describe what clothes to wear in different types of weather. Pupils are aided in their learning by teaching which encompasses a variety of techniques and is tailored to the needs of the pupils. Pupils with SEND or EAL make equally good progress, and often outperform expectations, thanks in part to focused specialist support. In the EYFS, all children make good progress in relation to their age and development, so that by the end of Reception, the majority of children have achieved many of the Early Learning Goals. Results at GCSE and IGCSE from 2017 to 19 have been good compared to national averages, as have those at A level. Centre-assessed grades in 2020 and teacher assessed grades in 2021 showed results consistent with this attainment. Around a fifth of the sixth form enter the Extended Project Qualification and in the last three years over half have been awarded the top two grades. The majority of pupils proceed to tertiary education with most obtaining places at universities of their choice.
- 3.6 Pupils' progress during the recent COVID-19 restrictions has been good due to the quality of the school's provision for remote learning. In the questionnaires, most parents agree that the school benefits from strong governance, leadership and management, which contributes to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. Almost all parents who responded to the pre-inspection questionnaire agreed that the range of subjects provided is suitable and that teaching enables pupils to learn and make progress. Most pupils agree that they learn a lot in lessons and that teachers help them learn and make progress. In the pre-inspection questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that much of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. However, opportunities for more able pupils in particular to exercise control over their learning and develop their own ideas are restricted by some teaching which is overly instructive and directive rather than facilitative in nature and so does not provide sufficient stretch and challenge, particularly when worksheets are over used. Pupils can and do respond positively to teacher-led questioning and promotion of debate, but they are less used to taking the initiative and leadership in their own learning.
- 3.7 Pupils' progress is enhanced throughout the school by tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs. Pupils value the detailed oral feedback provided by teachers, and most feel that this support and encouragement helps them to become better learners and know how to improve their work. Inspection evidence supports this view. Almost all boarders said that boarding helps them to progress and achieve well as a result of the support and encouragement they receive within the boarding houses which extends their learning beyond the working day. Throughout the school, pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations and problems. For example, in a sixth form politics lesson pupils could confidently recall, from an earlier lesson, President Biden's stance on international trade, and thus strengthen their understanding of current US policies, while year 6 pupils

built upon previous work to create an improved accompaniment to the Skye Boat Song using the correct technical musical vocabulary.

- 3.8 Communication skills throughout the school are strong due to the enthusiasm with which pupils embrace opportunities for public performance in music, drama productions and debating. Pupils read well and are supported in this by regular library lessons in both the prep and senior schools during which they are encouraged to read both fiction and non-fiction books. Pupils are confident and articulate speakers, listen well and write fluently in a range of styles. Reception children have a good understanding of the sounds letters make and their writing and speaking skills develop rapidly as they grow in confidence and maturity. In the prep school, for example, pupils were adept at using correct punctuation in a complex sentence involving main and dependent clauses. As pupils progress through the school, they write with increasing fluency and sophistication. Sixth formers, when studying Latin, showed a mature understanding of Cicero's use of rhetorical language in his condemnation of Antony. Pupils use technical language appropriately whether it be younger prep school pupils using correct mathematical terms such as triangles, squares or crescents to explain their choice of shape, or sixth formers using appropriate linguistic terminology such as lexical choice and register in an English Language class. EAL pupils are able to communicate in spoken English with accuracy. As they become more confident so their answers become increasingly complex and varied.
- 3.9 Pupils are very competent mathematicians. Children in the EYFS can count with confidence beyond 10 and can add and subtract and recognise written numbers, as seen in a numeracy lesson focusing upon the number 4. Younger prep pupils showed a good understanding of graphs when creating bar charts to show the classes' favourite type of sandwich, while pupils at the top of the prep school simplified fractions accurately and skilfully converted them into decimals. In a sixth form maths lesson pupils successfully identified gradients of lines using skills learnt in the previous lesson. More able mathematicians compete with success in national mathematical competitions. Pupils are comfortable using their skills across a wide range of other subjects. For example, sixth form economists could accurately use their mathematical skills to analyse production possibility frontiers.
- 3.10 Pupils of all ages competently use a broad range of ICT skills, as well as specific computing skills such as coding. The range and complexity of their skills increase as they move through the school. Younger prep school pupils confidently created an algorithm to draw a cartoon character, while senior pupils were highly competent when researching trade patterns in economics or using a software program to write musical scores. Sixth formers used ICT with assurance, whether to manipulate their photographs when constructing a piece on surrealism, or to film, edit and analyse themselves coaching younger pupils. Pupils' use of ICT for remote learning has strengthened their familiarity with a range of programmes and strengthened their ICT skills.
- 3.11 The acquisition of study skills, the ability to hypothesise, analyse and synthesise data is variable throughout the school. Pre-prep pupils are encouraged to solve problems through the 'desirable difficulties' scheme where, for example, they have to remove a ball from a tall cylinder without touching it and with only colanders to transport water. The recently introduced 'Curiosity Project' in the prep school successfully encourages pupils to think for themselves as seen when pupils used atlases and an online mapping tool to devise a route for refugees from Syria to the UK incorporating water stops, replenishing supplies and avoiding cities and war zones. Sixth formers have well developed higher order thinking skills such as reasoning and synthesising data and can critically analyse information and test the validity of an argument. This was shown in a politics class where the pupils expertly analysed the changing nature of the Obama administration's approach from federalism to dual federalism. However, in the lower and middle school pupils' higher order thinking skills are less well developed because teaching is often too closely directed either by the teacher or through an over reliance on insufficiently challenging worksheets. A scrutiny of pupils' work showed limited evidence of pupils making their own notes, and a preponderance of photocopied material which reduces pupils' opportunities to develop their individual study skills.

3.12 Pupils are enthusiastic and ambitious learners, with a genuine desire to succeed. This enthusiasm for learning is also embedded in the boarding ethos of the school, which promotes a collegiate approach to pupils' learning, with older boarders regularly helping younger boarders with their work. EYFS children greatly enjoyed preparing their vegetable beds and displayed the pumpkins they had grown with pride. GCSE drama students worked hard individually and together in their devised drama lesson, responding positively to challenges provided by the teacher, while sixth form mathematicians exchanged ideas to solve problems in straight line co-ordinate geometry. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. A scrutiny of work from pupils across the school showed that all work was neatly presented and kept in a very orderly manner, clearly labelled and divided into different sections of the syllabus.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The school is successful in meeting its aim to enable pupils to develop into responsible and confident young adults, who successfully strive to live up to the school's motto of 'courage, truth, trust'. The pupils respond very well to the high standards and expectations set by staff and senior leaders as well as by the senior and prep school prefects, who collectively help create a real sense of community and shared focus. Boarding pupils contribute greatly to this by raising cultural and international awareness throughout the school.
- 3.15 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. These attributes develop strongly because of the supportive pastoral care systems that operate throughout the school. Almost all parents agree that the school helps their children to be confident and independent. Older pupils feel that participation in sport and adventurous activities, such as the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award Scheme (DofE) significantly contribute to their resilience, confidence and self-esteem. They demonstrate that self-motivation, focus and teamwork are crucial to success.
- 3.16 Pupils' resilience increases from EYFS onwards as they are guided through increasingly challenging curricular and extra-curricular activities. They develop the ability and confidence to try something without fear of failure because the school promotes an environment in which making errors is seen as part of the learning process. Pupils in the EYFS demonstrated this in a numeracy lesson where they used sponges dipped in paint to form squares and rectangles without fear of failure. All pupils, including those with SEND have an excellent understanding of how to improve their own learning, and are aided in this by constructive oral feedback and helpful marking which suggests how work can be improved. In personal tutor sessions pupils were seen to identify and discuss what they needed to do to improve their learning across all subjects. Pupils readily embrace and seek opportunities to self-assess their work and reflect on, and improve, their own performance and understanding.
- 3.17 As they move through the school, pupils' decision-making skills mature and they learn to appreciate how these decisions can affect their futures. The youngest children decide what direction their learning and play will take by following their imagination and curiosity in selecting their own choice of activity and resource, while older pupils have to make increasingly challenging choices. For example, pupils must select at least one activity from each of four categories as part of the school's 'POCK Challenge', which aims to widen their skill set and help them develop their self-confidence. Pupils also understand the decisions they have to make regarding questions of consent and are assisted in their understanding of such issues by the school's Relationship and Sex Education (RSE) programme.
- 3.18 Pupils develop good spiritual awareness. For example, younger children spoke knowledgeably of the importance of kindness and older pupils commented how the weekly church service encourages them to consider spiritual and moral issues. Pupils have a good understanding of the world's major religions and consider philosophical and ethical concepts, such as Year 9 considering whether God exists when

learning about William Paley's 'watchmaker analogy'. Pupils are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, and regular assemblies. They are assisted in their spiritual development by the school's commitment to the creative arts which provide many spiritual opportunities for all pupils, including the inspiring artwork around school and frequent musical concerts and drama productions. Pupils have a very strong appreciation of the non-material aspects of school life. Younger pupils enjoy the opportunities afforded them in the woodland learning environment which increases their understanding of nature. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own surroundings through the thriving Eco committee which recently initiated a greening scheme in which EYFS children planted trees.

- 3.19 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for staff. In interview pupils reported that there was hardly any bullying, and that when relationship issues arise between pupils, the school's effective support systems help them to resolve them. Pupils develop strong relationships derived from the ethos of the school which is based on mutual respect. This is demonstrated in the relationships observed between pupils of different ages, as seen when senior pupils escort pre-prep children to school in the mornings. Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all parents and most pupils agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy. The development of their moral values begins in pre-school where children learn to understand school and class rules, share, take turns and be polite to staff and each other. Moral issues are considered intelligently, for example when senior school pupils discussed how they should respond in a hypothetical case of peer pressure.
- 3.20 Pupils enjoy taking on roles and responsibilities and make a positive contribution to the school community. Children in the EYFS respond well when encouraged to think of others and participate in fundraising activities initiated by older pupils. Pupils contribute responsibly to the many school councils and committees enabling them to influence pupils' lives in school. They willingly volunteer for a wide range of practical roles within the school, including prefects, mentors of younger pupils in the prep school, co-ordinators for charity work and sports captains. Sixth formers enjoy being part of the school's community action programme which, when circumstances allow, includes visiting local primary schools, volunteering at a school for students with complex needs, social visits to senior citizens or residents in the local day care centres or retirement homes, and volunteering for conservation projects in the local community. Pupils show a mature understanding of how they can help those less fortunate than themselves, for example by raising funds and providing practical support for a range of local, national and international charities including supporting a school in Namibia.
- 3.21 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. Children in EYFS were observed socialising happily together, working well with others and solving problems together, for example swapping tools and materials when potting plants. This is engendered by the school culture which encourages relaxed relationships and social confidence. Much of this support is unprompted and spontaneous as seen in boarding where older pupils help to coach younger pupils in academic, sport and project work. They collaborate well in every aspect of school life, both in lessons and elsewhere. They acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, such as Young Enterprise or when completing DofE expeditions. Pupils were frequently observed supporting their peers, for example during a drama class where pupils encouraged each other respectfully. In interviews, pupils, including boarders, spoke of a caring, supportive and happy community in which they show real, genuine concern for each other.
- 3.22 Pupils have an excellent understanding of cultural diversity and awareness of individual differences. They treat one another with kindness and consideration within a community that is calm, convivial

and inclusive. Almost all parents and most pupils felt that the school encourages an atmosphere of respect and tolerance. Pupils show a thorough knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. In a sixth form lesson pupils discussed the power play between different social, cultural, gender and occupational groups and related this to the *Black Lives Matter* movement. In discussions pupils showed an excellent understanding of what diversity, inclusion, empathy and respect mean and were able to provide examples related to inequalities faced by the lesbian, gay, bisexual, transsexual and queer/questioning (LGBTQ+) communities.

- 3.23 All pupils show a good understanding of healthy living and almost all parents and most pupils agreed that the school encourages them to adopt a healthy lifestyle. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit at both break and mealtimes. The youngest children understand the importance of washing hands and eating a balanced diet and know that following the five 'golden rules' will help ensure their own and others' safety. Prep pupils attend 'Big Talk' sessions which develop their understanding of staying safe, consent and privacy. Pupils acquire skills to manage stress and maintain positive mental health and are aided in this by the school's well-being service and mindfulness clinic which is open to all. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and opportunities for recreation using the excellent facilities provided. Almost all pupils said they understand how to stay safe online and know who they can talk to should they have any worries or 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel 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

Mr William Ibbetson-Price	Reporting inspector
Mrs Loraine Cavanagh	Accompanying inspector
Mr Jonathan Andrews	Compliance team inspector (Deputy head, HMC school)
Mr Matthew Draper	Team inspector (Head, IAPS school)
Mr Matthew Mostyn	Team inspector (Head, HMC school)
Mr Stuart Thompson	Team inspector (Deputy head, GSA school)
Mr John Aguilar	Team inspector for boarding (Former principal, SofH school)