



**ISI** Independent  
Schools  
Inspectorate

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

**Hurstpierpoint College**

**May 2019**



## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		7
PART 1 – Quality of education provided		7
PART 2 – Spiritual, moral, social and cultural development of pupils		7
PART 3 – Welfare, health and safety of pupils		7
PART 4 – Suitability of staff, supply staff, and proprietors		8
PART 5 – Premises of and accommodation at schools		8
PART 6 – Provision of information		8
PART 7 – Manner in which complaints are handled		8
PART 8 – Quality of leadership in and management of schools		8
<b>3. Educational Quality Inspection</b>		<b>9</b>
Preface		9
Key findings		10
Recommendation		10
The quality of pupils' academic and other achievements		10
The quality of the pupils' personal development		12
<b>4. Inspection Evidence</b>		<b>15</b>

## School's Details

<b>College</b>	Hurstpierpoint College			
<b>DfE number</b>	938/6206			
<b>Registered charity number</b>	1076498			
<b>Address</b>	Hurstpierpoint College College Lane Hurstpierpoint Hassocks West Sussex BN6 9JS			
<b>Telephone number</b>	01273 833636			
<b>Email address</b>	info@hppc.co.uk			
<b>Head</b>	Mr Tim Manly			
<b>Proprietor</b>	Hurstpierpoint College Ltd			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	1167			
	<b>Boys</b>	621	<b>Girls</b>	546
	<b>Day pupils</b>	768	<b>Boarders</b>	399
	<b>Pre-Prep</b>	57	<b>Prep</b>	289
	<b>Seniors</b>	506	<b>Sixth Form</b>	315
<b>Inspection dates</b>	30 April to 02 May 2019			

## 1. Background Information

### About the school

- 1.1 Hurstpierpoint college is an independent, co-educational, day and weekly boarding school for pupils aged from 4 to 18 years. Founded in 1849, the school is proprietorial and has its own governing council.
- 1.2 The school comprises: the pre-prep school for day pupils aged 4 to 7 years; the preparatory school for day pupils aged 7 to 13 years; the senior school for day and boarding pupils aged 13 to 18 years. There are six single-sex boarding houses and an upper sixth-year mixed hall of residence.
- 1.3 Since the previous inspection the school has opened a new theatre, upgraded the day and boarding accommodation and sports facilities and improved its information technology provision.

### What the school seeks to do

- 1.4 The school seeks to provide an educational experience which enables all pupils to become independent, successful, well-grounded individuals with excellent self-knowledge and strong values, capable of leading worthwhile, happy, healthy and rewarding lives and enabling others to do the same.

### About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds. Aside from a very small number in the upper sixth form, they reside in the UK. Nationally standardised test data provided by the school indicate that the ability of pupils is broadly average in the preparatory school, above average in the senior school and broadly average in the sixth form. The school identifies 316 pupils as having special educational needs and/or disabilities (SEND), mainly slow processing, of whom 163 receive specialist support. There are currently 3 pupils who have an education, health and care (EHC) plan. English is an additional language (EAL) for 31 pupils of whom 9 receive additional specialist help. The curriculum is modified for those pupils 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. 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.

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, 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 well above the national average for maintained schools, and results in IGCSE have been higher than worldwide norms.
- 2.4 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.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

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

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed. [The school makes appropriate arrangements to provide long-term lodgings for some boarders].
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 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. 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 pupils 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.
- 2.17 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**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Shell	Year 9
Remove	Year 10
Fifth	Year 11
Lower 6	Year 12
Upper 6	Year 13

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils achieve success in a wide range of academic and other activities.
  - Pupils have outstanding attitudes to learning, working hard and showing resilience in order to achieve long term goals.
  - Pupils have excellent communication skills and they work very well collaboratively, both within and beyond the curriculum.
  - Pupils develop high levels of knowledge, skills and understanding across all areas of learning.
  - Pupils use a wide range of study skills effectively.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils of all ages exhibit high levels of self-confidence and self-knowledge in an environment which strongly values them as individuals.
  - Pupils' behaviour is exemplary, and they are respectful and supportive of each other.
  - Pupils' excellent personal development is supported very well by the all-embracing pastoral care provided by the school.
  - Pupils have very well-developed social skills and willingly take on leadership roles.

## Recommendation

- 3.3 In the context of excellent outcomes for pupils the school might wish to:
- Enable pupils to broaden their spiritual experiences and their engagement with communities beyond the school.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Throughout the school pupils are committed and enthusiastic learners who grasp every opportunity to make progress. In this they are very well supported by the school's commitment to its set of aspirational values known as *The Hurst Purpose*, which aims to support the academic and personal development of every pupil, and by the *Challenge Grade System*, which enables pupils to be responsible for their own progress towards agreed targets. Pupils across the school say that this system has helped them progress and improved their academic confidence. In their pre-inspection questionnaires, almost all parents who responded agreed that the school enables the progress of their children.
- 3.6 In the Early Years Foundation Stage (EYFS), children make excellent progress from their starting points and by the end of their reception year a large majority are achieving a Good Level of Development (GLD) in their Early Learning Goals. In the pre-prep and the prep school, pupils achieve well in their English and mathematics tests in Years 2 and 6 and by Year 8 are highly successful in entrance tests and scholarships for senior schools. From the start, individualised support from teachers and support staff, who know the pupils extremely well, ensures that work is tailored to their needs, and this contributes strongly to the progress of all the pupils. A majority of those with special educational needs and/or disabilities (SEND) perform above their expected levels.
- 3.7 In the senior school the following analysis uses results from 2015 to 2017, the most recent years for which national data is available. Results at GCSE have been well above the national average for maintained schools and in IGCSE higher than worldwide norms. Results at A level have been higher

than the national average. At both GCSE and A Level, standardised measures of progress indicate that pupils make excellent progress in relation to their ability. A very large majority of pupils gain places at their first-choice universities, which include many of the most highly selective universities and courses. Pupils with SEND and those who speak English as an additional language (EAL) perform almost as well as their peers without these learning needs, and frequently at higher than their expected levels. Almost all Year 12 students complete an Extended Project Qualification and in 2018 a large majority of these achieved either A or A\* grades.

- 3.8 Pupils develop high levels of knowledge, skills and understanding and they readily apply them to different subjects. Literacy skills are strong. The youngest pupils write their letters with great care and are willing oral communicators. Year 3 pupils confidently used a wide variety of adjectives whilst writing a story about a mountain dragon and in Year 8 pupils can write persuasively to espouse a cause. Older pupils develop their thinking to a high level. Year 13 pupils demonstrated a synthesis of linguistic, technical and mathematical learning whilst studying global technological companies. Pupils have high expectations of themselves because teaching is well planned, well-paced, and takes account of the needs of individual pupils. They enjoy answering open-ended questions and can argue cogently. In their pre-inspection questionnaires, a very large majority of pupils agreed that their lessons are interesting. More able pupils thrive on the variety of extension tasks available and those who require more support can access well-structured work to enable their progress. Pupils with SEND and EAL make excellent progress, supported in class by their teachers and also, where appropriate, by specialists. Pupils of all ages say that they like using the *Challenge Grade System* and that feedback from their teachers, and also from their peers, is instrumental in aiding their progress. Pupils, especially those who study a modern foreign language to A level, use their linguistic skills highly effectively. Their knowledge and skills in creative subjects are excellent. Pupils enjoy their drama lessons from a very young age and learn to develop their imaginations early. Large numbers of senior pupils choose to study drama, dance, art, music and photography and say how much they value these creative subjects, which improve their self-confidence and often lead to success in other subjects. Pupils have strong practical skills across a range of subjects, including sciences and design technology.
- 3.9 Pupils show well developed skills in numeracy. In Year 6 pupils confidently work with decimals, can calculate angles of reflection and enjoy teaching mathematical skills to younger pupils. In the senior school pupils are able to apply their numeracy skills effectively across the curriculum, for instance when analysing geographical data or carrying out calculations in physics. Year 9 pupils said that learning new techniques in mathematics has enabled them to feel more confident and to achieve success in science. Able mathematicians say that they are given many opportunities, including expert tuition, to extend their learning, sometimes to undergraduate level. In mathematical and science Olympiads many pupils achieve gold and silver awards in their age group. Pupils of all ages use information communication technology (ICT) skills readily and confidently. In the pre-prep and prep school pupils develop their ICT skills in their computer studies lessons and in clubs where they learn to code, and in the senior school they value their access to departmental learning resources on-line to aid their progress. Pupils use their own laptops and apply ICT skills effectively to produce excellent work in many subjects, including design technology, music technology and photography as well as in the Extended Project Qualification (EPQ).
- 3.10 Pupils' outstanding attitudes to learning are evident in lessons and beyond. Throughout the school there is a tangible and marked positivity among pupils. They demonstrate a 'can do' mentality, much encouraged by the vision and drive of senior leaders in both the prep and senior school and by governors who are highly effective and well informed. Pupils collaborate willingly with each other as a matter of course, acting as peer mentors in lessons and completing academic tasks together when appropriate. They value the study 'pods' in the library in which they can work together. Their excellent communication skills, developed by the school's commitment to encouraging them to listen, speak and write effectively, are evident across the curriculum. Reception pupils can use appropriate vocabulary to describe the similarities and differences between people, Year 9 pupils contributed well to a nuanced discussion about 'What makes a good leader?' and Year 12 students have learned how

to structure their speeches whilst preparing their EPQs. Pupils said that they enjoy opportunities to speak in public and feel confident to do so. Year 8 pupils all give a presentation to pupils and staff at the end of the year and they participate enthusiastically in debating, thus developing their skills of persuasion. Pupils believe that they will always be listened to and so are prepared to take risks. Year 13 students deliver well-researched and presented peer lectures on subjects as diverse as the origins of quantum physics and the rhetoric of the American president. Prep school pupils extend their learning by attending masterclass sessions in a variety of subjects which may be new to them, and in the senior school many pupils attend enrichment societies to further develop their academic interests including societies for scholars. Boarding pupils feel that the support provided by staff and fellow pupils beyond the school day is a strong factor in their progress.

- 3.11 As pupils move through the school, they develop excellent study skills and they exhibit resilience and perseverance to achieve long term goals. Pupils say that they value the revision techniques provided before examinations and the support which is readily available from staff. They enjoy working independently on projects chosen by themselves in Year 6 and 8. All Year 12 pupils successfully complete an EPQ and are able to use a wide range of sources and synthesise ideas. By the time they reach Year 13, pupils have developed high order critical thinking skills which are transferable across subjects.
- 3.12 Many pupils achieve notable successes within and beyond school in the creative arts, in sport and in activities such as the Combined Cadet Force (CCF) and the Duke of Edinburgh's award scheme (DofE). This is because the school provides a wealth of extra-curricular activities in which pupils receive excellent coaching from staff who have high levels of expertise. In their pre inspection questionnaires almost all of the parents agreed that the school provides a suitable range of extra-curricular activities. Prep school pupils enjoy clubs such as art, mindfulness and creative Lego as well as a wide variety of sporting opportunities. Pupils of all ages say that they value the drama provision at the school and that they are grateful for the opportunities to perform, write and direct plays. In the last year all pre-prep and prep school pupils, and almost all senior school pupils, who took LAMDA examinations achieved a merit or distinction and pupils took part in twenty dramatic productions across the school. Pupils achieve highly in the large number of dance companies which include street and contemporary dance as well as ballet. Many of them learn musical instruments, play in the school's orchestras and enjoy success in music examinations. Sports' teams and individuals have been very successful at a national and regional level in rugby, netball, boys' hockey, girls' hockey, cricket, tennis, equestrianism, athletics, table tennis and triathlon.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages exhibit high levels of self-knowledge and self-confidence and feel valued as individuals in fulfilment of the school's aims to foster resilience, responsibility, kindness and respect. In their pre-inspection questionnaires, almost all parents agreed that the school encourages their children to be more confident and independent and, in the case of boarding parents, that boarding strongly supports their child's personal development. The youngest children are quick to engage with adults and tell them what they are doing or how they are feeling. Older pupils understand themselves well and are articulate in expressing the importance of self-discipline and determination when pursuing long-term goals. They greatly value the understanding and support given to them by staff and are clear that a culture of praise in the school acts as a springboard to their success. They are able to articulate that their confidence increases both as a result of this support and also from participating in a very wide range of sporting, creative and other activities.
- 3.15 Pupils are highly effective decision makers. In the EYFS children made good choices about how to build bridges and which items to collect in a nature activity in the woodland. Pupils in Year 9 choose the order in which to complete their design and technology tasks and make collaborative decisions about

how to tackle their computer studies projects. In the senior school pupils choose which subject options to pursue and, as these choices become more significant, they feel very well supported by their teachers and the specialist careers staff who provide a wealth of information to assist them in selecting their university course and possible future career. Pupils, both day and boarding, have much freedom to select activities and in this they are assisted by tutors and house staff who help them to achieve a balance so that they learn how to be organised, manage time and prioritise.

- 3.16 Pupils develop their understanding of spirituality through regular weekly attendance at the eucharistic service within the Anglican tradition, held in the chapel. They can contribute to this as altar servers and readers or by enhancing the liturgy with art work, music or dance. Pupils value the opportunities for quiet reflection in these services, do not feel pressured to adhere to the Christian faith and say that those of all faiths and none are welcomed and accepted. They appreciate that the strength of the Christian ethos of the school lies in the translation of the Christian values, expressed in the liturgy, into the way pupils practise mutual care and respect for everyone in the community. Some pupils in interviews expressed the view that they would like to see a greater variety of approaches to spirituality and a richer palette of faith experiences, as well as simply learning about other faiths in their religion and philosophy lessons. Inspectors agreed that opportunities to explore spirituality in a broader way are somewhat limited. Pupils express their appreciation of non-material aspects of life in music, art, dance and drama. Their art work is displayed effectively round the school for everyone to enjoy and reflect upon. Many pupils enjoy the strong sense of fulfilment gained from performing music and the understanding of emotions explored through the wide range of drama, dance and art activities. Pupils have a strong environmental awareness and appreciation of the natural world, engaging in activities to clean up beaches, maintain woodlands and encourage recycling.
- 3.17 Pupils demonstrate excellent moral awareness. Behaviour of all pupils is exemplary, and they understand the need for rules and associated sanctions. A very small minority of pupils, in their pre-inspection questionnaires disagreed that they were always treated fairly but inspectors found that teachers were extremely fair in lessons and in the wider school environment and that they keep meticulous records of any disciplinary sanctions. Pupils can reflect on what it means to behave responsibly and show a strong personal appreciation of the necessity to do so. The congenial relationships between pupils and between themselves and adults are characterised by a trust which is evident in many contexts including their lessons, their houses, on the games field and in activities. In the pre-prep school, the youngest pupils behave extremely well when moving between lessons, when organising themselves into groups and when actively involved in activities. Pupils of all ages are calm, courteous and respectful of each other and such behaviour is modelled and emphasized highly effectively by older pupils in both prep and senior schools. Pupils say they are encouraged to understand the importance of the law of the land and how it is administered in their tutor time and PSHE sessions, such as in the Year 10 citizenship programme.
- 3.18 Pupils have well-developed social skills and work effectively together to solve problems and achieve goals both within and beyond the curriculum, as, for instance, when co-operating in their Young Enterprise projects in the sixth form. They say that the boarding experience and the house system develop their sense of social responsibility. They appreciate the pastoral care provided by house parents and their pastoral teams and boarders describe how living on site has improved their independence and their ability to get on with a wide range of different people. Year 13 pupils greatly value their mixed hall of residence and say that it prepares them well for life beyond school. Pupils are able to make their views known in house and school councils and, in many cases, they have achieved change, such as being allowed to change earlier for games sessions and having better provision of sanitary bins. Sixth formers and Year 8 pupils successfully produce their own newspapers with articles written by pupils on a wide variety of subjects. They explore issues inherent in society in PSHE sessions and in debating societies.
- 3.19 Pupils co-operate highly effectively in teams on the sports field and when carrying out expeditions as part of their combined cadet force (CCF) or DofE activities. They say that they gain many personal skills

of co-operation and negotiation by having to work together as a team, away from direct adult supervision. They willingly apply for and carry out leadership roles in both senior and prep schools, acting as highly effective role models for younger pupils. Senior school pupils spend a day in the summer term carrying out work in the local community. This includes environmental work, contributing to local care homes, schools and charity shops, work with the local council and some school-based projects. Some pupils in Year 11 and the sixth form also take part in similar weekly service activities. Pupils value the experience of contributing their time and effort to local communities but their opportunities for wider participation are somewhat limited. Pupils of all ages express their commitment to raising a large amount of money for numerous charitable causes each year, some of them initiated in houses or year groups and others chosen by small groups or individuals who feel strongly about a cause they wish to support, often as a result of a personal experience.

- 3.20 Pupils learn about other cultures and the diversity of societies in the *Embracing a Broader View* scheme of work within PSHE and in the links that the school has created with different communities overseas. This includes a link for Years 7 and 8 with school pupils in Sri Lanka via Skype and a long-term link with a school in Malawi which the pupils visit in order to carry out projects to improve its facilities. Although the pupil body is not very diverse in the cultural sense, pupils are very respectful of difference and explore these themes, for instance in literature, theatre, philosophy, politics and in cross-curricular work such as that on themes of fairy tales, incorporating both art and drama in Year 9. The school is actively seeking ways to widen the pupils' experience of the diversity of cultures in the UK.
- 3.21 Pupils of all ages appear happy, healthy and active and they are very positive about their school. They feel well supported in terms of their mental health and cite many people to whom they could turn for support if necessary. They extend their knowledge of possible lifestyle issues they could face in their PSHE programme, which includes content on wellbeing, coping with stress and developing a healthy lifestyle. In the prep school pupils can be referred or refer themselves to the pastoral intervention practitioner and in the senior school pupils are happy to use the counselling services provided. Pupils, including the youngest ones, understand the importance of eating well and generally make sensible choices at meal times. They say that they feel very safe, both in school and in the digital environment because they are well educated about the potential risks. They make the most of all the opportunities for physical exercise and understand the need to strike a balance between work, exercise and relaxation.

## 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 and a group of governors and observed a sample of the extra-curricular activities that occurred during the inspection period and attended house and form meetings. 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

Mrs Kate McCarey	Reporting inspector
Mr Vaughan Jelley	Assistant Reporting inspector
Mr John Aguilar	Compliance Team inspector (Former principal, SofH school)
Mrs Loraine Guest	Team inspector (Principal, IAPS school)
Mr David Lamper	Team inspector (Head, HMC school)
Mrs Astrid McAuliffe	Team inspector (Deputy head academic, HMC school)
Mr Neil Mason	Team inspector (Former deputy head, HMC school)
Miss Finola Stack	Team inspector (Head, IAPS school)
Mrs Harriet Connor-Earl	Team inspector for boarding (Headmistress, CISC school)
Mrs Sarah Dawson	Team inspector for boarding (Former deputy head, HMC school)