



ISI Independent
Schools
Inspectorate

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

Queen Margaret's School

May 2019



Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
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		7
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
3. Educational Quality Inspection		9
Preface		9
Key findings		10
Recommendation		10
The quality of pupils' academic and other achievements		10
The quality of the pupils' personal development		12
4. Inspection Evidence		15

School's Details

School	Queen Margaret's School			
DfE number	815/6035			
Registered charity number	517523			
Address	Queen Margaret's School Escrick Park York North Yorkshire YO19 6EU			
Telephone number	01904 727600			
Email address	head@queenmargarets.com			
Acting Headteacher	Mr Lars Fox			
Chair of governors	Mrs Caroline Bayliss			
Age range	11 to 18			
Number of pupils on roll	261			
	Boys	0	Girls	261
	Day pupils	82	Boarders	179
	Seniors	171	Sixth Form	90
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 Queen Margaret's School is an independent boarding and day school for girls aged 11 to 18 years. The school was established in Scarborough in 1901 and moved to its present site in 1949. It is owned by a charitable company, whose trustees form the governing body of the school. Boarders and day pupils are accommodated in six houses, all located on the main school site.
- 1.2 Since the last inspection several new senior leaders have been appointed, including a senior deputy head, who is currently acting headteacher. Years 7 and 8 have merged into one boarding house.

What the school seeks to do

- 1.3 The school aims to provide a holistic education, underpinned by warm-hearted pastoral care, inspiring every girl to develop and flourish in a safe and happy boarding environment. It seeks to empower each girl to achieve her aspirations, whilst maintaining a life-long zest for learning.

About the pupils

- 1.4 The majority of pupils are from the North of England and Scotland, with around a quarter from overseas. Nationally standardised test data provided by the school indicate that the ability of senior pupils is above average and that of sixth form pupils is broadly average. No pupil has an education, health and care (EHC) plan or a statement of special educational needs. The school has identified 75 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, and other conditions, 64 of whom receive additional specialist help. English is an additional language (EAL) for 45 pupils, whose needs are supported by a specialist department. Data used by the school have identified 22 pupils as the most able in the school's population. The curriculum is modified for them, and for 51 other pupils because of their special talents in sport, music, drama or dance.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

This is a 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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.3 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.
- 2.4 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.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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.
- 2.7 **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

- 2.8 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.
- 2.9 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.
- 2.10 **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

- 2.11 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.
- 2.12 **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

2.13 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.15 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.

2.16 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

2.17 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.

2.18 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

2.19 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.

2.20 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>
Year I	Year 7
Year II	Year 8
Year III	Year 9
Year IV	Year 10
Year V	Year 11
LVI	Year 12
UVI	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' attitudes to learning are excellent. They are highly motivated to succeed.
 - Pupils develop outstanding communication skills during their time at school. They are articulate and confident speakers with excellent literacy skills.
 - Pupils throughout the school make excellent academic progress in lessons, and levels of attainment are high.
 - Pupils develop and apply excellent information and communication technology (ICT) skills across a range of subjects.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display exemplary behaviour and a well-developed sense of right and wrong. They take responsibility for their behaviour and actions.
 - Pupils have very well-developed levels of self-knowledge, self-confidence and self-esteem, and can reflect with maturity on their personal strengths and areas for development.
 - Pupils enjoy highly warm and positive relationships with each other, and collaborate productively with each other.
 - Pupils display respect for different cultures, and demonstrate a caring, tolerant attitude and sensitivity towards the needs of others.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Ensure that pupils have a clear understanding of how they can further improve their work across all subjects.

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 achieve highly in many academic subjects. Pupils make extremely good progress from their starting points and achieve grades above those predicted for them by nationally standardised tests. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE and A-level examinations have been above the national average for maintained schools, and results in IGCSE examinations have been higher than worldwide norms. Examination results in 2018 indicate further improvements in attainment at both GCSE and A level. Pupils with EAL make very good progress in their subjects and develop excellent English language skills. This is because they are supported by specialist teachers and intensive courses delivered to small groups. Pupils with SEND benefit from effective teaching and learning support, and so make similar progress to other pupils. School leaders make good use of an assessment and tracking system, which identifies any differences in progress made by pupils, and enables action to be taken to help pupils fill any gaps in their learning. School data confirm that boarding makes a very positive contribution to pupils' overall academic success. Pupils' high academic achievement means they are very well prepared for the next stage of their education, and for eventual employment. A very large number of sixth form pupils achieve admission to university courses in highly competitive institutions, successfully meeting the school's aim of empowering pupils to achieve their life, academic and career aspirations. Almost all parents

and pupils who responded to the pre-inspection questionnaires said that teaching enabled the pupils to learn and make progress.

- 3.6 Pupils' knowledge, skills and understanding across all areas of learning are excellent. Teachers have high expectations and strong subject knowledge, and they use this expertise effectively to help pupils understand how to improve their work. In a biology lesson, for example, pupils made excellent progress learning about the function of the eye because they astutely used marking criteria as a means of assessing their own understanding of the topic. The quality of work in an art lesson was exceptional, with the pupils demonstrating excellent skills in a range of media, with individuality in both style and technique being highly encouraged by the teacher. All pupils have access to, and benefit from, individual weekly one-to-one sessions with their tutor, which help pupils to reflect on how well they are doing in their work. In their responses to the pre-inspection questionnaires, most pupils said teachers were willing to give extra help if they had a problem with their work. Pupils told inspectors that both academic and boarding staff are very supportive, and that the ethos in boarding houses is very conducive to their academic progress, with teachers being very willing to give up their time when asked.
- 3.7 Pupils develop extremely good verbal and written communication skills. They are confident and articulate speakers. This is because of the many opportunities for pupils to speak in public, whether in class discussions, house assemblies, chapel, taking part in drama productions, or as part of the *Queen Margaret's Diploma* portfolio of skills and experiences. In lessons pupils answer questions confidently, without any fear of getting answers wrong, because the small class sizes and the excellent relationships within the class encourage the sharing of ideas. In a Spanish lesson observed by inspectors, pupils spoke fluently and confidently in Spanish because the teacher encouraged frequent speaking in pairs to build pupils' confidence, and involved all pupils through directed questioning of individuals. Pupils demonstrate great proficiency in writing for different purposes, whether explaining complex technical terms in a physics lesson, or writing persuasive pieces in an English lesson. When inspectors reviewed a sample of pupils' work, they noted that pupils clearly take pride in the quality of their work, because teachers have high expectations regarding the organisation and production of pupils' folders and books. Pupils' reading skills are well developed. This is supported by school leaders who have, for example, recently created a small library in a boarding house for younger pupils, to encourage them to read more widely for pleasure.
- 3.8 Pupils have a high level of competence in numeracy, and say they enjoy their mathematics lessons. They apply these skills extremely well to other areas of learning because school leaders ensure there is a common approach to teaching these skills in different subjects. In a sixth form chemistry lesson, for example, pupils confidently tackled challenging calculations concerning exothermic reactions, whilst in a geography lesson, pupils competently analysed complex statistical data on economic regeneration. In discussions with inspectors, pupils confirmed that they are confident with numerical work, and can transfer their skills to subjects other than maths. Business studies pupils could explain a range of calculations that they perform, including average rate of return, break even models and net and gross profit margins. Results in GCSE mathematics are consistently high, with almost all pupils achieving the highest grades. In 2018, 93% of pupils achieved a Grade 6 or above. In the UK Senior Maths Challenge in 2019, the school team came second overall, with a number of pupils achieving individual gold awards.
- 3.9 Pupils are confident users of ICT. Their skills develop well because many subject teachers use ICT to support pupils' learning and revision, which pupils can access remotely through the school's widely used VLE (virtual learning environment). Pupils apply these skills with assurance to a range of subjects, and use ICT extensively for notetaking, essays and presentations. Inspectors observed younger pupils competently using computer programming code in a computer science lesson to activate the taking of photographs by a computer. In a biology lesson, pupils were confident in the independent use of laptops to access a range of resources for revision. School leaders have supported the development of pupils' ICT skills through the provision of extensive, up-to-date equipment. In addition, pupils are

encouraged to bring their own ICT devices into lessons. Boarders' proficiency with ICT is enhanced by their ready access to computers in boarding houses to enable independent study and research.

- 3.10 Pupils develop outstanding study skills during their time at the school because these are explicitly taught in many subjects. Responses to the pre-inspection questionnaires indicate that almost all parents feel the school helps their child to develop skills for their future. Pupils draw on a wide range of sources and techniques as they demonstrate their ability to pose and test hypotheses and analyse their findings. This was seen, for example in a psychology lesson, in which pupils synthesised material from a wide range of sources, and in a sixth form physics lesson, in which pupils applied their knowledge and skills from previous lessons to independently analyse complex questions on electrical circuits. In tutorial sessions observed by inspectors, pupils received one-to-one guidance from their tutors on how to construct a revision timetable, reinforcing their understanding of approaches seen in lessons. Younger boarders benefit from the discipline of structured evening prep sessions.
- 3.11 Pupils achieve at a high level in the wide range of competitions, activities and creative and physical pursuits that are open to them outside the classroom, because both participation and excellence are encouraged by school leaders. Imaginative and creative art of high quality is celebrated and displayed throughout the school. Large numbers of pupils take part in annual mathematics and science challenges, with pupils gaining some of the best results at regional and national level. Many pupils excel in national examinations and competitions for music, dance and drama. Musically, pupils achieve at a high level in instrumental and vocal work, and participate in activities including concerts, full school productions and a chamber choir which performs choral evensong at York Minster. There are many individual successes in a wide range of sports, including national representation in horse riding, ski-cross and hockey, and county or regional representation in lacrosse, cross-country, pentathlon, swimming and show jumping. School sports teams compete successfully with other schools; and a number of pupils participate in The Duke of Edinburgh's Award scheme (DoE) each year, achieving gold or bronze medals.
- 3.12 Pupils display very positive attitudes towards learning and are highly motivated to succeed because teachers and leaders have consistently high expectations of what pupils can achieve. Pupils work equally well on their own, in pairs or as part of a group. They are self-motivated learners who work with independence and initiative. This was evident, for example, in pupils' complete focus on tasks in a French lesson, with all pupils always fully engaged. Teachers encourage curiosity and independence: in a biology lesson pupils were actively engaged in scientific activities and showed a genuine keenness to learn, asking questions of the teacher to further their understanding. Sixth formers in a chemistry lesson demonstrated considerable intellectual curiosity, whilst pupils in a mathematics lesson demonstrated a willingness to take risks and to persevere when things got difficult.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are self-aware, and demonstrate high levels of self-confidence, resilience and self-discipline. Pupils told inspectors that they feel increasingly confident as they move through the school, especially as a consequence of the boarding experience. They said that the school does not expect them to fit a particular mould, but that they have the freedom to 'find their own niche' and flourish as individuals. Responses to the questionnaire indicate that almost all parents feel the school helps their child to be confident and independent. Through weekly tutorial sessions pupils know their personal strengths and weaknesses, and how to take action to achieve their future aims and goals. They understand in which subjects they need to improve their academic performance, owing to the school's close tracking of each pupil's progress. Some pupils, in the pre-inspection questionnaire, felt that teachers' feedback and marking does not help them to improve. Many teachers give detailed written feedback when marking pupils' books, although the level of detail varies between teachers, and subject-specific points for improvement are not routinely discussed with tutors. Pupils told inspectors that, as a result, they

are clearer in some subjects than others on how to improve their work. Pupils are encouraged to reflect on their wider achievement through taking part in the *Queen Margaret's Diploma* scheme, which records and promotes each pupils' participation in a range of extra-curricular activities, and which aims to encourage pupils to challenge themselves to step beyond the areas where they feel most comfortable.

- 3.15 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions affect themselves and others. For example, they research their options rigorously before choosing which subjects to study, or which possible courses at university to select. Pupils told inspectors they feel well supported by the school, for example through their recent attendance at a UCAS conference. Pupils confidently make decisions which affect others. They organise a number of community weekends, in which all activities are chosen, planned and organised by pupils, with minimal input from adults. Pupils make mature and sensible decisions about their academic work. Pupils decide for themselves, for example, in which subjects they need additional help. Inspectors observed an *Academic Voice* meeting in which pupils confidently expressed their views, and made mature and insightful recommendations about how lessons and subjects could be improved. Pupils told inspectors they feel well-prepared for the next stage once they leave school, with the experience of boarding being an important factor in this increasing independence.
- 3.16 Pupils show a well-developed understanding of and appreciation for non-material aspects of life. Some pupils, for example, spend time in the chapel with their friends when they are troubled. They respond with maturity and empathy to complex moral issues such as abortion, euthanasia and poverty, which they study in religious studies lessons, and they reflect on these topics from a Christian perspective. They participate whole-heartedly in chapel and assemblies, which they say are both interesting and uplifting. Pupils told inspectors of one particularly memorable assembly which featured other pupils speaking movingly about the recent New Zealand shootings. Pupils say they appreciate the tranquil rural surroundings of the school, which provide them with the space to find quiet and calmness, and which they respect and keep tidy. Pupils have recently voted to establish a 'Quiet Garden' in the school to provide a place for them to reflect and contemplate.
- 3.17 Pupils exhibit high standards of behaviour and demonstrate strong moral values. In a geography lesson, for example, pupils could explain the moral implications involved in environmental protection projects. Their behaviour in lessons and around school is exemplary, resulting in a calm and respectful school ethos. In the pre-inspection questionnaire, a very large majority of parents agreed the school actively promotes good behaviour, and inspectors' observations and discussions with pupils confirm this. Pupils fully accept responsibility for their own behaviour and have a strong sense of justice and fairness, which they display in the way they treat each other. Pupils told inspectors that bullying is not an issue in this school, because it would be 'the wrong thing to do' and so would be disapproved of by the pupils. Pupils are able to examine events from a moral and philosophical viewpoint. This was displayed, for example, in a history lesson, in which pupils confidently expressed views and opinions on events in Nazi Germany. Older girls take seriously the responsibility of acting as role models to the younger pupils. There are many opportunities for pupils to take on positions of responsibility, which older pupils, in particular, do enthusiastically.
- 3.18 Pupils have highly productive relationships with each other, and they collaborate in lessons and other activities very well. Pupils told inspectors they have a strong sense of mutual support and loyalty in their houses. This is promoted very effectively by the combination of relationships in 'horizontal' boarding houses with pupils of the same age, and relationships in 'vertical' houses which encourage pupils of different ages to work together. Pupils work together very well in lessons. This was seen, for example, in a chemistry lesson in which they worked collaboratively with enthusiasm, listening to each other's ideas and sharing out responsibilities in a mature way. Pupils have a good awareness of wider social issues. This was seen, for instance, in a religious studies lesson in which pupils showed a sophisticated understanding of the causes and implications of world poverty, and an English lesson in which pupils used the novel *Animal Farm* as a basis to discuss, with considerable moral awareness,

issues of human trafficking and modern slavery. Pupils are supportive of each other in sporting and outdoor activities such as team games and DoE expeditions, and in music and drama events. Boarding makes a particularly strong contribution to pupils' social development: they build strong supportive relationships with fellow boarders that sustain them during their time at school.

- 3.19 Pupils are aware of their responsibility to contribute positively to their school. Pupils willingly volunteer for a range of posts of responsibility in the school, such as prefects, sports captains and house captains. Scholarship holders act as ambassadors in music, drama and sport, relishing the opportunity to promote their specialism and to perform in school and in the local community. Older pupils act as 'guardian angels' for younger pupils who are new to the school, helping them to settle in. Pupils told inspectors that in many cases these supportive roles develop into lasting friendships. Pupils can become members of the School Council, the Charity Council or the International Council which are chaired and minuted by pupils themselves. Pupils take many opportunities to contribute to the lives of others, and to help those less fortunate than themselves. They raise money for local, national and international charities, which they choose for themselves; they work to help the local primary school and community tearoom; and choirs and musical ensembles from the school perform in local residential homes.
- 3.20 Pupils respect each other and display a mature and sophisticated appreciation of the rich cultural diversity of their school community. They demonstrate a caring, tolerant attitude and sensitivity towards the needs of others. In a chemistry lesson, for example, pupils were very supportive of EAL pupils in the class, with much cooperation between pupils from different backgrounds. In discussion with inspectors, pupils were seen to be sensitive to the needs of others, and to the cultural differences within their community. Pupils told inspectors that they appreciate the school's diversity, and say that their experience of this enhances their understanding and awareness of different cultures. Boarders said that the experience of boarding helps them to appreciate cultural diversity, since the boarding houses are all culturally mixed. Pupils told inspectors that whilst they value the cultures of others, they prefer to treat others as individuals rather than labelling them because of their background or culture.
- 3.21 Pupils appreciate the need to maintain a healthy mind and body. They understand the importance of physical fitness and make good use of the many indoor and outdoor sport facilities that are available, as well as the more formal sports programme. Discussions with pupils reveal that they are aware of the importance of getting plenty of sleep, and of good nutrition and a balanced diet, and they appreciate the benefits of the healthy options provided by catering staff. Pupils are very aware of the importance of maintaining positive mental health, and see the value of school sessions on mindfulness, and the further strategies to handle the potential stress associated with public examinations, including in the school's PSHE programme. Pupils of all ages are very aware of how to stay safe online, and they told inspectors that the school stresses the importance of this frequently and effectively. Most pupils who responded to the questionnaire said that they knew how to stay safe when online. Pupils told inspectors they feel very safe in school and said that they know to inform a trusted adult if they have any concerns.

4. Inspection Evidence

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

Inspectors

Mr Michael Phipps	Reporting inspector
Mr Michael Jackson	Compliance team inspector (Housemaster, SoH school)
Miss Joanna Parry	Team inspector for boarding (Deputy headmistress, SoH school)
Mr Nigel Willetts	Team inspector for boarding (Deputy headmaster, ISA school)
Miss Sarah Dunn	Team inspector (Headmistress, GSA school)