



ISI Independent
Schools
Inspectorate

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

Warminster School

February 2020



Contents

Contents	2
School's Details	3
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	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
3. Educational Quality Inspection	9
Preface	9
Key findings	10
Recommendations	10
The quality of the pupils' academic and other achievements	10
The quality of the pupils' personal development	13
4. Inspection Evidence	16

School's Details

School	Warminster School			
DfE number	865/6009			
Registered charity number	1042204			
Address	Warminster School Church Street Warminster Wiltshire BA12 8PJ			
Telephone number	01985 210100			
Email address	admin@warminsterschool.org.uk			
Headteacher	Mr Matt Williams			
Chair of governors	Mr Ian McComas			
Age range	3 to 18			
Number of pupils on roll	502			
	Day pupils	353	Boarders	149
	EYFS	28	Prep	96
	Seniors	296	Sixth Form	82
Inspection dates	11 to 13 February 2020			

1. Background Information

About the school

- 1.1 Warminster School is an independent, co-educational day and boarding school for pupils aged between 3 and 18 years. Founded in 1707, the school has charitable status and is overseen by a board of governors.
- 1.2 The school comprises a nursery, pre-prep, prep school and senior school on adjoining sites. There are five single-sex boarding houses providing separate accommodation for junior and senior boarders on both a flexible and full-time basis.
- 1.3 Since the previous inspection, the school has opened a new multi-purpose hall and upgraded the artificial grass surface and tennis courts. A new headmaster joined the school in September 2019.

What the school seeks to do

- 1.4 The school aims to develop and nurture rounded individuals with a love of learning and strong moral values, within a supportive and inspiring community.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds, mostly from white British families living within a 30-mile radius of the school. One in five pupils are from overseas and 30 nationalities are represented. Data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 117 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 57 of whom receive additional specialist help. Six pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 86 pupils, whose needs are supported by specialist and classroom teachers. Data used by the school have identified 123 pupils as being the most able in the school's population and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 16. 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, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools. For the same period in their International Baccalaureate examinations, pupils achieved standards above world norms.
- 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.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are enthusiastic learners and achieve well, including within acting, drama, music and sport.
 - Pupils develop excellent communication skills.
 - Pupils do not always use higher order thinking skills sufficiently well.
 - Pupils display proficient information communication technology (ICT) skills in some but not all subjects.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show high levels of self-confidence and approach challenges with resilience and a 'can do' attitude to succeed.
 - Pupils display a strong commitment to serving others, both in the local community and beyond.
 - Pupils' have an excellent understanding of the benefits of leading a healthy lifestyle and how to stay safe.
 - Pupils do not always fully appreciate the diversity of others.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Enable pupils to improve their higher order thinking skills by ensuring that work is consistently set at a sufficiently challenging level.
 - Enable pupils to confidently apply and develop a range of ICT skills in all subjects.
 - Enable pupils to fully appreciate the importance of the diversity of others.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 In the Early Years Foundation Stage (EYFS), children make excellent progress from their starting points. In both the preparatory and senior schools, pupils of all abilities make good progress across the range of subjects. In the three years from 2016 to 2018, results at GCSE were above the national average for maintained schools. For the same period, results at A level were in line with the national average for maintained schools, and in their International Baccalaureate examinations pupils achieved standards above world averages. Pupils with special educational needs and/or disabilities (SEND) and for whom English is an additional language (EAL) make consistently good progress, with many overcoming significant barriers to learning and exceeding expectations. In their responses to the pre-inspection questionnaires, the vast majority of parents and pupils agreed that teaching enables pupils to make progress. High-quality resources and increasingly rigorous monitoring of teaching and learning, by governors as well as by senior leaders, have ensured that pupils continue to achieve well.

- 3.6 Pupils display a good level of knowledge and understanding across the curriculum. For example, children in the Nursery, thoroughly enjoyed exploring their outdoor play area on stilts, successfully investigating familiar sights from a different perspective. In the prep school, pupils demonstrated a good knowledge of basic French, describing pictures using singular and plural phrases such as *des fleur* and *un cart*. In photography, older pupils demonstrated an excellent understanding of reflection and how mirrors can be used in different ways, employing techniques to modify the identity of the subject. In an A-level chemistry lesson, pupils were confident in using video when analysing chemical reactions. Pupils develop strong scientific and creative skills by applying them to real-life situations or problem-solving projects, for example designing hearing aids or an eco-friendly building. In the best lessons work is well matched to pupils' needs. However, teaching does not always include approaches and levels of challenge that are designed to enable pupils to improve their higher-order thinking skills.
- 3.7 Pupils from the Nursery to the sixth form display very well-developed communication and listening skills. They speak with confidence and enthusiasm and enjoy expressing themselves orally. The youngest children in the school demonstrated, for example, their excellent knowledge of the sounds that letters make when they used 'ir' to make words such as 'stir' and 'fir'. In a chemistry practical lesson, younger pupils in the senior school showed good listening skills and used technical language with confidence when they were testing rates of reaction by adding magnesium to acid to produce hydrogen. Pupils across the school listen respectfully to their teachers and to each other. They understand the benefits of careful listening as a necessary preparation for effective discussion. Prep school pupils were engrossed in discussing and drafting powerful opening statements for their writing, using imaginative vocabulary such as 'impenetrable,' 'multi-cultural' and 'exoskeletal' in order to engage the reader's attention. Pupils read and write with fluency, confidence and maturity. Senior pupils were able to critique several different poems, skilfully linking excerpts to reasoning and evidence. They gave excellent examples of hyperbole, 'time can be stretched' and confidently recited the poems with expression, clarity and passion. In an A-level lesson, pupils competently analysed different modes of communication such as blogs and leaflets in order to help them select the most appropriate text types for a particular audience. Children in the Nursery were highly engaged in practicing writing the letter 'N' with the correct pencil grip.
- 3.8 Pupils across the school develop good numeracy skills in a range of subjects. For example, in GCSE science pupils were required to compute accurately the precise number of alginate beads containing algae for a practical experiment on photosynthesis. They understood the importance of accuracy in conducting fair and controlled experiments. In A-level geography, pupils selected, used and presented data, employing graphs and tables to show the disparities between the health of the populations of two African countries. In Reception, younger children confidently recognised 3D shapes and some of their properties, for example corners, cuboids, cylinders and pyramids.
- 3.9 Pupils employ their ICT skills proficiently to support and extend their learning. For example, senior pupils used computer aided design and manufacture skills in designing a lamp for production on the laser cutter. During their discussion with inspectors, student council members demonstrated their competence in using ICT skills to prepare a presentation on computers. In the prep school, high levels of skill were demonstrated by pupils in using Excel spreadsheets and formulae to add numbers in cells together. Pupils were able to explain the methods used and the processes involved. However, evidence from observation and work scrutiny show that pupils do not have sufficient opportunities to confidently apply and develop a range of ICT skills in all subjects.

- 3.10 Pupils demonstrate good study skills as a result of their ability to work collaboratively and to take responsibility for their own learning. Supported by the positive classroom ethos, pupils develop the confidence and resilience to tackle difficult problems. They value the opportunities to take the initiative in their learning. In the Nursery, children made their own independent choices to move on to different activities without interrupting others. In physics, prep school pupils were undertaking 'mini' experiments in the senior school laboratories, where they were focusing on the response of marshmallows in a vacuum; they were encouraged to analyse, hypothesise and synthesise, as well as to evaluate the outcomes of the experiment, particularly when the marshmallow expanded as the air was extracted and then promptly disintegrated. Pupils were fascinated by the experiment and offered a good range of predictions. Older pupils use collaborative learning techniques to help them with their revision for public examinations. As pupils get older, they learn to organise their learning well because of the range of interesting classroom activities. Sixth form pupils' imaginative responses to tasks are effectively used in their extended projects. For those pupils who require additional support in their work, personalised tasks to help them memorise key facts and information, as well as carefully chosen resources, enable them to make significant progress and overcome barriers to their learning.
- 3.11 Many pupils are successful both within and beyond the school in creative arts, sport and activities such as the Combined Cadet Force (CCF) and the Duke of Edinburgh's award scheme (DoE). The school has a strong sporting ethos. A number of pupils have represented the school at county and national levels in sports including cross-country running, hockey, netball, rugby, swimming and golf. In addition to successes in regional competitions, pupils have represented England at international level in athletics, cricket, cross-country running and hockey. In their responses to the pre-inspection questionnaire, almost all parents agreed that the school provides a suitable range of extra-curricular activities. Pupils take great delight in participating in theatre productions and concerts. They develop a range of skills that help them to become more confident and assured when they present themselves in public. For example, in 2019 all candidates achieved a distinction or merit in public examinations for speech and drama, and in acting all entrants gained distinction. Pupils gain valuable experience performing in choirs, orchestras, bands and musical ensembles. In recent public examinations in music, the large majority of candidates achieved merit or distinction levels. For the past five years, pupils each year have been awarded a prestigious scholarship award for engineering.
- 3.12 Pupils' positive attitudes to learning can be seen in classrooms and beyond. Pupils have a 'can do' attitude and a determination to succeed in all they do, responding well to the opportunities provided in a rich curriculum. This is very much encouraged by the drive and vision of governors and senior leaders, ensuring that pupils are nurtured into rounded individuals with a positive work ethic and strong moral values. Pupils are motivated to achieve well through the warm and collaborative working relationships they enjoy with each other and staff. They approach their learning with focus and a sense of purpose and very much value the care and support they receive in making informed choices, for instance taking up apprenticeships in an architect's office or in the police. 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. Boarding pupils receive helpful advice from staff to promote their personal development, which they said was key to achieving academic success.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 From the Nursery to the sixth form pupils demonstrate high levels of self-knowledge and self-confidence and feel valued as individuals. Pupils flourish in a community whose values inspires them with strong moral values and enjoyment through learning. Pupils are proud of their school, and undertake roles of responsibility with enthusiasm in the knowledge that they are making a positive contribution to their community and to their own personal development. They greatly value the understanding and support given to them by staff which provide a springboard to their success. Pupils' confidence increases as a result both of this support and from participating in a very wide range of sporting, creative and other activities. 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 parents of boarding pupils, most agreed that boarding strongly supports their children's personal development.
- 3.15 Pupils make wise and sensible decisions. They understand that key choices made in school will affect their future lives. They develop a reflective approach towards their studies and successfully manage their commitments, understanding the need for a balanced life-style in which academic and extra-curricular activities complement each other. In interviews with pupils, inspectors found that those in Years 11 and 13 had made very clear decisions about the next stages of their education. Most feel that the school's careers guidance has helped them to make appropriate choices. This was confirmed by the pre-inspection pupil questionnaires, which showed that most pupils and parents believe that the school offers helpful advice about subject choices and careers. Pupils know how to improve their academic performance. They are proud of their work and demonstrate resilience and a determination to do well in response to the excellent teaching and pastoral guidance they receive. Within the classroom, pupils approach their tasks with perseverance, encouraged by the pervading 'can do' ethos. For example, in a physical education lesson, pupils made skilful decisions about finding space in order to move and position to score a basket. The DofE award scheme has helped many pupils to act decisively when faced with physical or mental challenges.
- 3.16 Throughout the school community, pupils demonstrate a strong sense of spiritual awareness. They express their appreciation of non-material aspects of life in music, art, dance and drama. Their art work is displayed effectively around the school for everyone to enjoy and reflect upon. Pupils enjoy the strong sense of fulfilment gained from performance, whether it be through dance, drama or music. They explore their deeper emotions more fully in the creative arts when the meaning of words is exhausted. Older pupils value attendance at Sunday chapel as it provides an opportunity to enjoy quiet time for reflection. Pupils develop Christian values through singing and leading assemblies in chapel. Pupils in both the prep and senior school understand the importance of doing something they love and how listening to their choice of music can affect their feelings. They enjoy singing together and talk confidently about how music and singing can lift their mood. The playing of music in the foyer of the science block helps to create an atmosphere of calmness and reflection. Boarders appreciate the quiet spaces in their boarding houses where they can benefit from peaceful moments, and the communal areas where they can share fun times and friendship with their peers.

- 3.17 Pupils demonstrate excellent moral understanding and a keen sense of social development, collaboration and community. They have a strong understanding of right and wrong, and are kind and courteous. They work effectively with others in solving problems in order to achieve shared goals. Pupils take great pride in contributing to society by raising money for a number of charities based in the UK and overseas. They regularly collect food parcels and deliver them to the local food banks or visit the local Alzheimer's centre each week. They make an excellent contribution to the lives of others in the school and the wider community, and they take responsibility for their own behaviour. During the annual community action day, the entire school community goes out into Warminster to perform charitable acts such as cleaning the War Memorial, litter picking, painting fences and attending to flower beds. This community work has been well received by local residents. In November, every member of the CCF is involved in the Remembrance Day commemoration. Pupils develop a strong sense of duty and service through their involvement in these activities. Boarders spoke maturely on the benefits of maintaining harmony within their houses by keeping their bedrooms and common areas tidy and by treating each other with respect and kindness.
- 3.18 Pupils across the school demonstrate an excellent sense of responsibility as they carry out the various leadership roles made available to them, such as head boy or girl, prefects, peer mentors and school council representatives. For example, the school council has reduced the number of school rules and members have re-drafted them in their own words so that they are easier to understand. Sixth form members are currently discussing a proposal regarding school uniform. Boarding pupils work naturally and happily with each other because they recognise the importance of team-work through sport and the CCF. Older pupils show real care in helping to mentor younger ones by listening to their reading and in helping them to complete academic tasks. Younger pupils thoroughly enjoyed and learned a good deal from a demonstration given by older pupils of different gymnastic techniques in their PE lesson. Children in the EYFS show excellent sharing skills as they work with others in the outdoor play area.
- 3.19 Most parents feel that school treats their children fairly, regardless of their faith, gender or needs, with a similar proportion of parents and pupils indicating that the school actively promotes values of democracy, respect and tolerance of other people. Pupils gain a further insight into cultural differences across a wide variety of disciplines including modern foreign languages, the humanities, and creative arts. For example, pupils in drama showed empathy by role-playing as the child witness in the Lynching of Ruben and Stacey. Here, pupils learned about the complexities of deciding whether a particular action is right or wrong and that the distinction is not always easily defined.
- 3.20 Pupils learn about other cultures and the diversity of societies in subjects across the curriculum, as well as from the different cultures represented among the school population. They regularly celebrate the festivals of Diwali and the Chinese New Year. When new boarders arrive from overseas their classmates learn phrases in the new arrival's own language so that he or she feels more welcome and part of the school. Pupils have a thoughtful and perceptive awareness of British society and the role of the democratic process, public institutions and services, and they can relate these to the value systems of other nations. This understanding is supported by the school's extensive programme of overseas trips, which are designed to foster respect and tolerance of others, value for diversity and appreciation of different cultures. Most pupils are highly respectful of diversity within the community and are prepared to have open discussions about religion, ethnicity, gender and disability. Individuals from diverse backgrounds say they feel valued and fully included in their boarding houses, lessons and activities. However, during the inspection there were some isolated examples of pupils using derogatory language towards others around the school site, and during one interview with inspectors some homophobic language was used. In the pupil pre-inspection questionnaires, a small minority of pupils felt that not all are treated equally in the school.

3.21 Pupils' knowledge of how to stay healthy and safe is excellent. Governors and senior leaders place a high priority on helping them to stay safe and ensure that all staff are suitably trained in safeguarding procedures. Pupils understand the importance of staying safe physically, mentally and online, and almost all those responding to the questionnaire, said they knew how to stay safe when online. In computer science, all Year 9 pupils study a computer misuse topic which encompasses e-safety, law and ethics, and demonstrate competence in these regards. Pupils have a clear understanding of the importance of physical and mental health. They pursue both in equal measure, participating with enthusiasm in the varied programme of sporting activities and making use of the school's extensive sporting facilities, which include a new physical conditioning suite. Discussion in lessons supports pupils in learning to eat healthily. In GCSE Spanish, pupils demonstrated a good understanding of common ailments and healthy lifestyle, as was observed in their oral and written work. The pupils' school council decided that salt should be removed from school meals in a bid to promote health over personal preference. Younger pupils enjoy physical literacy lessons which encourage them to be active, stay healthy and eat well, and they purposefully act on this advice.

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 David Scott	Reporting inspector
Mr Chris Carlier	Compliance team inspector (Headmaster, IAPS school)
Mr John Aguilar	Team inspector for boarding (Former principal, SofH school)
Mr David Collins	Team inspector for boarding (Deputy head, IAPS school)
Mr Graham Bone	Team inspector (Deputy head, HMC school)
Ms Samantha Sawyer	Team inspector (Headmistress, IAPS school)
Mr Alun Watkins	Team inspector (Headmaster, HMC school)