



ISI Independent
Schools
Inspectorate

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

Caterham School

May 2019



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School's Details

School	Caterham School			
DfE number	936/6538			
Registered charity number	1109508			
Address	Caterham School Harestone Valley Road Caterham Surrey CR3 6YA			
Telephone number	01883 343028			
Email address	enquiries@caterhamschool.co.uk			
Headteacher	Mr Ceri Jones			
Chair of trustees	Mr Ed Smith			
Age range	11 to 18			
Number of pupils on roll	942			
	Boys	507	Girls	435
	Day pupils	784	Boarders	158
	Seniors	638	Sixth Form	304
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 Caterham is an independent day and boarding school for boys and girls aged between 11 and 18 years. It opened in 1811 as a boarding school for the sons of Congregationalist ministers. It admitted day pupils from 1890 and broadened its intake. It has been fully co-educational since 1995. The school was an associate member of United Learning until December 2017 when the trustees bought back the freehold of the site. The school is governed by a body of trustees.
- 1.2 Since the previous inspection, the school has introduced a well-being programme, re-structured its management team and developed a digital innovation centre.
- 1.3 The school combines a year-based pastoral system with vertical houses. There are three boarding houses, one for girls, one for boys in Years 9 to 10 and one for boys in Years 11 to 13.

What the school seeks to do

- 1.4 Caterham School aims to be one of the leading co-educational schools in the country. It states its commitment to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting excellence. The school believes in providing an education for life for all Caterhamians and seeks to ensure that the learning experience at the school blends the best of tradition with the exciting opportunities provided by new technology.

About the pupils

- 1.5 The majority of pupils come from professional families, usually employed in central London or the southern part of Greater London. Nationally standardised test data provided by the school indicate that the ability of pupils is above average. The school identifies 97 pupils as having special educational needs and/or disabilities (SEND), the majority diagnosed with dyslexia or processing difficulties, several with autistic spectrum disorder. 22 pupils receive additional support and there are none with educational, health or care plans. English is an additional language (EAL) for 138 pupils of whom 55 receive additional support. The school identifies 247 pupils as gifted and talented, providing a specific extension programme 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. 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 well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been well 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 standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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 and the school's arrangements for guardianship are suitably managed.

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.

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 standards 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 standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.19 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 standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

- Pupils display an excellent attitude to their work and are fully engaged and purposeful in all they do in school.
- Pupils demonstrate a very high order of subject knowledge and understanding, working both independently and collaboratively.
- Pupils are very effective and confident communicators both in formal lessons and around the school.
- Pupils enjoy and benefit hugely, from the outstanding co-curricular programme organised by the school, leading to significant achievement, as individuals and as groups.
- Pupils display strong information and communication technology (ICT) skills and engage fully with the excellent provision for ICT.

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

- Pupils make a significant and valuable contribution to the wider community both locally and beyond.
- Pupils take considerable responsibility for each other with older pupils acting as valued mentors to younger ones and organising activities within the school.
- Pupils display genuine and significant respect for other beliefs and cultures and see themselves as part of one inclusive community.
- Pupils thrive in an environment that is very safe and supportive, which promotes positive attitudes towards a healthy lifestyle, both in physical and emotional terms.
- Pupils engage fully and successfully in the life of the school, participating in a range of committees and taking responsibility for their personal development.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Ensuring that all teaching and learning reflects fully the aims of the school and strives to match the best practice seen, so that pupils are always challenged to be their best.

The quality of pupils' academic and other achievements

3.4 The quality of pupils' academic and other achievements is excellent.

3.5 The school meets its aim of challenging pupils to be the best they can, inside and outside the classroom. However, there is scope for further progress in the delivery of some lessons and in ensuring that all assessment provides effective information for pupils. The school meets its aim through largely dynamic and very focused teaching which enables pupils to reach their full potential but again, in a small minority of lessons seen, this was not the case. At both GCSE and A level, pupils achieve well above the national average for maintained schools and above the average for maintained selective schools. At both stages, they make excellent progress in relation to the average for pupils of similar abilities. There is no statistically significant difference in the achievements of pupils with special educational needs and/or disabilities (SEND) relative to other pupils. The most able pupils achieve beyond their expectations at both GCSE and A level. In both groups, this reflects the strong programme of support and challenge, provided by teaching and a consequence of the school's leadership. Girls have outperformed boys at GCSE in terms of value-added data, but the reverse has been true at A

level. Boarders have performed more strongly than other pupils at both GCSE and A level, reflecting their positive experience of boarding at the school, which they were keen to describe to inspectors. Pupils achieve this success because the school has put in place a very effective system to monitor pupils' progress, which helps pupils to decide targets. A large majority of leavers from Year 13 last year gained places at their first choice of university, many of which have high standards of entry.

- 3.6 Pupils demonstrate an excellent level of knowledge, skills and understanding in all areas of their learning. They have a strong grasp of concepts and are confident in discussing these in lessons and developing their ideas in written form. This was seen in a GCSE geography lesson where there was a high level of questioning and response on tectonic processes, guided by some expert teaching. Pupils benefit considerably from their excellent relationships with staff. This promotes confidence in the pupils and in turn leads them on to experiment with new ideas without fear of being wrong. They thrive in a climate where the philosophy is that mistakes are an opportunity to learn. In a psychology lesson in Year 12, pupils were comfortable in engaging in discussion and experimenting with their ideas. Pupils approach new work confidently, as seen in a modern foreign languages class in Year 7 where they quickly learnt the methods for telling the time. A high level of knowledge was seen across the subjects, such as in a GCSE history lesson on the Cold War where pupils confidently made excellent links with prior work and then applied these effectively in the challenging written task. Pupils were effective in demonstrating their understanding in an A-level physics lesson where they delivered short, snappy presentations on subjects of their own choice. Strong progress in learning was evident in the work scrutiny of all years and in individual lessons, such as an English class in Year 7 where pupils rapidly acquired an understanding of terminology relating to the five senses. However, this progress and achievement is not the case in all lessons with a few being rather slow in pace and not challenging enough. Similarly, whilst in most subjects, pupils benefit from valuable, formative marking and assessment, in a small minority of subjects, the marking is inconsistent and limited so that pupils cannot identify weaknesses and make progress. Pupils' use of technology in their learning is widespread and effective, reflecting the school's investment in new learning. Pupils display a high level of commitment and achievement in their sport. The quality of their creative and aesthetic work is outstanding, as heard in the very high level of musicianship in rehearsals and seen in the variety of accomplished artwork on display throughout the school. The creativity of the pupils is supported by the excellent facilities and resources provided by the leadership and management of the school.

- 3.7 Pupils have excellent levels of literacy and communicate powerfully both orally and in their written work. They are confident and articulate in formal and informal situations and across all subjects. They always communicate respectfully to their peers. In many lessons, the pupils work effectively in small groups sharing ideas. Pupils were fully engaged in a sports lesson and communicated effectively with each other, giving and receiving instructions and support. In some lessons, pupils demonstrate their communication skills by questioning and challenging ideas, but in others, they are more passive but still listen and take useful notes. Pupils display excellent linguistic skills across the subjects, seen in a Latin group in Year 12 where pupils were using highly sophisticated terminology in analysing a poetry text. Those pupils with English as an additional language (EAL) show strong linguistic skills, as seen in an economics lesson in Year 12, where they confidently used complex technical language in discussion. Pupils develop their oral communication skills through the wide range of activities offered in the co-curricular programme, such as the 'Think' club, as well as in more informal situations, such as an activity for boarders where they can discuss openly any concerns they have. This latter opportunity is much appreciated by the boarders and reflects the excellent approach of the boarding staff.
- 3.8 Pupils display very effective numeracy skills and successfully apply this excellent mathematical understanding to other subjects, as seen in the work scrutiny of all years. Pupils are confident in using their mathematics, in subjects such as business studies, economics, geography and science. These strong skills were seen in A level PE projects, where pupils used their knowledge to analyse data and produce informative graphs. A chemistry group in Year 12 confidently referred to logarithmic scale to describe the changes in pH of an acid as a base was added. Senior pupils said that they benefit enormously from the opportunities to support younger pupils with their mathematical work, as the act of explaining concepts enhances their own understanding. This is just one element of the encouragement given by the school's leadership to providing support for learning: others include mathematics clinics for all years and specific lessons for A-level scientists not taking mathematics as a subject. Pupils value this support and feel it has improved their understanding.

- 3.9 Pupils make very good use of the excellent structure of ICT available to them in the school and develop a high level of competence across the subjects as a result. A majority of pupils, now take computer science as a GCSE subject, enhancing their skills. Pupils said that they find working with the tablets provided by the school a useful source of support for their learning and this was seen in a Latin lesson in Year 7, where pupils were using their tablets confidently to complete the task. Pupils also expressed an appreciation for the learning platforms available in school because they enable them to keep in contact with their teachers easily and help their progress. Pupils with SEND and those with EAL especially make constant use of ICT in their work, aiding their understanding significantly. Pupils use ICT in different ways with noted success. An English group in Year 9, for example, used multi-media techniques to enhance their study of *The Tempest*. Pupils also make effective use of co-curricular activities such as a junior coding club and the excellent opportunities in the innovation centre, where they were making a range of projects including programmable robots. Pupils participate in a number of national projects to develop and display their technological skills. This level of involvement and achievement is the consequence of the considerable investment of time and resources by the leadership of the school, supported by the trustees. Their efforts have received recognition in the receipt of a national award for excellent use of technology.
- 3.10 Pupils demonstrate study skills of a very high order and are very confident in their work. They display strong evidence of independent learning, seen in the range of research projects undertaken by pupils of all ages. Some pupils commented how much they have benefited from the advice they have received in time management with their work. Boarders also expressed real appreciation for the excellent work habits they have been encouraged to adopt at the school. Pupils apply their prior knowledge and understanding to new situations effectively and reach perceptive conclusions. In an A-level psychology lesson, pupils recalled previous work on 'schemas' in discussion and then moved on successfully to develop their own hypotheses on how these could both help and hinder individuals in their lives. In a GCSE modern foreign languages lesson, pupils confidently used skills of synthesis in categorising words and concepts on daily routines around the house. In two classics groups, pupils demonstrated exceptional ability in analysing texts and reaching conclusions of the highest order.
- 3.11 Pupils achieve considerable success in a wide range of activities and benefit significantly from the remarkably strong co-curricular programme. There are many clubs on offer in the school, many of which are led by pupils and the participation in these is high, which in turn broadens pupils' personal development. This level of pupils' involvement is monitored by regular audits of the programme. The excellent quality of the activities is seen across the school. The chamber choir in rehearsal were singing two demanding choral pieces unaccompanied and displayed not just a very high technical skill but also a strong emotional response to the music. Video footage demonstrates the high quality of drama productions. There is a considerable range of sporting activities, involving both individual and team participation and the high level of pupils' achievement is evident. There are 17 competitive sports on offer and a large majority of pupils have represented the school in this way. There are notable successes at both individual and team level, including national competitors in swimming, sailing, lacrosse and rugby as well as team success, such as in lacrosse, where the first team reached the semi-finals of a national competition. Large numbers of pupils take part in the Combined Cadet Force (CCF) and benefit from the opportunity to learn a wide range of new skills that this offers. The Duke of Edinburgh's Award (DoE) scheme is also popular, and pupils gain awards at all three levels: 100 pupils are currently engaged in the silver and gold awards. Individuals have gained awards in a variety of co-curricular areas, such as best delegate at the Model United Nations assembly, best speaker in the English Speaking Union finals and 24 gold medal winners in the national senior maths challenge competition. This excellent provision stems from the leadership's strong belief in educating the whole person, and pupils express their appreciation of these opportunities, the boarders particularly valuing the activities.
- 3.12 For the most part, pupils demonstrate a very positive attitude to their work, encouraged by the largely committed and purposeful teaching, though in a very small minority of lessons, this was less apparent. They are strong independent learners, but they also engage effectively in collaborative tasks with

great success, both in the classroom and in their extra-curricular activities. The atmosphere in lessons is excellent with pupils showing a serious level of focus on the task in hand, and this was seen across the subjects and years. Pupils undertake independent research projects, not just in the sixth form but also lower down the school, and this reflects their own initiative and the encouragement offered by the school in promoting this aspect of learning. The school has created a common, focused atmosphere that enables pupils to feel safe and comfortable with their learning, so that even when they do not immediately understand and need clarification, they know they will be helped without judgement. Opportunities such as the digital innovation project enable pupils to develop their own ideas and show initiative in their learning. An example was a project of the Da Vinci society with a team of pupils designing and building an excellent arcade machine from the 1980s. Pupils of all ages express significant appreciation for the study buddy scheme where senior pupils work with younger ones, saying how much it has helped their confidence, not just in their work but also in their personal development.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are self-confident and display a very calm and purposeful approach to their learning and to all the many activities with which they engage. They are very aware of their strengths and weaknesses and show a high level of resilience in tackling the challenges of learning. They are supported in this respect by the school emphasising that it does not matter if they fail or make mistakes, as long as they try their best, so that consequently their self-confidence grows. One senior pupil described how she had arrived at school as a shy individual lacking confidence and self-belief but seven years on she felt fully prepared for the next stage and she certainly came across as a confident and articulate young woman in interview. Boarders appreciated how the houses encourage them to be independent and resilient and felt that these qualities help them in their work also. Pupils are encouraged to assess their own progress, through departmental surveys and the reporting system which includes self-reflection. Behind this excellent level of self-understanding lies the school's well-being programme, promoted by the leadership team and endorsed by the trustees as a core element of the school's vision and ethos.
- 3.15 Pupils appreciate the importance of making decisions for their future and taking responsibility for their education. They show this in many of their lessons where they are challenged to think for themselves and make choices in their work, as seen in a lesson on creative writing in Year 7, where they were given an opening sentence and then had to choose how the story would develop from this point. Pupils in Year 9 spoke of their awareness of how decisions they take online can affect them and other people. Pupils feel able to make decisions for their future and appreciate the support provided by the school, commending the careers' programme established by the school. They feel they receive good impartial advice and, consequently, some individuals are taking the decision to move on into apprenticeships and careers rather than going to university. Boarders appreciate the way that the staff encourage them to make their own decisions in the houses, in regard to their use of time and their programme of activities. There is an open culture in the school, promoted by the leadership, which encourages and enables pupils to take decisions in their daily lives.
- 3.16 Pupils understand the need to take time to reflect on their day. They have a strong appreciation of those non-material elements in their lives and they recognise that at times they need to step back and think about what they are doing. Pupils are able to benefit from the religious and other philosophical groups within the school but also can explore their own individual ideas and needs. Events, such as a 'Beliefs Week', help to make pupils aware of different creeds and create an open atmosphere. Pupils in interview spoke of the various areas where they could go and sit quietly, such as the excellent library or the health centre and the benefits of activities such as 'Art Escape' and mindfulness sessions, giving them a valuable opportunity to reflect and think of themselves.

- 3.17 Pupils have a very strong moral code and accept that their behaviour will affect others. They respect the need for systems of rules and restrictions. They can explain how the moral codes of their society guide lives in Britain. Some pupils said how their groups have designed class rules to develop their sense of how rules should direct their behaviour. When receiving a sanction, pupils are encouraged by the school to think about their actions and understand how they should improve their behaviour, thus developing this sense of a moral code. Pupils move around the busy school in an orderly and sensible manner, aware of the needs of others. In all this, they are guided effectively by the outstanding well-being programme in the school which has become an inherent part of the ethos.
- 3.18 Pupils are very successful in working together, both inside the classroom and in their activities. This strong collaboration can be seen in the house system and in the manner in which pupils view the school as one inclusive community, again promoted by the well-being programme. Pupils demonstrate excellent skills of problem-solving and teamwork in lessons and in co-curricular clubs and societies. This was evidenced in a physical education (PE) lesson on throwing and fielding where they showed strong teamwork with high levels of engagement as well as the physical outcome. They worked together, supported each other and made excellent progress. In a history lesson, pupils made excellent progress in small groups investigating and collaborating on a research project. Pupils identified teamwork, cooperation, and shared roles as the key criteria for successful project work in their team, referring to the team challenges they had enjoyed in Years 7 and 9 and which had developed their appreciation of working together to achieve success.
- 3.19 Pupils are fully aware of their responsibilities towards others and are very serious in the way they support the local, national and international communities. The school is involved in partnerships with 15 other schools and the pupils support these very positively: a group of sixth formers ran drama groups for local primary children, resulting in a termly production for their parents. Pupils are enthusiastic in their contributions to charities and work hard to raise considerable amounts of money for their chosen organisations. One group had won a national competition for the most innovative product to raise money, by designing and producing a stand for mobile phones. Boarders and day pupils by their own admission integrate successfully and work together as a community. Pupils are actively engaged in sustainability and environmental issues which has developed awareness of the local community and wider society. Pupils have engaged with discussions on locally sourced foods, cutting back on waste and recycling. There is an active Green Committee that has started to engage the wider school community in local and global issues. As a result, they contribute positively to the lives of others, encouraged and enabled by the strong direction given to this element of school by the leadership team.
- 3.20 Pupils show a genuine respect towards others and are very tolerant in their attitudes; they state in interviews that they get on with each other very well. Pupils from the boarding houses give talks to the rest of the school about their own cultures, and they have engaged positively in displays and events promoting diversity. Boarders also enjoy and value the opportunity to engage in open discussions in the houses, so they can air any concerns and gain a resolution, a very sensible idea promoted by the boarding staff. The curriculum also supports the concept of diversity so that pupils can learn and develop their attitudes towards each other. For example, an English group in Year 8 was working on feminism in poetry and developing some perceptive ideas on the subject. Pupils benefit from what they describe as the very open atmosphere in the school, which encourages individuals to feel secure and safe in themselves. This has become a central characteristic of the school, key to the core vision of the leadership and trustees and this has created a very tolerant and supportive community.
- 3.21 Pupils know the value of leading healthy lives and appreciate fully the importance of having robust physical and emotional health. They participate fully in the wide range of sporting activities on offer, enhancing their physical health. The school devotes regular time to educating pupils on the need to eat well and be healthy. The well-being programme is at the centre of the school's approach and teaches pupils to be safe and to take care of themselves at every level. This has become a key part of

the excellent pastoral structure and is imbued in the school's innate culture. Ideas such as the well-being dogs are an interesting and thoughtful addition to the school's provision and pupils indicate their appreciation of the care the school has for them. This outstanding pastoral provision creates a healthy environment in which pupils can develop as individuals and are in a strong position to achieve their best.

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 form meetings and assemblies. 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 Gareth Price	Reporting Inspector
Mr John Hunt	Compliance team inspector (Director of staff, HMC school)
Mr Matthew Pitteway	Team inspector for boarding (Director of boarding, HMC school)
Mr Daniel Cross	Team inspector (Deputy head, HMC school)
Dr Tracy Johnson	Team inspector (Head, GSA school)
Miss Francesca May	Team inspector (Director of studies, HMC school)
Mr Toby Mullins	Team inspector (Principal, Society of Heads school)
Dr Michael Ransome	Team inspector (Assistant head, HMC school)