



ISI Independent
Schools
Inspectorate

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

Embley

October 2022

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School's Details

School	Embley			
DfE number	850/6035			
Registered charity number	1016538			
Address	Embley Embley Park Romsey Hampshire SO51 6ZE			
Telephone number	01794 512206			
Email address	info@embley.org.uk			
Headmaster	Mr Cliff Canning			
Chair of governors	Professor Tom Thomas			
Age range	2 to 18			
Number of pupils on roll	639			
	Day pupils	579	Boarders	60
	EYFS	32	Prep school	131
	Senior school	407	Sixth Form	69
Inspection dates	11 to 13 October 2022			

1. Background Information

About the school

- 1.1 Embley is an independent co-educational day and boarding school, founded in 1946. In 2005, following a merger with the Atherley School, it became part of United Learning, whose trustees hold the responsibility for its governance, supported by a local advisory board.
- 1.2 The school comprises the nursery, which includes the Early Years Foundation Stage (EYFS), prep school, senior school and sixth form. There is one boarding house for pupils aged 11 years or above. Since the previous inspection, the school appointed several new senior and middle leaders.

What the school seeks to do

- 1.3 The school aims to create an environment in which all work collaboratively to encourage academic ambition, belief in oneself and compassion for others, and where all are valued as individuals; one which provides the opportunity for participation in a rich and diverse co-curricular programme and which is underpinned by a culture of respect for oneself and others.

About the pupils

- 1.4 Pupils come from families with predominantly professional backgrounds. Boarders come from overseas and the United Kingdom. Nationally standardised test data provided by the school indicate that the ability of junior and senior pupils is above average, and that of sixth form pupils broadly average, compared to those taking the same tests nationally. The school has identified 156 pupils as having special educational needs and/or disabilities (SEND), which include a wide variety of individual needs. Forty-five of these pupils receive additional support. Seven pupils have an education, health and care (EHC) plan. Thirty-nine pupils speak English as an additional language (EAL), 12 of whom receive support for their English. Data used by the school identify 70 pupils as the most able in the school's population. The curriculum is modified for them and for other pupils with special talents in art, sport, music and drama.

2. Regulatory Compliance Inspection

Preface

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

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

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 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.6 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.11 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.

- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

- 2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.21 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they

actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils have well-developed communication skills.
- Pupils are extremely numerate and transfer their skills across the curriculum with ease.
- Pupils display excellent information and communication technology (ICT) skills, employing these effectively to promote their learning.
- Pupils achieve highly in a range of academic and other areas, such as sport, music and drama.

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

- Pupils have a high level of self-understanding.
- Pupils exhibit a well-developed spiritual appreciation of the non-materialistic aspects of life.
- Pupils display excellent respect for, and understanding of, cultural diversity in line with the school's aims.
- Pupils have excellent knowledge of staying safe and keeping healthy.

Recommendation

3.3 The school is advised to make the following improvement.

- Strengthen pupils' capacity to make effective decisions on behalf of others, including through the school council.

The quality of the pupils' academic and other achievements

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

3.5 The achievement of pupils, including boarders and those with SEND or EAL, is excellent. Pupils' attainment at A level in 2022 was very good, with over two-fifths of results graded A* or A. This level of achievement mirrors the centre- and teacher-assessed results in 2020 and 2021 when over half of results were achieved at A* or A. As a consequence, many pupils gain places at their first choice of university, often with highly selective entry requirements. Pupils' performance at GCSE reflects a similar picture. In 2022 almost half of results were graded 9 to 7. In 2020 and 2021 in the centre and teacher-assessed assessments, over half of results were graded at 9 to 7. Data show that almost all pupils attain higher examination grades than expected for their ability. The quality of more able pupils' work and their achievement in the extended project qualification (EPQ) further reinforce this. EYFS

children achieve well, reaching age related expectations by the end of Reception. Those prep pupils who are below the level of working expected for their age on entry make rapid progress and are prepared well for the next stage of their education. Most parents who responded to the pre-inspection questionnaire, agreed that teaching enables their child to make progress and that their needs are met effectively. In boarding, all parents who responded said that boarding has helped their child's progress.

- 3.6 Pupils' knowledge, skills and understanding across the curriculum are outstanding, strongly supported by dynamic teaching which incorporates well-structured and carefully paced lessons to foster pupils' curiosity. In the questionnaire, most pupils stated that their teachers know their subjects well. Inspection evidence supports this view. As a consequence, pupils develop excellent understanding in their subjects. From an early age there is a strong culture of refined creative writing with flair, as in Year 6 English pupils' work on 'quest narratives'. Here pupils were able to skilfully use a range of ambitious vocabulary to enliven their narrative, as evident in, 'In the dead of the night'. Pupils apply relevant skills confidently, making rapid progress. In Year 8 coding, pupils successfully used new knowledge of programming to create basic code and demonstrated a high level of understanding by extending the task creatively. The quality and variety of pupils' work in art is outstanding, as in Year 12 project work on different surfaces. Pupils' use of a range of techniques and materials such as textiles and photographs, alongside in depth explanatory written research, using the natural habitat around the school, gives their work a spiritually uplifting dimension.
- 3.7 Pupils are excellent communicators. They converse confidently with each other and with their teachers. Pupils are patient and shrewd listeners, drawing on each other's ideas and opinions to engage in meaningful dialogue. For example, in a sixth-form business studies lesson, pupils displayed high level speaking and listening skills when discussing ethical and unethical business practices. In meetings, senior pupils explained how their ability to speak to larger audiences has developed through public speaking competitions for all pupils as part of their English curriculum. In an assembly celebrating Black History Month, Year 10 pupils spoke with aplomb and depth of meaning about their favourite black heroes. Pupils are strongly encouraged to read from an early age, with the top twenty-five books to read as part of the curriculum and for pleasure published on the school website and promoted in displays in school. Pupils' ability to argue cogently and handle complex ideas is reflected clearly in EPQ projects which demonstrate extensive research and referencing, resulting in outstanding written work.
- 3.8 Many pupils are very able mathematicians. There is a highly successful pupil led asset management group, trading on the London Stock Exchange, where all profits go towards funding bursaries to enable pupils to attend the school. Numeracy skills are developed from an early age with senior pupils acting as mentors to support younger pupils in the prep. Pupils use numeracy skills with ease in many subjects because mathematics is embedded across the curriculum. Pupils enjoy the challenge of preparing for national UK Maths Challenges and Olympiads. In meetings, pupils explained how they develop their mathematical skills through applying them in different subjects. For instance, in Year 11 chemistry, pupils demonstrated excellent application of numeracy to accurately solve thermodynamic problems. In Year 12 economics, pupils showed ease in handling calculations and graph work when using data about prices and quantity focused on inelastic food. Mathematics support sessions, Maths Challenge training and science, technology, engineering and mathematics (STEM) workshops further reinforce pupils' understanding of the importance of numeracy within and outside the curriculum.
- 3.9 Pupils are outstanding users of information and communication technology (ICT) in all disciplines and use their devices skilfully to navigate and cross reference in class, enabling rapid progress in their learning. This was demonstrated clearly in a Year 10 citizenship lesson focused on tackling discrimination in society, where pupils reported back their findings to the class. Pupils say that they particularly appreciate the use of technology to provide extension tasks across all subjects. They know where to look if they want to extend their learning and are encouraged to do so. The period of lockdown was seamless in terms of securing pupils' learning remotely. Pupils say that they value highly

the support of the school during this difficult period. The Leaders' and governors' commitment to a digital strategy and prudent investment in the development of ICT as an invaluable resource for pupils' learning has been central to pupils' success in this area.

- 3.10 Pupils demonstrate high levels of study skills. In the questionnaire, the vast majority of parents were supportive of the range of subjects offered. Individual project assignments in EPQ, art and design and technology show pupils' ability to draw on a wide range of sources. There are many excellent examples of pupils' sophisticated study skills for their age across multiple year groups. For example, in Year 13 psychology all pupils were able to successfully link ideas about cognitive error, cognitive schema and cognitive triad to gain a strong insight into cognitive behavioural therapy and rational emotive behaviour therapy treatments. In a religious studies (RS) lesson Year 4 pupils demonstrated the ability to analyse different events in a 'card narrative' given to them as a starter. They were also able to hypothesise when considering the difference between fact, belief and opinion. Pupils showed their understanding of theory as opposed to empirical evidence, stating beliefs such as 'every person has a good and bad side'. Scholars display a particular interest in researching beyond the curriculum using online extension tasks. They make the most of academic workshops which require them to research and create their own projects for presentation to others.
- 3.11 Pupils' co-curricular achievements are excellent, with representation at local, regional and national level. In sport pupils enjoy both team and individual success, underpinned by appropriate facilities and coaching resources. As well as high achievement in rugby and hockey, pupils recently won the Silver Fleet in sailing and qualified for the Gold Fleet at the national finals. In music and drama, pupils achieve highly in LAMDA examinations, and represent the school in the Hampshire Flute Choir, the Hampshire Youth Orchestra, Winchester Cathedral Choristers and the cast of a west end show. Prep pupils enjoy success from an early age with regional and national representation in cricket, trampolining and swimming. In line with the school's aims, pupils of all ages successfully participate in the school's extensive co-curricular programme, developing resilience and confidence as they gain new skills. This enables them to achieve at high levels in a range of pursuits such as gaining first prize at the national Teen Tech Awards, winning the Junior Heads National Story writing competition and completing The Duke of Edinburgh's Award Scheme (DofE) at gold level.
- 3.12 Pupils display excellent attitudes to learning. They are focussed and quietly enthusiastic without ever losing sight of the inherent school values, centred on collaboration and compassion towards others. Pupils develop their skills from a very early age. For instance, EYFS children demonstrated excellent ability to compromise when facing disagreement about a course of action in physical education (PE). Year 6 pupils engaged in a problem-solving activity in mathematics, working together effectively to achieve their best in the time allotted. Pupils from Years 7 to 9 in pottery club displayed great enjoyment and leadership when making pots. Each pupil chose the style of their pot, carefully researching on their device before proceeding. Scholars speak positively about researching for their own technology, entertainment and design (TED) talks, which involves finding what they feel strongly about by asking themselves questions such as the impact on society when politicians lie. Pupils' positive attitude towards their learning is a key feature in their success.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils know themselves well and understand the importance of self-discipline and resilience. Pupils' self-understanding develops as they progress through each stage of their schooling, nurtured by highly effective pastoral and welfare support, and caring relationships. Senior pupils set themselves realistic targets in their learning journal which serve to motivate and enable them to gain a deep understanding of their progress. In meetings, boarders expressed a growth in confidence and self-organisation as they reflected back on their start in boarding. This is because the school values and celebrates pupils as individuals. Pupils explained how they use constructive teacher feedback to enable them to be

positive and develop an attitude of 'We can be better at this'. For example, in their English books, Year 3 pupils with SEND were able to identify clearly their next steps in learning by accurately assessing their understanding and where to improve. Pupils gain self-understanding and develop resilience through the many co-curricular opportunities, especially in drama, music and sport. These further support the school's holistic approach to pupils' education, successfully building well-rounded individuals.

- 3.15 Pupils show an excellent capacity to make informed decisions to help them develop their interests and aspirations. They learn from the early years onwards that decisions they make will have an impact on their future. In the EYFS, through careful teacher coaching and questioning, children successfully directed their own learning by choosing their own challenge. Participation in the combined cadet force (CCF) has enabled many pupils to develop their decision-making skills, such as in a reconnaissance task when the leader had to decide the safest path for the group to take. Although in the pupil questionnaire some felt that they did not receive helpful advice about careers, in meetings pupils spoke very positively about the support they had received. They said that the advice given by teachers helped them make the right decisions. Some senior pupils, however, expressed uncertainty regarding the effectiveness of decisions made through school council and their impact on school life. Pupils spoke with great enthusiasm about taking ownership following a decision made. This is highlighted by the challenge to complete a twenty-four hour 'dramathon' to raise money for charity, which resulted in a place as finalists in the Independent Schools of the Year Outstanding Fundraising Achievement category.
- 3.16 Pupils have a highly developed spiritual understanding of the non-materialistic aspects that enrich life. This is evident through the excellent artwork displayed and pupils' positive response to the many opportunities to enjoy the stimulating range of activities in the creative arts. Pupils of all ages show a genuine sense of awe when outside in the grounds. The opportunities for quiet reflection are many and pupils feel they benefit greatly from the natural, calm aesthetic beauty which surrounds them. Pupils have a highly developed respect for other faiths which is embedded throughout the school through its inclusivity. Pupils' understanding of others' spirituality is wide and varied. For example, in philosophy and religion club, pupils discuss topical world issues. Pupils bring other people's beliefs to life by creating Buddhist mala bracelets and mandalas, enabling them to greater understand others' faiths. Pupils speak confidently about their interests in Shintoism and the Thai water festival. Pupils display modesty and humbleness about their own attributes, reflecting an egalitarian and compassionate approach to life in keeping with the school's aims.
- 3.17 Pupils have a well-developed sense of right and wrong. They know that certain school rules are fundamental to achieving the school's aims and upholding its values. Pupils appreciate that rules are there for the benefit of themselves and others in the school community. In the questionnaire, some pupils did not think that pupils are kind and respect each other. Inspectors found that in meetings, lessons, in the boarding house and general interaction amongst pupils, kindness, respect and high standards of behaviour were much in evidence. From the youngest to the oldest, pupils' behaviour is anchored in the school charter which they can all recite: 'Ready, respectful and safe'. Pupils also exhibit strong ethical sensibilities. For instance, in a Year 11 philosophy and religion lesson, pupils reflected maturely and demonstrated excellent skills in probing how fairtrade works and whether it is morally successful. Pupils in global community club presented ethical and sustainability ratings for fashion companies and expressed a profound understanding of what they saw as ethical failings of fast fashion.
- 3.18 Pupils of different ages show highly developed levels of interaction and co-operation between themselves and their teachers. Pupils are very supportive of each other in their lessons and effectively work together with purpose. For example, in a Year 9 drama lesson, pupils collaborated naturally and with ease to produce a good performance. In creative club, prep pupils enthusiastically discussed and worked efficiently together to create colourful loom bands. Pupils are able to work collaboratively to achieve a common aim in the many successful sports teams, as part of the CCF, in the DofE, and many

drama productions. Pupils enjoy working with each other as a result of the structure of the house system which promotes healthy integration, and successfully brings pupils of all ages together. Some pupils in the questionnaire disagreed that the school listens and responds to their views. However, pupils who spoke to the inspectors acknowledged positive changes made in this regard.

- 3.19 Pupils display an excellent commitment to the contribution they make to others, the school and the community. This is because the school provides many opportunities for pupils to positively contribute to the lives of others. Pupils devote time and effort towards charity work and fundraising, as evidenced during the inspection, contributing food for the local food banks and visiting local care homes, where they provide a range of workshops for the residents. They also organise Christmas presents and 'bake offs' for the homeless, donate clothes for children in Ukraine, and organise coffee mornings to raise funds for Macmillan cancer. Pupils spoke with excitement about their involvement in voluntary work in next year's trip to Ghana and the opportunity to make a difference to people's lives. Through the work of the environmental committee pupils are able to focus on topical issues and gain a broader understanding. The CCF plays an active role in practising for Remembrance Sunday, with pupils excited about the impact this will have on their own lives. Pupils in Year 4 to 6 articulated that contributing to others' lives was fun, and that it 'makes you feel good to help other people in need'.
- 3.20 Throughout the school pupils are open, receptive and accepting of different cultures. Pupils show a tangible respect for each other. They recognise the school's ethos in creating a positive, encouraging and welcoming environment where all can develop and flourish as individuals. In a Year 7 personal, social, health and economic education (PSHE) lesson on personal identity, pupils maturely discussed tolerance and the value of diversity, clearly identifying factors that establish a pupil's identity. Pupils who volunteer as form representatives on the inclusion committee commented 'we are all individuals' and 'we are who we are', illustrating the school's inclusive and open culture. The collegiate environment helps enable pupils to become extremely well rounded in terms of cultural awareness and appreciation of others. Almost all parents who responded to the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance for other people. This was very clearly endorsed by all pupils spoken to, including boarders. Boarders warmly describe the boarding culture being like a family home. Boarding, with its multicultural diversity, is a catalyst for the respect that all pupils show towards each other.
- 3.21 Pupils have trust and confidence in staff and know who to approach to discuss any concerns. Pupils' understanding of their own health and wellbeing is excellent. They spoke clearly about the need to keep healthy in all respects, recognising this as key to being happy and successful. Pupils talked about the importance of the work-life balance for mental and physical health. Pupils who responded to the questionnaire and spoke to the inspectors said that the school is a safe place. Pupils keep safe and lead happy lives through effective PSHE and relationships and sex education (RSE) programmes which work alongside other support systems such as counselling, the medical centre, tutoring and boarding staff. Pupils of different ages have a mature and thorough understanding of measures to take to stay safe online. Despite some negative responses in the pupil questionnaire, many pupils, including boarders, spoke enthusiastically about food provided in school and the need to eat healthy options and maintain a balanced diet. Participation levels in sport and activities are high. PE provides a broad balance of sports that encourage physical, mental and social development which is valued by pupils.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr John Aguilar	Reporting inspector
Miss Jacqueline Zugg	Compliance team inspector (Deputy head, HMC school)
Ms Katherine Bainbridge	Team inspector (Deputy head, ISA school)
Mr Jack Champness	Team inspector (Deputy head, IAPS school)
Dr Jonathan Ewington	Team inspector (Assistant head, SofH school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)