



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

ROYAL MASONIC SCHOOL FOR GIRLS

SEPTEMBER 2017



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SCHOOL'S DETAILS

School	Royal Masonic School for Girls			
DfE number	919/6165			
Registered charity number	276784			
Address	Rickmansworth Park Chorleywood Road Rickmansworth Hertfordshire WD3 4HF			
Telephone number	01923 773168			
Email address	enquiries@royalmasonic.herts.sch.uk			
Head	Mr Kevin Carson			
Chair of governors	Mr John Gould			
Age range	2 to 18			
Number of pupils on roll	924			
	Boys	12	Girls	912
	Day pupils	840	Boarders	84
	EYFS	36	Pre-Preparatory and Preparatory department	228
	Seniors	490	Sixth Form	170
Inspection dates	19 to 21 September 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 The Royal Masonic School for Girls is an independent day and boarding school for girls aged 2 to 18 years and boys aged 2 to 4 years. It was founded in 1788 to educate the daughters of Freemasons. The School moved to Rickmansworth Park in 1934, and in 1978 became an independent school open to girls of all backgrounds. The school is a registered charity with a board of governors including trustees of the endowment trust and five sub-committees, each with a specific area of focus. The school comprises a pre-school for pupils aged 2 to 4, pre-preparatory and preparatory departments for pupils aged 5 to 11 and a senior school and sixth form for pupils aged 11 to 18. Full weekly and flexi-boarders from Year 4 to sixth form are accommodated in three houses, organised by age group. Since the last inspection the school has extended outdoor provision and ICT facilities for the pre-school. The preparatory and senior schools have continued to develop facilities including provision for mobile digital technology, the sixth form centre, health and fitness centre, artificial sports pitch and refurbishment of the learning resource centre. The current headmaster has been in post since January 2017.

What the school seeks to do

- 1.2 The school aims to provide a holistic, values-based education. It is committed to the well-being of pupils and staff, including promoting a healthy learning culture. It seeks to offer a broad curriculum which develops pupils' self-esteem, talents, encourages independence and inspires a love of learning. Further, it aims to provide individual pastoral support in a nurturing and supportive environment, where the atmosphere is collegiate rather than competitive. The school's broader aim is to produce young women who possess great self-belief and who take the values of the school with them so that they are well-placed to be outstanding citizens of the 21st century.

About the pupils

- 1.3 The school is socially and culturally inclusive, reflecting the catchment area. Pupils are of above average ability in the pre-preparatory, preparatory and senior school as indicated by standardised tests and of broadly average ability in the sixth form. The school has identified 109 pupils as having special educational needs (SEND) including dyslexia, dyspraxia, speech and language difficulties, all of whom receive additional specialist help. Five pupils have an educational, health and care (EHC) plan or a statement of special educational needs. The school has identified 105 pupils for whom English is an additional language (EAL) who receive additional support as appropriate and, if required, have a modified curriculum. Data used by the school have identified 99 pupils as being the most able in the school's population, and the curriculum is modified for them and for 47 other pupils because of their special talents in sports, music and drama.

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 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, [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 junior school, the school measures attainment using standardised tests in English and Mathematics. In the years 2014 to 2016, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 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 and the school's arrangements for guardianship are suitably managed.
- 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, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those 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, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Pre-School	Nursery

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all ages make excellent progress in relation to their ability.
 - Pupils exhibit excellent communication skills, debate with confidence and successfully collaborate in their learning and activities beyond the classroom.
 - Pupils demonstrate outstanding attitudes to learning throughout the school; they are enthusiastic, inquisitive, independent, show initiative and accept new challenges readily.
 - Many pupils achieve extremely high standards in the exceptionally broad programme of extra-curricular activity.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop excellent levels of self-belief and self-awareness enabling them to carry strong core values into the world beyond school.
 - Pupils develop strong leadership skills and make an excellent contribution to the school and local community.
 - Pupils show an exceptionally good understanding of respect and tolerance for other cultures and for those with different faiths or beliefs.
 - Pupils' behaviour is excellent and their awareness of the emotional welfare of others is strong.
 - Boarders show great independence and social awareness, supporting their excellent personal development.

Recommendation

- 3.3 In the context of the excellent outcomes, the school is advised to consider the following:
- Continue to embed the school's healthy learning culture to enable older pupils to balance the demands of curriculum change with their continued involvement in a range of activities.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve to a high standard in all subject areas and at all stages of the school. The following analysis uses the national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. Pupils in the preparatory department are not entered for national curriculum tests aged seven or eleven, but do take standardised tests in English and mathematics and results have been above average in relation to national age-related expectations. Results in GCSE and at A level have been above the national average for maintained schools. In 2017 pupils achieved 78% A* to B or equivalent grades 5 to 9 in entries for GCSE and 72% A* to B grades at A level. Throughout the school pupils' high levels of attainment are supported by excellent tracking and assessment systems and comprehensive individual support that allows increasing levels of independence.
- 3.6 Pupils of all ages and abilities from EYFS to sixth form, make significant progress from different starting points, achieving high levels of attainment regardless of ability. The youngest children in the pre-preparatory department make excellent progress against their Early Learning Goals, often exceeding age-related expectations. Pupils' strong progress is evident across the curriculum in the preparatory department and standardised data reveals excellent rates of progress in English. The excellent progress of pupils in the pre-preparatory and preparatory departments is supported by effective tracking that recognises each pupil's needs and teaching that incorporates aspirational targets. Inspection evidence from lesson observations, pupils' written work, subject interviews and standardised measures of progress indicate that pupils in the senior school make excellent progress to both GCSE and A-level across a broad curriculum and extra-curricular programme that seeks to provide opportunities for all pupils to discover and develop their skills and talents. The great majority of pupils obtain the A-level grades required for their first choice of university or course, many of which are highly selective. Teachers have strong and up to date subject knowledge supported by leadership and governance that generously supports training, sabbaticals and the acquisition of additional qualifications such as higher degrees.
- 3.7 The achievement of pupils with SEND and EAL is excellent in relation to their abilities. They make strong progress at all ages, helped by highly effective learning support, including the study skills programme that intervenes to support those identified as in danger of not fulfilling their potential. Pupils' study skills are enhanced by support through subject clinics, sixth form mentors, the 'my learning' scheme, as well as structured private study or prep sessions. In their responses to pre-inspection questionnaires almost all pupils and parents agreed that the school enables pupils to learn and make good progress. The school is highly successful in meeting its aims to help pupils to learn and achieve without undue pressure.
- 3.8 In the EYFS and pre-preparatory department, the younger children show well-developed communication skills. For example, in a Year 2 English lesson pupils read confidently with expression and understanding. Throughout the preparatory and senior schools pupils are articulate and confident in expressing their learning orally and in writing. Teaching encourages debate and a culture of discussion, mutual respect and the ability to listen. Pupils read widely, actively encouraged through guided reading sessions for younger pupils and the promotion of challenging texts for the older pupils. Pupils of all ages listen well and they ask questions to enhance their learning. In a debate, senior school pupils expressed their thoughts clearly and confidently when discussing the question of 'Are men superior to women?' Sixth form pupils were highly articulate in Extended Project Qualifications presentations on topics including 'Can Italy balance its budget?' and 'Is it possible for UK game shooting to be done in an ethical manner?'

- 3.9 Pupils develop excellent mathematical skills and they ably employ these skills in many areas of the curriculum. Year 3 pupils were able to use number lines to accurately estimate the size of jumps. Senior pupils, in geography and the sciences, used numerical skills effectively to analyse fieldwork data and the results of practical experiments and an A-level physics group had successfully calculated the force of gravity theoretically. High quality mathematics teaching provides opportunities for kinaesthetic learning supported by the effective use of assistants in the pre-preparatory and preparatory departments and, in the senior school, provides a strong foundation of numeracy skills that are well used across the curriculum.
- 3.10 Pupils' information and communication technology (ICT) skills are highly developed at all ages and support their good progress across many areas of the curriculum. EYFS children are able to experiment with coding with confidence in their own ICT room. In the preparatory department, Year 6 pupils used tablets highly effectively to explore the impact of camera angles when making a film. Pupils throughout the school are skilled in the use of tablets to complete work, research or access on-line text books. Sixth form pupils have highly developed ICT skills which they use adeptly to navigate online university courses. Notable examples were the use of an electronic program to allow pupils to access lesson resources in geography and the use of ICT as a research tool in the extended project qualification. Pupils' highly skilled use of ICT is underpinned by good curriculum planning throughout the school which enables the acquisition of strong basic skills.
- 3.11 Pupils' study skills are excellent. They are independent learners who can think for themselves, develop hypotheses and draw conclusions based on the synthesis of a wide range of sources. Pupils can marshal arguments swiftly in class and on paper and defend their views logically. In a Year 8 RS lesson pupils effectively synthesised a wide range of sources to draw informed conclusions about Jews' expectations of the Messiah. Pupils in the pre-preparatory and preparatory departments apply comprehension and reading skills extremely effectively to enable problem solving. In a Year 3 English lesson pupils demonstrated strong high order skills in transferring sentences from the first person to the third person. Throughout the school, pupils develop high level thinking skills stimulated by a challenging curriculum that is not constrained by the requirements of external specifications. Pupils' excellent progress in the pre-preparatory and preparatory departments is supported by effective marking. Marking is clear and informative with the use of 'two stars and a wish' to provide strategies for improvement. In questionnaire responses, a small minority of pupils in the senior school disagreed that marking helps them improve their work. Inspection evidence from the scrutiny of work showed some inconsistency in the quality of written feedback in the senior school but pupil interviews endorsed the value of the excellent individual oral feedback given by teachers that helped them to improve.
- 3.12 Pupils of all ages engage and achieve highly in an excellent range of extension activities to support the curriculum and in extra-curricular activities, day trips and overseas visits. Their achievements in sport, drama and music are recognised at local, national and international levels. Swimming teams achieve well at county and regional level. Gymnasts, cross-country runners and athletes have competed at national or international level. Pupils have many opportunities to present their artistic and musical achievements at national or local concerts and festivals. Pupils also enjoy high levels of success in competitions, such as for mathematics, science, history, English and technology, and music examinations. The school is highly successful in achieving its aim to offer a broad curriculum and extra-curricular provision to develop the skills and talents of each pupil and promote self-belief.
- 3.13 Pupils' attitudes to learning are excellent. They are eager to learn and support one another in all ways. Developing independence allows senior pupils to take control of their learning. Pupils relish challenge and work very effectively collaboratively as well as independently. At all levels, pupils respond to advice positively and are able to evaluate their learning effectively. Mistakes are seen as a way to improve and not a sign of weakness. Teaching promotes a growth mind-set from the early years to the sixth form resulting in developing confidence, self-belief and a love of learning.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school successfully meets its aim to produce young women who have great self-belief, are self-aware and take the values of the school with them so that they are well placed to be outstanding citizens. Pupils develop high levels of self-confidence and display excellent social skills in their interactions with each other and adults. Pupils are resilient and they accept and act on the school's principle of the four Rs (resilience, reflectiveness, resourcefulness and reciprocity). This is supported by the school's outstanding pastoral care that is evident from pre-school to sixth form and in boarding. Pupils' excellent personal development is enhanced by individual attention and a focus on their personal needs. Senior leaders and governors promote an environment which meets their pastoral and welfare needs effectively. Pupils are well-prepared for the next stage of their lives and speak highly of the well-crafted life skills programme. They feel that brain-book-buddy-boss systems strongly promote resilience and build their self-esteem. Preparatory school pupils comment that they are well prepared for their move to senior school. In their response to the questionnaire a small minority of pupils disagreed that they received good advice about choice of subject or career however inspection activities found no evidence to support this. In interviews, senior school pupils spoke highly of the advice given with respect to subject choices for GCSE and Sixth Form and future career aspirations. However, they expressed the need for further support to enable them to balance the demand of new subject specifications with their continued involvement in activities. A minority of boarders expressed concern in the questionnaires about the balance of free time and activities in the evenings and at weekends. In interviews, boarders stated that they were expected to make their own decisions with respect to their work in the evenings often choosing to continue beyond the allocated preparation times. A few felt that they should not be compelled to take part in some weekend activities but agreed that they were able to voice their views through the boarding council. The school is seeking to address the issue of balance between academic work and activities through the development of a 'healthy learning culture'. Responses to the parents' questionnaire overwhelmingly endorsed that the school promotes an environment which successfully supports their children's personal development and meets their pastoral and welfare needs effectively. Most pupils who board agree that these systems help them to become more confident and independent.
- 3.16 Pupils fully understand the consequences of their actions and this informs their well-developed decision-making skills. From the youngest upwards, pupils maturely take responsibility for their actions and appreciate that the level of challenge in many activities is a means to boost their self-confidence and sense of achievement. They appreciate that teamwork in sport, music and performing arts as well as during trips, visits and charity work reinforces the importance of considering the views of others in decision-making. During inspection interviews, preparatory school pupils appreciated the opportunity to make their own decisions about lunchtime activities and senior school pupils spoke of their control over decisions to attend subject clinics and to further their academic achievements.
- 3.17 Pupils have an excellent sense of the school's values which they say encourages them to think about spiritual matters. This is reinforced by the high visibility of the nominated value of the month in all parts of the school. Pupils respect their teachers and each other, show compassion, feel that they are strongly encouraged to develop their own opinions about moral issues and that their views are listened to. They are eager to gain awards and wear their badges with pride. Spiritual understanding is promoted through weekly chapel services and tutor periods including at weekends for boarders and by the prominence given to religious studies in the curriculum. Pupils are eager to learn of the underlying meaning and associated traditions for cultural celebrations. For example, during tutor time Year 10 pupils showed a clear understanding of Jewish festival traditions. Pupils acquire a highly developed awareness of the non-material aspects of life through activities such as focus days addressing themes such as 'The Great Outdoors - live to learn, learn to live' and are given numerous opportunities for reflection through their life skills course.

- 3.18 Pupils have a very good understanding of right and wrong and their behaviour is excellent. Pupils collaborate with each other and their teachers, extremely well. EYFS children understand simple class rules or boundaries and, throughout the school, codes of conduct are adhered to with a high degree of self-regulation. In their questionnaire responses, a small minority of boarders disagreed that they had good opportunities to express their views, opinions and concerns. Interview with boarders found no evidence to support this, who expressed that the creation of a pastoral role in the prefect leadership team together with drop in sessions in boarding houses and a boarders' council facilitated a number of mechanisms to discuss any concerns they may have. Sixth form pupils are excellent role models for younger girls in the boarding houses. From the earliest years teaching establishes clear expectations of the pupils' behaviour that are based upon mutual respect for each other and for adults.
- 3.19 Pupils respond very positively to opportunities to work with other year groups through the house system, debating and other competitions. They accept responsibility readily and develop strong leadership skills through initiatives such as the 'big sister' scheme, sports teams or in student led activities such as the production of the school magazine Machio. Pupils demonstrate a mature attitude towards democratic processes, such as voting for the annual school charity and working collaboratively to organise fund-raising events. Sixth form students readily take on prefect roles, keenly embracing the wide remit of the position, which includes welfare. Younger pupils enthusiastically accept positions of responsibility. Older pupils give up free periods willingly to support the youngest pupils in the EYFS. Pupils are highly socially aware and respond positively to the numerous opportunities to work collaboratively. Pupils develop a strong understanding of their environmental responsibilities through the outdoor learning curriculum provided and as a result of gaining eco-school status. Through opportunities, such as the school council, boarders' council and food committee, pupils develop a strong understanding of working together to solve problems and achieve common goals.
- 3.20 A highly developed respect of other faiths and beliefs is embedded throughout the school. In the EYFS children learn to embrace diversity as a part of everyday life through the provision of focus days that celebrate other languages and cultures. In the multi-cultural preparatory department and senior school religious and cultural festivals are actively celebrated in assemblies, form time and lessons. Boarders from a range of backgrounds live together in harmony in the three boarding houses and comment in interviews that the diversity of the community helps them to understand people from different cultural, linguistic and religious backgrounds. An overwhelming majority of parents and pupils who responded in the questionnaire agreed that the school actively promotes respect and tolerance for those with different faiths and beliefs.
- 3.21 Pupils understand how to stay safe including on-line and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. EYFS pupils develop a strong appreciation of the outdoor environment in their own outdoor classrooms with additional play space and a dedicated area for sports and games as well as access to a managed woodland environment. This fully meets the recommendation from the previous inspection to extend opportunities for exploration and freedom of movement through ready access to outdoor learning. Pupils' healthy lifestyles are supported by the provision of excellent sporting and recreational facilities. For example, preparatory department pupils cite that they look forward to their weekly activities in the swimming pool, sports hall or games field, which they know benefits their physical well-being. Senior school pupils develop excellent levels of fitness through participation in a wide range of games and activities including the school's unique 'drill' tradition. All pupils, including boarders develop strong awareness to eat healthily through the provision of the fresh and nutritious meals provided. Pupils' excellent personal development is promoted by a comprehensive emotional well-being programme delivered through the life-skills curriculum and form time and is well supported by having access to the school counsellor and independent listeners as well as 'big sisters'.

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 and chapel 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Roger Tapping	Reporting inspector
Mrs Yvette Dunne	Compliance team inspector (Former Bursar, HMC school)
Mr Richard Batchelor	Team inspector (Head, IAPS school)
Mrs Pat Clayfield	Team inspector (Head, Society of Heads school)
Mr David Fotheringham	Team inspector (Former deputy head, HMC school)
Mrs Deborah Leonard	Team inspector (Head, HMC school)
Mr Alistair McConville	Team inspector (Director of teaching and learning, HMC school)
Mrs Gillian Smith	Team inspector (Assistant head, IAPS school)
Mr Peter Last	Team inspector for boarding (Head, Society of Heads school)