



Regulatory Compliance and Educational Quality Inspection Reports For Schools with Residential Provision

Oswestry School

June 2021

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School's Details

School Oswestry School

DfE number 893/6011

Registered charity number 1079822

Address Oswestry School

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Oswestry
Shropshire
SY11 2TL

Telephone number 01691 655711

Email address headmaster@oswestryschool.org.uk **Headmaster** Mr Julian Noad

Chair of governors Mr Peter Wilcox-Jones

Age range 4 to 18

Number of pupils on roll 419

Day pupils 332 **Boarders** 87

EYFS 10 **Prep** 83

Seniors 245 **Sixth Form** 81

Inspection dates 14 to 18 June 2021

1. Background Information

About the school

- 1.1 Oswestry School is a co-educational day and boarding school for pupils aged between 4 and 18. It was founded in 1407 and is situated in the centre of the market town of Oswestry. The prep school, Bellan House, for pupils aged 4 to 11, stands in its own grounds, a short distance from the main school campus and includes the Early Years Foundation Stage (EYFS). Boarding is available from the age of eleven and boarders are accommodated in two houses on the senior school campus. The school has a broadly Anglican ethos but welcomes all faiths or none in the spirit of its original non-denominational foundation. The headmaster has oversight of both senior and prep schools, and a single governing body administers both schools.
- 1.2 During the period March to August 2020, the whole school provision moved online for all year groups, including the Early Years Foundation Stage (EYFS). A facility remained open only for children of key workers. A number of boarders continued to be accommodated on site. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.6 In 2020, public examinations were not held. For pupils who would have been expected to take

these examinations, centre-assessed grades were awarded.

1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

1.8 The school aims to create a happy environment where pupils enjoy their education and benefit from living in close-knit community. It seeks to celebrate the individual and to encourage all pupils to reach their potential through educating the whole child with an emphasis on intellectual, spiritual and physical development.

About the pupils

1.9 Pupils come from a range of professional and business backgrounds from families living within a 25- mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in the prep school and senior school up to Year 11 is average for pupils taking the tests. In the sixth form, the ability profile is broadly average for pupils taking A-level courses. The school has identified 88 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and dyscalculia, 67 of whom receive additional specialist help. Three pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 62 pupils, 48 of whom receive specialist tuition. Data used by the school have identified 113 pupils as being the more able in the school's population and the curriculum is modified for them, and for 42 other pupils because of their special talents in the creative arts and sport.

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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 statutory framework. 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

2.2 In the prep school, the school'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 2018 to 2020, 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 2017 to 2020 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.

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. 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 17 and 19 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 are met.

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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 14 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 5 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 18 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 13 are met.

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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. 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>
Reception	Reception
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6
1 st Form	Year 7
2 nd Form	Year 8
3 rd Form	Year 9
4 th Form	Year 10
5 th Form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key findings

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

- Pupils apply their previous knowledge in a competent and assured manner to new situations.
- Pupils have well developed communication skills which they apply confidently to their learning.
- Pupils achieve well in a range of extra-curricular and sporting activities with many achieving success in national competitions.
- Pupils demonstrate good levels of achievement in communication technology (ICT) skills which they are able to use effectively for online learning.

- Pupils' achievement is not fully developed across all subject areas because recent strategies to improve teaching and learning are not yet consistently implemented.
- Older boarding pupils demonstrate well developed study skills and practice which they

share with the younger pupils.

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

- Pupils make excellent contributions to the lives of others in the school, particularly within the boarding community.
- Pupils display very high levels of confidence and self-discipline through their engagement in a wide range of activities.
- Pupils work highly effectively in collaboration with one another at all levels in the school.
- Pupils deeply respect and value diversity within their school and show an appreciation of their own and other cultures.
- Pupils have an excellent understanding of how to keep themselves safe and know how to be physically and mentally healthy.
- Older pupils' social development is hindered because they are not given sufficient opportunities to discuss and debate topical issues, in particular, those that form part of the relationships, sex and health education (RSE) component of the PSHE programme.

Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that pupils' achievement is enhanced by fully embedding the recently implemented teaching and learning strategies across all departments in the school.
- Enable senior pupils to develop their understanding of topical issues of relationships, race and gender further within the personal, social, health and economic (PSHE) programme.

The quality of the pupils' academic and other achievements

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

3.5 The overall achievement of pupils, throughout the school, including those with SEND or EAL demonstrates good progress and successful fulfilment of the school's aims. Results in GCSE and IGCSE from 2017 to 19 have been good, as have those at A level. Centre-assessed grades in 2020 showed this performance to be sustained. In the EYFS most children are exceeding the expected norms for their ages. Results for pupils with SEND and EAL show that they achieve in line with their peers meaning that in a number of cases they exceed expectations. This is as a result of the modified curriculum for these groups, together with good quality small group and one-to-one support offered by the EAL and learning support departments. More able pupils make good progress in most teaching where they receive suitably challenging extension work as a result of the school's 'stretch and challenge' programme. Boarding is a strength of the school because the boarding community is fully integrated into the school and contributes significantly to the academic and co-curricular success of the pupils. Pupils' high aspirations are reflected in the places they gain at universities both in the UK and overseas, including a number of pupils who gain apprenticeships or sports contracts.

3.6 Pupils throughout the school, including in the EYFS, respond well to the balanced curriculum and demonstrate effective learning skills because the work is matched to the pupils' ability and appropriate support and challenge is offered in teaching. Senior school pupils, for example, are able to cross-reference, using their ICT technical skills, in mathematics, economics and geography, as seen

in lessons and in the pupils' workbooks. Pupils of all ages spoke positively about their learning experience. They commented that in most, but not all teaching, they are encouraged through interesting and sometimes provocative discussions to explore the limits of the syllabus by being given challenging extension work. In the pre-inspection questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that a great deal of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. However, some teaching in the senior school lacks these features, limiting the ability of the pupils to exercise control over their learning and develop their own ideas.

- 3.7 Pupils' study skills are of a high standard, ranging from detailed notetaking through to high quality research projects of varying age-appropriate complexity. This was seen in work produced by Year 12 pupils in a design technology project on furniture design which involved the use of sustainable materials and innovative designs. Older prep school pupils had put forward a design proposal for refurbishment of their playground, complete with costings for the project. Pupils' attitudes to learning are good throughout the school, most especially in the prep school and EYFS, where they demonstrate great enthusiasm for their work. In the EYFS, children's inquisitiveness about bird song, whilst in the forest school, prompted this as a theme for the next lesson, giving them the confidence to ask further relevant probing questions. All pupils take pride in their work and show initiative and independence, whilst being keen to work collaboratively. This enthusiasm for learning is also embedded in the boarding ethos of the school, which promotes a collegiate approach to pupils' learning, with older boarders regularly helping younger boarders with their work. Younger pupils emulate teaching staff and sixth-form pupils who act as role models in terms of their enthusiasm for learning in and beyond the classroom. The ready access to teaching and pastoral staff for advice and support enables pupils to benefit directly in their work and this is reflected in their levels of achievement.
- 3.8 Pupils progress is benefitting from being more closely linked to an improved tracking system across the whole school, from EYFS upwards which enables them to have clearer goals. This improvement is supported by a whole school teaching and learning strategy recently introduced with success by senior leaders, though as yet this is not fully embedded across all curriculum areas of the senior school. As a result, pupils' progress is slower in some areas. Pupils in discussion commented that they can now focus on how they could improve further because of the marking matrix in their workbooks and, in particular, supportive marking. Particularly effective progress as a result of marking was seen in the earlier years of the senior school. Pupils understand the requirement to develop good work habits, to manage time carefully and achieve a healthy work-life balance which they feel is successfully promoted by the school's well-being initiatives. The majority of parental responses to the questionnaires indicated that the teaching enables the pupils to make good progress and to develop good skills for the future.
- 3.9 Good speaking, listening, reading and writing skills underpin much of the academic progress made by pupils in response to regular opportunities for discussion and debate. Communication skills throughout the prep and senior schools are a strength due to the shared culture and enthusiasm for public performance, as seen in music making, drama productions and in debating. In the EYFS, children make good progress in communication in response to encouragement in teaching using language appropriately to describe children's learning. Year 8 pupils in a drama lesson used excellent communications skills to rehearse an upcoming performance for their parents successfully. Year 7 pupils demonstrated strong oral presentation skills in delivering their collective thoughts on the challenges of puberty and Year 10 and Year 12 pupils were able to discuss their project design ideas with clarity and confidence. Pupils make very effective use of the ICT available, supplemented by access to a range of virtual learning systems, as seen in Year 7 mathematics workbooks, although the pupils' use of ICT is not always consistent across all subject areas. Pupils' use of, and competence in ICT has improved significantly during recent lockdown periods, as seen in the

pupils' highly effective use of online learning resources evident in work scrutiny.

- 3.10 Pupils' achievements in external competitions, in gaining other academic distinctions beyond examinations, and their success in sport, music, drama and the arts are at particularly high levels. They enjoy physically challenging activities such as adventurous training and benefit from the wide-ranging sports and extensive outdoor programmes available, which challenge them to develop their physical abilities to the full. Pupils in both the prep and senior schools have achieved significant success in local, regional and national sporting competitions. Within the past year individual prep school pupils have enjoyed success as national swimming champions including in para-swimming; as academy footballers; and at county level in cricket and triathlon. Senior school pupils include a number of scholarship club and academy football players and regional representatives in hockey, tennis, gymnastics and cross-country running as well as equestrian champions. High numbers of pupils succeed in gaining national music and drama awards. Pupils' high level of success in sport and non sporting activities is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders and high-quality facilities resourced by governors. Older pupils take part in the Duke of Edinburgh's Award (DofE) scheme, some continuing to silver and gold award levels. Many pupils participate successfully in the Combined Cadet Force (CCF) which also supports their leadership development. Pupils' high level of success reflects the school's wide-ranging programme of enrichment activities, academic and otherwise and shows success in achieving its aim to offer pupils opportunities to learn 'for life'.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is good.
- 3.12 The school is successful in meeting its aim to enable pupils to develop into responsible and confident young adults. The pupils respond very effectively to the high standards and expectations set by staff and senior leaders as well as by the senior and prep school prefects, who collectively help create a real sense of community and shared focus. This is further enriched by the significant influence of boarding pupils in the school community, as demonstrated by their highly effective contribution to raising cultural and international awareness throughout the school.
- 3.13 Pupils of all ages are highly self-confident. They show notable resilience and pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in co-curricular activities. Children in the EYFS demonstrate an assured readiness to improve their own learning. Year 6 pupils gained confidence in their abilities by writing and delivering interactive assemblies, for example, by sharing with younger pupils their thoughts on transitioning from one year group to the next. Pupils commented that in the prep school they are encouraged to think for themselves. Older pupils feel that participation in adventurous activities, such as the CCF and the DofE all significantly contributes to their sense of confidence, resilience and self-esteem. Inspection evidence confirms this. Conversations with sixth form pupils about their future options confirmed that they felt well prepared for the next stage of their education or for work as a result of the careers guidance they had received. Throughout the whole school pupils consider that they can make mistakes without this being seen as unduly negative and that this, in turn, enables them to make progress. This was seen in lessons in both the prep and the senior schools, demonstrating that independence and self-discipline are reflected by all the pupils from EYFS onwards.

- 3.14 Pupils have an excellent understanding of right and wrong; across the whole school they are considerate and kind to each other and adults. Pupils' behaviour in social situations is excellent. Their awareness of wider social issues is, however, more limited in scope, as they are offered insufficient opportunities within the PSHE programme, to engage in debate and discussion concerning topical issues. In particular, those relating to relationship and sex education (RSE). They provide much support to their peers, both academically and in terms of developing wider skills. Children in EYFS were observed socialising well together, working well with others and solving problems together. This is a consequence of the school culture of easy relationships and social confidence. Much of this support

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is unprompted and spontaneous as seen in boarding where older pupils help to coach younger pupils in academic, sport and project work. Pupils routinely demonstrate advanced skills in terms of working effectively with others, including solving problems and achieving common goals. The prep school rule to 'be kind' is well known by the pupils and acted upon. Pupils understand and respect systems of rules and laws and demonstrate a very keen sense of fair play and justice, challenging injustice where they encounter it. Pupils interact extremely well within both the prep and senior schools and are highly co-operative and collaborative in and out of lessons. This was evident in senior school lessons preparing for LAMDA examinations when pupils actively supported each other to help achieve successful outcomes. Pupils were observed during the visit to be well behaved and they willingly engaged in discussion. Pupils accept responsibility for their own behaviour. Older pupils, in the prep and senior schools act as buddies to incoming pupils. The very large majority of parents responding to the questionnaire acknowledged that the school actively promotes good behaviour and the overwhelming majority of pupils agreed that the school encourages them to behave well. Inspection evidence supports this view.

- 3.15 The spiritual value of togetherness is highly celebrated and has been particularly appreciated by the pupils in the lockdown periods over the last year, through their remote learning pastoral activities. Pupils have a very strong appreciation of the non-material aspects of school life, younger pupils enjoy the opportunities afforded them in the woodland environment and have benefitted from connecting with nature. For example, a Year 4 class used the sounds of the forest as a stimulus for some creative writing. Pupils of all ages are able to appreciate the aesthetic features in art and music because of their wide participation and enthusiastic engagement in such activities as seen in the quality of artwork displayed around the school and the high number of musical qualifications obtained by the pupils across the age groups.
- 3.16 Pupils speak with great enthusiasm about helping in local community projects when circumstances allowed this, whilst appreciating that they gain through the experience of volunteering, as well as the community benefiting from their efforts. Older pupils have taken part in the school's community action group, an initiative that involves pupils in projects around Oswestry from clearing canals to picking up litter and visiting care home residents. Additionally, a sixth-form group, 'the rotary interact', successfully engages in fundraising events for local charities. Pupils commented that they felt that engagement in such activities promotes their self-esteem and gives them a greater sense of awareness of the needs of the community in which they live.
- 3.17 Pupils form very positive and productive relationships with each other, irrespective of culture or background. With the support of the house system, pupils emulate the school's family approach to building successful relationships, drawing on reflective and restorative practices to enable them to maintain supportive, successful relationships. The PSHE programme, delivered across the whole school, is age related and is well focussed for younger pupils. Senior school pupils in discussion, felt that they have not had sufficient opportunities to discuss and debate topical issues, in particular those that form part of the relationships, sex

and health education (RSE) component of the PSHE programme. They commented that they wished to be offered opportunities to explore more thoroughly matters relating to relationships and cultural issues of race and gender. Pupils have a genuine interest in the world around them, including other cultures. This is exemplified in the activities of the school's international committee who have organised activities to celebrate an Eastern European week, a Hispanic week and the Nigerian independence day. Pupils fully appreciate that their own backgrounds enable them to enjoy many privileges and are keen to make an impact on the wider world. They demonstrate a high level of sensitivity and tolerance to those from different backgrounds and traditions. Their high degree of curiosity in other cultures and how they live is notable, whether cultivated through linguistic enquiry or through foreign exchange visits, which routinely take place when opportunities arise.

- 3.18 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. They benefit from the

school's sensitive understanding of the possible impact of mental illness and stress on pupils and strong promotion by leaders and governors of the health and well-being of pupils. For example, an initiative held as part of the school's wellbeing programme week, included an 'inside-out day' which was highly valued by the pupils and enabled them to appreciate that all people, whatever their differences needed to be valued. As a result, pupils fine-tuned their mindfulness and wellbeing in age appropriate ways. Pupil representatives are keen to volunteer to sit on pupil-consultation forums, including the school councils, the eco council, charity committees and the boarding council. As a result of this, pupils feel they have a voice and that they are encouraged to lead a healthy lifestyle and make reasoned choices to keep themselves physically and mentally healthy. In the pre-inspection questionnaires, a very large majority of the parents and pupils felt that the school provides a safe and healthy environment with appropriate supervision levels. The overwhelming majority of parents felt that the school is governed, led and managed well. Inspection evidence supports these views.

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 and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Tony Halliwell Reporting inspector

Mrs Fiona McGill Assistant reporting inspector

Mr Michael Evans Compliance team inspector

Mrs Tania Davidson Team inspector for boarding (Director of boarding, ISA school) Dr Jonathan Ewington Team inspector (Assistant head, SofH school) Mrs Samantha Gibbons Team inspector (Deputy head, GSA school)