



ISI Independent
Schools
Inspectorate

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

Reed's School

March 2022

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School's Details

School	Reed's School			
DfE number	936/6009			
Registered charity number	312008			
Address	Reed's School Sandy lane Cobham Surry KT11 2ES			
Telephone number	01932 869050			
Email address	headmaster@reeds.surrey.school.uk			
Headteacher	Mr Mark Hoskins			
Chair of governors	Mr Marcus Baker			
Age range	11 to 18			
Number of pupils on roll	795			
	Day pupils	715	Boarders	80
	Seniors	495	Sixth Form	300
Inspection dates	16 to 18 March 2022			

1. Background Information

About the school

- 1.1 Reed's School is an independent day and boarding school for male pupils with a coeducational sixth form. It is a registered charity, overseen by a board of governors. The school is a 'Foundation School', situated in Cobham. It was opened in 1813 by the Reverend Andrew Reed as a school for orphans. The school comprises a senior department and a sixth form. Boarders are accommodated in three boarding houses situated on the main school site.
- 1.2 Since the previous inspection, the school has developed the sixth form centre, added three additional science labs, seven additional classrooms and an indoor cricket centre.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school's mission is to educate pupils by building on the legacy of Andrew Reed. It aims to provide a nurturing environment, promote academic excellence, find the best in every pupil, create a community for life and prepare pupils for the future. The school seeks to instil in pupils the values of integrity, compassion, curiosity, resilience, responsibility, and independence.

About the pupils

- 1.5 Approximately 10% of the school roll are 'Foundationers': children who have lost the support of one or both parents. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is above average, with a significant proportion well above average, compared to those taking the same tests nationally. The ability of sixth form pupils is broadly average compared to those taking the same tests nationally. The school has identified 159 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, dyspraxia, and cerebral palsy, all of whom receive additional support. Four pupils have an education, health and care (EHC) plan. Four pupils speak English as an additional language (EAL). Their needs are met by their classroom teachers. The school modifies the curriculum for those pupils it identifies as the most able in the school's population.

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'). 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](#).

Key findings

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

PART 1 – Quality of education provided

- 2.2 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 The school's GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education, 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.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

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>
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	Year 10
Fifth 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 excellent.

- Pupils' outstanding attitudes to learning support their excellent progress and achievement.
- Pupils develop a strong understanding of key concepts across all curriculum areas and apply these effectively.
- Pupils are excellent communicators, both in their spoken language and their written work.
- Pupils develop excellent numeracy skills, seen in examination successes and in their ability to apply these skills in a wide range of other subjects.
- Pupils use information and communication technology (ICT) skilfully in lessons, enabling them to research and produce electronic work of a high standard.

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

- Pupils are confident, self-aware and show strong resilience.
- Pupils show an excellent understanding of what is important beyond academic studies.
- Pupils recognise the importance of taking responsibility for their own behaviour, speaking of their own moral compass coming from the ethos of the school.
- Pupils display a notably strong sense of responsibility towards helping others.

- At all levels pupils expressed their strong sense of community and reflected the respect and kindness embedded in the school values.

Recommendation

3.3 The school should make the following improvement.

- Strengthen pupils' ability to reflect independently on their academic progress and targets.

The quality of the pupils' academic and other achievements

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

3.5 Academic results over the last three years at both A level and GCSE are consistently high. In 2019, A-level grades were above average. Results of the centre and teacher assessed grades in 2020 and 2021 show very high attainment and strong progress against predictions made. In the same period GCSE results have been excellent, demonstrating outstanding process. This progress has been underpinned by a detailed monitoring system which ensures that pupils are regularly assessed, are aware of their scores, and receive detailed feedback from highly experienced and skilled teachers. Pupils of all ages say that they understand how well they are doing and respond enthusiastically to feedback, seeing how they can improve their work. The school's own assessment data show that pupils with particular needs, including those with SEND or EAL and the Foundationers, achieve in line with their peers. Programmes for scholars ensure that the most able develop higher order academic skills, make rapid progress and achieve highly in examinations and other academic challenges. In their response to the inspection questionnaire parents were highly positive about the progress their children make.

3.6 Pupils' knowledge, skills and understanding across the broad curriculum are excellent. As they progress through the school pupils develop a very confident understanding of key concepts across all curriculum areas. Their learning is enabled by highly competent teaching which includes a range of stimulating activities to challenge pupils. For example, in a Year 7 English lesson pupils confidently used both their electronic devices and thesaurus to create new tag lines for a well-known TV programme. In another lesson they showed strong creative and aesthetic development using extensive vocabulary in a story about a world of snow. Pupils used phrases such as 'shivered incessantly', 'colossal wave' and 'lifeless stream' to build a dramatic picture of the scene. Pupils build strong scientific knowledge and are confident to use this information in discussion, in practical experiments and across other subjects. In a Year 11 electronics lesson, pupils applied prior knowledge from a physics lesson to the formula for electrical power and knew that a multi-meter is used to measure this. Boarders are very positive about structured and supervised prep time. They have time to complete their work and develop their skills in a positive constructive environment.

3.7 Pupils are excellent communicators. They confidently take part in discussions in lessons, in assemblies and debates and spoke eloquently to the inspectors. In a Year 9 geography lesson, pupils demonstrated their understanding by giving presentations in the style of *Just a Minute*. Other pupils demonstrated good listening skills during the presentations, noticing and picking up errors. In Year 11 music, pupils confidently taught each other what they had learnt during the lesson. Pupils explained their ideas fluently and listened to one another supportively and constructively. Pupils make careful and accurate notes. Written work shows clarity of expression, cogency of argument and increasing sophistication. Pupils read with eloquence and understanding. Teachers support this fluency by asking challenging questions and listening to pupils' responses, carefully planned lessons give many opportunities for pupils to discuss concepts with one another. Discussions of each other's work and ideas helps pupils develop and improve their work. In discussion with the inspectors, pupils said that they felt they have learned to communicate successfully using scientific vocabulary correctly and in the right context. In a Year 12 biology lesson, pupils demonstrated excellent use of biological scientific language when answering questions on the interconnection of the heart and lungs in breathing.

- 3.8 Pupils of all ages have excellent numeracy skills. These were seen in successful work in lessons, pupils' books and in excellent examination results. Pupils' mathematical competency develops rapidly as they progress through the school. They clearly enjoy mathematics and feel well supported by their teachers. They apply their strong mathematical knowledge to other subjects of the curriculum. This was seen in science where pupils produced graphs to show the results of their chromatography experiments, and in their population pyramids in geography. Year 9 pupils' work in chemistry demonstrates regular and successful use of numeracy, both through computational and graphical work. In a Year 12 geography lesson pupils used graphical skills to interpret sea level rises which involved them in successfully interrogating and questioning line graphs. School leaders map the development of numeracy skills across the curriculum resulting in pupils' outstanding application of mathematical knowledge and skills.
- 3.9 Pupils are highly skilled in using ICT. This is because excellent use of ICT is embedded in many lessons, enhancing pupils' learning and accelerating the progress they make. As pupils move up the school, they develop efficient skills in handling data, number work, presentation software and coding. In a Year 8 computing lesson pupils successfully researched the difference between data and information. Pupils say that they are delighted to have their own devices which they say support their learning across the curriculum. They can communicate effectively and quickly with their teachers and receive and respond to feedback to greatly improve their work. Technology is also embraced in sport with apps and other software packages used by pupils or by coaches and pupils to improve performance successfully. Leaders ensure that pupils' ICT competency develops strongly through the provision of a variety of resources used skilfully by staff and pupils in lessons. This includes the school's virtual learning environment, used knowledgeably by pupils for research.
- 3.10 Pupils' study skills are particularly strong. In all the lessons seen, pupils concentrated well, remained focused throughout and drew on a wide range of different sources to support their learning. Pupils respond well to challenging teaching and planning, to teachers' high expectations of them and the challenges they set themselves. Pupils become highly competent to analyse, hypothesise and synthesise and draw their own conclusions. For example, in a Year 9 history project, pupils produced an extensive analysis and critique of World War One propaganda posters and demonstrated their ability to consider the validity of sources. In a Year 12 geography lesson, pupils used media articles to compare geographical narrative with evidence from their own interviews with local residents and from online resources provided by their teacher. In their responses pupils demonstrated high order analysis and evaluative skills. The most able pupils complete challenging activities, which go beyond the previous extension activities, encouraging them to think creatively and beyond the obvious. They are encouraged to use online resources such as a mini lecture series by university academics to extend their skills. Almost all parents who responded to the questionnaire agreed that the school was highly successful in preparing their child with the team working, collaborative and research skills they will need in later life. Inspection evidence supports this view.
- 3.11 The success of pupils beyond the academic curriculum is outstanding. The extensive co-curricular programme enables pupils to flourish outside the classroom. Excellent levels of success have been achieved in skiing, cricket, golf, hockey, netball, rugby, swimming, tennis, music, and the performing arts. The house system supports and encourages participation and success in events both in school and outside. House events and competitions are enjoyed, have a high take up, and are celebrated in assemblies and house meetings. Encouraged by their experiences in these internal events, pupils enter and are highly successful in many external academic competitions and events such as UK Maths Challenges and Olympiads, for example, in science. Pupils are highly successful in team and individual sports, and in activities ranging from London Academy of Dramatic Art (LAMDA) exams to The Duke of Edinburgh's Award scheme. In sport, national success and individual national honours are a regular occurrence. There is a desire amongst the pupil body for the school as a whole to be successful rather than this only be applicable to specific teams. High quality performance is celebrated and appreciated, but in discussion, the top players recognised that they are simply part of a bigger team.

- 3.12 Pupils are highly successful in achieving entry to the university of their choice, including highly competitive places in the UK and music, academic and sports scholarships in highly competitive American universities. The small number who do not apply for university directly from school generally have plans to take a gap year and apply later.
- 3.13 Lesson observations and discussions with pupils confirm that pupils' attitudes to learning are excellent, promoting rapid progress. The culture of the school supports pupils to have a balanced approach. Pupils strive to fulfil their potential supported by each other. Pupils are prepared to accept challenges and recognise that this is often needed for progress. Many younger pupils go to teachers and ask for lunchtime catch ups because they want to learn successfully. Pupils are asked to reflect on their performance and see where they can improve although there is not yet a formal target setting process to structure and consolidate their development. Pupils can accept and use constructive criticism and they become increasingly resilient. A very positive attitude is demonstrated by boarding pupils. Boarders who spoke to the inspectors said that this is because they are expected to take initiative and leadership in their learning. Pupils want to succeed, they are ambitious and love learning.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils' self-understanding is excellent. Pupils who spoke to the inspectors said that the school has nurtured their self-confidence and resilience. They conveyed a strong understanding that everyone has different strengths and weaknesses and all face different challenges at different times. Pupils understand that constructive feedback on academic work and co-curricular activities highlights individual shortcomings which motivates them to do better. They see failing as a part of the learning process. Pupils are extremely well prepared for the next stage of their lives.
- 3.16 Pupils fully understand the importance of taking charge of their own success. they know that some decisions that they make are critical. Pupils appreciate the freedom of choice they are given to experience a wide range of opportunities or to specialise, and they said that they are able to choose to do what they love. Music scholars spoke passionately about their options and explained that their decisions gave them the opportunity to excel, enabling their future choices, including for example a career in music technology. Key decisions begin in Year 7 when pupils choose which language to study. They learn to make decisions in lessons about the ways they will work, supported by teachers' careful planning, integrating choice into tasks set. Pupils are introduced to a range of revision styles making learning less stressful and improving test results. Pupils' voice is heard at many levels and pupils take the lead in the school council, resulting in the environmental working party and the development of a programme of finance talks to prepare leavers for the next stage of their lives. The Student Working Party, working to change attitudes in response to current national concerns about sexual harassment, clearly disseminates the decisions pupils agree about behaviour, language, and attitudes and pupils say this has resulted in changing attitudes. Boarders, particularly those in the sixth form, felt very well supported by pastoral staff helping them to make decisions which will determine their success. Pupils spoke very positively about the careers programme, they make informed decisions about careers choices through an online careers programme, and talks about apprenticeships, gap years and university.
- 3.17 Pupils' spiritual understanding is excellent and a strength of the school. The ethos of the school ensures that pupils have many opportunities to reflect, including Chapel once a week, frequent house assemblies, and for Year 12 there is a 6-week meditation course which pupils appreciate. Staff see reflection as a fundamental aspect of the school enshrined in the aims of the original Foundation. This emphasis on and experience of reflection results in pupils showing a keen awareness of and sincere appreciation for non-material aspects of life. For example, they reflect deeply on self-sacrifice in Chapel, thoughtfully explore Buddhist concepts in religious studies (RS) and discuss concepts of hope and loss in poetry in English. Pupils' have an excellent understanding of what is important beyond

academic studies. They question what it is to be a human and what their role in society is. In discussion, pupils explained, 'The feeling of community is amazing. There is no pressure to be someone that you are not, and this community is far more important than any material aspect'. Year 7 pupils defined spiritual understanding in these words, 'Keeping calm, knowing your inner soul and expressing your feelings, and the importance of being in this community'.

- 3.18 Pupils' moral understanding and responsibility for their own behaviour is strong. Pupils are very proud of their community and felt that one of its strengths is the respect they show each other, the positive community atmosphere is one of the aspects they most enjoy about school. Pupils explained how much they appreciated the induction process when they learned about the positive reward and sanctions system and the importance of kindness in the community. Older pupils naturally provide role models through their own behaviour and support younger pupils by work in tutor groups, for example by Year 13 talking to Year 11 about exam preparation and the expectations of the school of independent revision. In a house assembly two senior pupil put forward a strong moral argument for asking Years 7 and 8 boys not to stereotype women. When there were issues about the use of sexist language at the start of the lower sixth year when the girls joined the school, the school responded proactively, setting up a personal development afternoon where discussions between pupils and staff took place about gender and racism. The groups fed back and the pupils felt the exercise was really effective. They remarked that the afternoon had ensured that pupils established firm and enduring friendships. The relationships between the pupils and between pupils and teachers show a strong moral code in practice.
- 3.19 Pupils work extremely well together. Successful collaborative work is supported by the collegiate atmosphere successfully embedded by leaders and staff. For example, pupils spoke enthusiastically about taking part in the Drama in a Day and House Music events organised by sixth form pupils. Anti-Bullying Week videos are entirely student initiated and the films, for example "I Have a Voice" (2020), show pupils across year groups collaborating successfully. Pupils confidently plan and lead their own teams and committees. Pupils develop a high level of social awareness and understanding of others. In Model United Nations Year 11 and 12 pupils debated and negotiated respectfully with one another about complex geopolitical situations, such as the Russia / Ukraine conflict. Pupils were able to show understandings of different cultural viewpoints. They reported to inspectors that they made friends easily, helped by the mixed year tutor groups.
- 3.20 Pupils are deeply committed to service to the school and the community, in the tradition of Andrew Reed, and the Foundation. An active house system engages the pupils to make a positive contribution, mentoring and looking after younger pupils. Pupils say that they appreciate their privileged position and feel a great sense of responsibility to help those less fortunate than themselves. They fundraise successfully for a variety of charities. The pupils view working with the local community as vital. Recent events have included a charity football competition organised by Years 12 and 13 and the 'Sportscape Elective' through which pupils officiate at sport matches at local schools. Some pupils have achieved lifeguard qualifications. Through the Year 12 community project pupils have given reading support at a local school, visited and produced a newsletter for local care-homes and picked up litter on the local heath.
- 3.21 Pupils show tolerance, respect and empathy for others of different backgrounds, cultures and religions, inspired by the traditions of the school. They also appreciate the values of British society and the democratic process. Boarders demonstrate much tolerance for each other and discussions during the inspection showed that respecting and valuing diversity is important to them. The RS curriculum and stimulating teaching challenge pupils to think about the meanings of religions other than their own. Older pupils showed excellent appreciation of religious and philosophical ideas in their discussion of Buddhist precepts. Year 7 pupils' writing about Hindu worship of Ganesha displayed much knowledge and thoughtful reflection. In a Year 8 history lesson, pupils debated the issues between settlers in the USA and the Native Americans, showing an understanding of earlier intolerances and race issues. The Gender and Equality Working Party set up by pupils actively

promotes tolerance and inclusivity across the school. Leaders promote successfully an ethos of tolerance and understanding towards those of all backgrounds. Pupils who have joined from other settings said that they appreciate the support they have received and the generosity of spirit within the school.

- 3.22 Pupils successfully balance the demands of their academic work with their outside activities and stay mentally and physically fit. Both boarders and day pupils report that they respond well to the way the school promotes staying healthy and leading a balanced lifestyle. Pupils say they know how to stay safe, including online, and they feel safe in all areas of schools. They eat healthily and take advantage of the range of sport and exercise that is offered. Pupils know the importance of mental health and that they can ask for help through the work of their tutors, who are supported by a mental health tracking system which quickly flags up any problems pupils may be experiencing. The medical centre is welcoming and offers counselling services, pupils are extremely resilient but will readily seek advice or support.

4. Inspection Evidence

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 chair of the pastoral committee of the governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and house assemblies. Inspectors visited boarding houses and 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

Mrs Gwen Caddock	Reporting inspector
Mr Francie Healy	Compliance team inspector (Head, SofH school)
Mr Garry Binks	Team inspector (Former head of department and housemaster, HMC school)
Miss Kaye Lovejoy	Team inspector (Former head, IAPS school)
Dr Sarah Lockyer	Team inspector (Former principal, ISA school)
Mr William Norton	Team inspector (Director of sport, HMC school)
Mrs Elizabeth Bassett	Team inspector for boarding (House mistress, HMC school)