



ISI Independent
Schools
Inspectorate

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

St Edmund's School

June 2021

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School's Details

School	St Edmund's School			
DfE number	936/6053			
Registered charity number	278301			
Address	St Edmund's School Portsmouth Rd Hindhead Surrey GU26 6BH			
Telephone number	01428 604808			
Email address	schoolsecretary@saintedmunds.co.uk			
Head	Mr Adam Walliker			
Chair of governors	Mrs Jackie Alliss			
Age range	2 to 16			
Number of pupils on roll	496			
	Day pupils	496	Flexi-Boarders	30
	EYFS	49	Lower Prep	35
	Prep	262	Seniors	150
Inspection dates	08 to 11 June 2021			

1. Background Information

About the school

- 1.1 St Edmund's School is a co-educational day and boarding school for pupils aged between two and sixteen years. Founded in 1874, it became a charitable trust in 1979 and is overseen by a board of governors. The school includes an Early Years Foundation Setting (EYFS); lower prep consisting of Years 1 and 2; prep, for Years 3 to 8; and senior section for Years 9 to 11. There is a boarding house which provides accommodation for occasional themed boarding nights for around 30 pupils. Since the previous inspection, the school has opened a sports hall.
- 1.2 During the period March to June 2020, the whole school remained open only for children of key workers. No boarders remained 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 onsite 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. The nursery remained open.
- 1.6 In 2020 and 2021 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 sets out to provide a broad curriculum within a Christian ethos. It seeks to provide individually focused teaching, and to enable pupils to participate in a wide range of opportunities and challenges. Pupils are encouraged to develop effective inter-personal skills, respect and sensitivity toward others, alongside the development of self-discipline, self-respect and self-esteem.

About the pupils

- 1.9 Most pupils come from professional and business families. Data provided by the school from nationally standardised tests and internal assessments indicate that the ability of the pupils is broadly average. The school has identified 121 pupils as having special educational needs and/or disabilities (SEND), of whom 91 receive additional support in class and individually. No pupil has an education, health and care (EHC) plan. Two pupils are identified as having English as an additional language (EAL) but neither requires additional support. Extension work is provided for those pupils identified as more able. Pupils with particular talents in activities, such as sport and creative arts, receive coaching and additional opportunities.

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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

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 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 education in the junior 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.
- 2.6 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.
- 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 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 school did not follow correct procedures for the prompt referral of a recent safeguarding concern to the local authority and has not always ensured that staff appointed have at least two suitable references in place before they start work. The standard on child protection (NMS 11) is not met and represents a failure to safeguard boarders.
- 2.12 The standards relating to welfare, health and safety in paragraphs 9-16 and the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2-4, 6-10, 12, 15 and 16 are met, but those in paragraphs 7 and 8, NMS 11 and 14.1 are not met.**

Action point 1

- the school must ensure that suitable references are sought prior to staff starting to work at the school [paragraphs 7(a) and (b), and 8(a) and (b); NMS 11 and 14.1; EYFS 3.7 and 3.9]

Action point 2

- the school must ensure that all safeguarding incidents that meet the advised thresholds are referred to the local safeguarding authorities in a timely manner [paragraphs 7(a) and (b), and 8(a) and (b); NMS 11; EYFS 3.7]

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.
- 2.14 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14.2 -6 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 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.22 The proprietor has not always ensured 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, including boarders. The proprietors have failed to ensure that the school always follows current statutory guidance for the acquisition of suitable, timely references and correct procedures for referring any safeguarding concerns to the local safeguarding authorities.
- 2.23 **The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

Action point 3

- **the school must ensure that leadership and management acquire the good skills and knowledge to fulfil their responsibilities effectively so that the standards are met consistently, and pupils' well-being is actively promoted [paragraph 34 (1)(a), (b) and (c); NMS 13.1 and 13.3 -13.5]**

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>
Nursery 1 and 2	Nursery
Reception	Reception
Forms 1 to 11	Years 1 to 11

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils develop high levels of knowledge, skills and understanding as they progress through the school.
 - Pupils are adept and confident communicators.
 - Pupils have outstanding attitudes to their learning and are determined to succeed.
 - Pupils achieve well in a wide variety of curricular and co-curricular activities.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop strong self-confidence and self-knowledge from an early age.
 - Pupils demonstrate kindness and compassion towards one another and are highly respectful.
 - Pupils are confident and considered decision makers.
 - Pupils contribute enthusiastically to help create a strong and vibrant school community.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to:
- Further accelerate pupils' progress in information and communication technology (ICT) and digital literacy through wider use of digital devices in teaching.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages display excellent knowledge, skills and understanding and develop as highly resilient learners as they move through the school. They make rapid progress in most of their lessons because

of a wide range of activities and effective planning in committed teaching at all levels. Pupils say that they can build effectively on prior work and knowledge and that the setting of targets and success criteria in teaching are very helpful in understanding how to achieve their long-term goals. In the EYFS, children extend their language skills highly effectively in an environment where each child is nurtured and encouraged to gain confidence. Slightly older pupils build up mathematical and language skills in response to a wide variety of well-paced and directed tasks. Prep school pupils improved their understanding of the world by learning to read data presented in maps, charts and tables whilst developing their ICT and language skills. Senior school pupils exhibited advanced understanding of the role and effects of hormones and applied previous knowledge highly effectively when analysing emotive language and specific phrases in an English set text. Throughout the school, pupils are happy to take risks with their learning and to learn from mistakes. They say that they develop their academic, sporting and creative skills to a high level because teaching inspires them and helps them to improve. Pupils who have SEND make rapid progress towards their long-term goals because they receive highly effective support, which is well targeted and carefully monitored.

- 3.6 In the EYFS, children make rapid progress from their starting points to reach levels of development well above national expectations in all areas. In both Nursery and Reception, the early learning goals are consistently exceeded. In the lower prep and prep settings, the school's own assessments show rapid progress in relation to assessments of pupils' potential on entry to the school. Pupils' attainment at GCSE for the years 2018-20 shows improvement year on year. In 2019 results showed 55% of pupils achieving A* and A grades. In 2020 around two-thirds of pupils achieved grades 7-9 in centre-assessed GCSEs. Pupils with SEND and EAL perform in line with their peers, as evidenced by a comprehensive system for tracking attainment and progress. Pupils transferring into senior schools at age 13 and sixth forms at 16 have performed well in scholarship examinations for some highly selective schools over the last three years. Progress, as shown by data provided by the school and by observations and work scrutiny, is excellent. Almost all the parents who responded to the pre-inspection questionnaires agreed that teaching enables their child to make progress and almost all the pupils expressed the view that they learn a lot in lessons.
- 3.7 Throughout the school pupils are adept and confident communicators. Lower prep pupils listened carefully and then were able to identify blended sounds, put them into a word and create sentences of differing complexity using them. Prep pupils followed written instructions accurately when solving mathematical problems and showed strong writing skills when using persuasive language to write about a charity of their choice. All pupils listen carefully to their teachers and to each other. In the senior school pupils showed high levels of focus in order to understand complex scientific information and respond readily to questioning. By the time pupils reach GCSE level they are skilled and confident collaborators, arguing cogently in groups and capable of taking on a broad range of views in order to enhance their learning. They write highly effectively in a range of styles and showed clear understanding of the use of cliché and other linguistic elements whilst studying a set text. During the most recent period of remote learning, pupils aided their progress with innovative ideas such as practising language skills by cooking from a Spanish recipe in their kitchens or role-playing as newscasters to their class using digital connections, making good progress by creating new opportunities to communicate.
- 3.8 Pupils develop agile mathematical skills across the age range and apply them across the curriculum. Children in EYFS accurately compare length, shape and size and count with confidence. Lower prep pupils demonstrated effective mathematical skills in music, linking rhythms, recognising the number of beats in words and enthusiastically counting backwards from ten with confidence. In the lower prep, SEND pupils successfully responded to numerical tasks and were effectively supported. In a few lessons more able pupils lose interest when the tasks set do not challenge them sufficiently. More able pupils made rapid progress solving problems set for them during registration sessions. Prep school pupils apply their mathematical knowledge successfully to tasks across the curriculum and in the senior school pupils are apply statistical and data-handling techniques with confidence in geographical enquiries, sciences and design and technology (DT).
- 3.9 Pupils use ICT skills effectively across the whole school. Children in EYFS use the interactive whiteboard while learning independently and slightly older pupils create effective and varied digital work in response to tasks set. Prep school pupils showed outstanding IT skills in their microclimate enquiries and senior pupils used advanced digital photograph technologies to create highly effective pieces of digital art. Pupils develop skills of coding in ICT lessons and in the senior school many use word processing and spreadsheet tools with ease. During recent periods of remote learning pupils have developed their ICT skills by working on a variety of devices at home and GCSE pupils used digital technology with teachers to engage in effective dialogue about their coursework. These strategies enabled pupils to improve their outcomes. Some pupils feel that more extensive use of digital devices in the classroom would further develop their skills and increase their learning opportunities. Inspection evidence supports this view as many pupils now use digital learning to enhance their understanding, for instance using applications which assist learning in modern foreign languages.

- 3.10 Throughout the school pupils have outstanding attitudes to their learning and are determined to succeed. This is because they respond positively to teaching which consistently strives to help each child make progress, discover their own passions and have aspirational goals. Pupils become sophisticated learners. They have highly developed study skills by the time they enter the senior school in response to the school's effective programme to explore new ways of learning. Pupils value working with success criteria and targets to evaluate their progress and improve through their use. They become independent and well-motivated, choosing to attend workshops on offer during activity time in the week and on alternate Saturday mornings. They cite the availability of these as a strong factor in their successful academic outcomes. In the EYFS, children demonstrate their developing study skills by choosing how to learn, using a wide range of sources, analysing situations and hypothesising about what will happen and when. By the time they are in the prep school these skills are evident in a wide range of lessons where pupils demonstrate that they can evaluate sources of information, review each other's work and research an issue, such as environmental destruction, with confidence. Senior school pupils relish opportunities to refine their understanding of a subject or an issue by researching it independently or by teasing out their understanding of it in collaboration with other pupils and adults. They show initiative and energy when working together towards a common goal, whether that is an effective performance of Shakespeare or a solution to a mathematical problem.
- 3.11 Pupils develop strong physical skills in the extensive sports programme and in co-curricular activities such as mountain biking and the running club. They improved their netball and football skills by playing in leagues created in school during the period when external matches were not possible. Whilst learning at home and in response to suggestions by their teachers, pupils recorded high levels of physical activity in their virtual physical education lessons and independently. Different pupils become innovative sculptors, committed tree planters and environmentalists, achievers in dramatic performance or skilled debaters in an atmosphere where all interests are embraced and developed. Achievements beyond school have included county representations in football, athletics, hockey and swimming, several selections for rugby club academies and national success in netball and badminton competitions. In 2019, over half of Year 10 pupils completed The Duke of Edinburgh's Award scheme bronze award. In the creative arts pupils embrace opportunities to perform and show high levels of individual and collaborative skill, whether by singing in the chapel choir, playing in instrumental ensembles, preparing highly imaginative artwork for the end-of-year exhibition or taking part in the dramatic performances for all age groups,

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop strong self-understanding and self-belief from an early age, meeting the school's stated aim to promote confidence in every pupil. This is because of the focus given to encouraging self-confidence by the school's leadership and the support provided by dedicated pastoral and academic staff. In the EYFS, children tackle new challenges with energy and enthusiasm and sustain their efforts over long periods of time, remaining fully engaged in self-directed tasks and those set by staff. During a session in the woodland, children chose their equipment with assurance and worked independently of others, seeking support when needed. Slightly older pupils in the prep school demonstrated strong self-confidence when acting out their rainforest story for the rest of the school. Pupils believe in their ability and take every opportunity to praise each other, thus increasing self-esteem in their peers. In doing so they respond well to the school's culture encompassing mutual respect and the celebration of success. In creative lessons throughout the school pupils successfully explore their own identity through sculpture, singing and drama. Pupils, including those with SEND, say that their self-confidence has grown significantly over their time in the school, due to careful strategies put in place to assist them. Senior school pupils spoke of the need to be resilient and persevere and felt that academic and personal targets negotiated with their tutors help them to understand their own strengths and

weaknesses and work to improve. Pupils' personal development has been enhanced during recent remote learning through individualised, innovative and effective pastoral care.

- 3.14 Pupils of all ages are active and well-informed decision-makers. They make age-appropriate decisions about their learning, the activities they wish to pursue, subjects to study and their possible career paths. Children in the EYFS largely direct their days for themselves and understand that the enjoyment and success of their learning is dependent on the choices they make. Prep school pupils empathised with a character in literature who had had to make difficult decisions. Older pupils feel empowered to take control of their learning by deciding how to prioritise homework tasks and manage time effectively. Senior school pupils actively choose to attend workshops to aid their academic performance and can see how this has helped improve their outcomes. Collaborative decisions made with staff to change school uniform, or to purchase playground equipment enable pupils to understand the value of seeing things through to a conclusion.
- 3.15 Pupils value their surroundings and have a striking cognisance of the non-material aspects of life. The youngest children demonstrated real reverence for the natural world when handling creatures shaken out of a tree. Older prep school pupils took part in a mature discussion about consumerism, how to curb it and their responsibilities. They demonstrate an ability to think deeply and to reflect on contemporary issues. Pupils' spiritual understanding is enhanced by thoughtful assemblies and time in chapel where pupils acknowledge the usefulness of quiet reflection. They are supported in their development by the school's stress on the importance of Christian values in the broadest sense. As they progress through the school, pupils develop an understanding of and a sensitivity to the spiritual backgrounds of all members of the community. They describe many moments of joy and satisfaction, whether it be in creating a work of art, helping others or the interaction with their friends. Since returning from remote learning pupils exhibit a palpable sense of joy at being part of a community with a shared purpose again.
- 3.16 Pupils exhibit the qualities of being kind and respecting others and reflect the school ethos in general. Where a group of pupils demonstrates unacceptable behaviour, the school takes suitable action to remedy this. Pupils behave well overall and most have a good understanding of the concepts of right and wrong through their daily interactions with each other and adult members of the school community. In their questionnaire responses all the pupils agreed that the school has high expectations of their behaviour and almost all that the school responds to poor behaviour appropriately. Inspection evidence supports this view. Prep school and senior school pupils recognise the necessity for rules and think they are administered fairly. In discussion, they made the connection between rules in school and the laws by which society is run and which are necessary. Prep school pupils look up to those in the senior school and see them as highly positive role models.
- 3.17 Pupils collaborate very effectively within and across age groups in lessons and during activities. The youngest children work together instinctively, for example, when making dinner in a role play. Prep school pupils shared ideas and took inspiration from others when acting out an ancient battle and senior school pupils used peer assistance in class to solve problems. Pupils say that they value mixed gender sports teams which enable co-operation between male and female pupils. Pupils develop understanding of relationships, including between genders and through challenge by school leaders of any inappropriate attitudes or behaviours. Opportunities for teamwork enable pupils to develop inter-personal skills, whether playing sport in a school team or a game of touch rugby with staff. Pupils say that being in a team raises their individual skills and aids self-confidence. Historically pupils have had the opportunity to further develop their social skills by staying overnight in school for a themed experience involving adventurous activities outside in the woodland as well as a banquet. Themes have included *Super-Heroes* and *The Great Escape*. At present these nights are not possible due to restrictions, but pupils who have taken part speak of gaining friends and improving their social skills through interacting with each other and with adults.
- 3.18 Many senior pupils choose to spend time helping with younger pupils and in so doing enhance their own personal development as well as that of the children they support. The collective impact of such

individual decisions helps to create the strong sense of community in the school. Pupils engage with the world outside school, choosing charitable causes and carrying out fund-raising activities as well as doing community work such as litter picking or maintaining a local village bench in previous years. During recent periods of remote learning pupils collaborated with each other to climb Everest virtually, by going up and down their stairs at home. Pupils in Years 7 to 11 valued the opportunity to explore recent global issues such as the Black Lives Matter movement; they gained effective understanding of racial inequality by listening to a remote talk by Nelson Mandela's prison guard, followed by a session on modern slavery. In discussion pupils expressed their appreciation of the diversity of religious beliefs in the school and that they felt it is a place where everyone is committed to supporting each other.

- 3.19 Pupils have an excellent understanding of how to stay safe and healthy, including the importance of a healthy diet and how to maintain a positive outlook. During recent remote learning, they say they benefitted from well-being packs provided by staff. They found these were very helpful in enabling them to plan their days, include rest breaks and stay calm. They demonstrate a strong awareness and understanding of the importance of online safety because they are well educated about the risks. The school's policy of not allowing mobile phones was appreciated by pupils in discussion who said that they would rather play with their friends and enjoy being outside at break and lunchtimes.

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

Inspectors

Mrs Kate McCarey	Reporting inspector
Mr Alistair Telfer	Additional reporting inspector
Mr Caron Evans-Evans	Compliance team inspector (Senior master, HMC school)
Mr David Pafford	Team inspector for boarding (Pastoral deputy head, HMC school)
Mr Henry Rickman	Team inspector (Academic deputy head, GDST school)
Ms Maxine Shaw	Team inspector (Head, IAPS school)