



ISI Independent
Schools
Inspectorate

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

HEATHFIELD SCHOOL

FEBRUARY 2018



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SCHOOL'S DETAILS

School	Heathfield School			
DfE number	867/6000			
Registered charity number	309086			
Address	Heathfield School London Road Ascot Berkshire SL5 8BQ			
Telephone number	01344 898343			
Email address	administration@heathfieldschool.net			
Headmistress	Mrs Marina Gardiner Legge			
Chair of governors	Mr Tom Cross Brown			
Age range	11 to 18			
Number of pupils on roll	176			
	Boys	0	Girls	176
	Day pupils	15	Boarders	161
	EYFS	0	Juniors	0
	Seniors	114	Sixth Form	62
Inspection dates	27 February to 1 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Heathfield School is an independent single-sex boarding and day school for pupils aged 11 to 18 years. The school is a company limited by guarantee and is currently overseen by a board of governors. Since the previous inspection, the school has opened a new STEM (Science Technology Engineering and Mathematics) block, admitted day pupils and appointed a new headmistress and reappointed a previous chair of governors.
- 1.2 The school was founded in 1899 as a boarding school for girls. The school assigns each pupil to one of four houses on entry. Boarders aged 11 to 17 years are housed in the main boarding house and those in the upper sixth form live in a separate boarding house.

What the school seeks to do

- 1.3 The school aim is to ensure that its pupils realise their full potential and leave as people able to make a contribution to the world with the skills and talents they have discovered, developed and honed during their time at the school. The school seeks to guide its pupils to live their lives with a strong moral and spiritual code, both in their immediate and the wider community.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds with most coming from United Kingdom backgrounds. Nationally standardised test data indicate that the ability of senior pupils is above average while that of sixth form pupils is below average. The school has identified 59 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 22 of whom receive additional specialist support. No pupils in the school have an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 30 pupils, 18 of whom receive additional support for their English. The school has identified ten pupils as being the most able in the school's population, and the curriculum is modified for them.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

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 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.4 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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.
- 2.7 **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

- 2.8 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.
- 2.9 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.
- 2.10 **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

- 2.11 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.

- 2.12 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

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 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

- 2.19 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.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Form I	Year 7
Form II	Year 8
Form III	Year 9
Form IV	Year 10
Form V	Year 11
LVI Form	Year 12
UVI Form	Year 13

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils consistently demonstrate positive attitudes to learning and achieving their best.
 - Pupils have highly developed communication skills which they apply to all areas of learning.
 - Pupils' non-academic achievements are outstanding.
 - Pupils demonstrate substantial subject knowledge and understanding.
 - Pupils display extremely effective study skills and abilities such as the analysis and synthesis of knowledge.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are socially aware and work extremely effectively with others to achieve common goals.
 - Pupils demonstrate conspicuously substantial self-knowledge and resilience that prepares them well for the next stage of their lives.
 - Pupils know how to stay healthy, particularly in terms of diet, exercise and a balanced lifestyle with a good understanding of risk.
 - Pupils respect and value diversity within society. They appreciate their own and other cultures, while demonstrating sensitivity and tolerance to those from different backgrounds and traditions.
 - Pupils contribute positively to the lives of others in the school, boarding and wider community.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Provide pupils with a greater range of experiences within the local community to develop pupils' understanding of British society.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 All pupils show an enthusiastic committed approach to their learning inside and outside of the classroom. This is because pupils are focused for the start of a lesson or activity to engage and do their best in a culture of mutual respect with their teachers and peers. This approach is fully sustained through the very positive staff pupil relationships and supportive boarding ethos where collaboration is promoted throughout the school day. Staff stimulate outstanding attitudes to learning through activities which are appropriately demanding of each pupil. All groups of pupils consistently demonstrate excellent attitudes to learning and achievement and seek to do their very best as young people who know their own minds. Pupils are self-aware as learners. As they progress through the school, they increasingly take responsibility for organising their own learning, supported by a Learn to Learn course and a Heathfield sixth form studies course, including the extended project qualification and extended essay opportunities, with many choosing to voluntarily attend extra clinics and seek out one to one support which is gladly given by staff.
- 3.6 The overall achievement of the pupils is excellent and represents the successful fulfilment of the school's ambitious aims. Results in GCSE and A-level have been above the national average for maintained schools. The school's own assessment data demonstrates that pupils including those

with SEND or EAL make rapid progress overall, whatever their starting points, with some pupils significantly exceeding expectations. This is because of the very effective tracking of individual pupils by faculties and pastoral staff in the school and the personalisation of learning by teachers. This enables additional and effective support to be given when necessary. The learning support department utilises forensic tracking, production of resources, use of individualised learning plans and professional development for teaching colleagues to enable SEND and EAL pupils to excel. The most able pupils are extended by teacher strategies such as probing questioning which promotes exemplary levels of concentration and analysis. Some marking in the school is exceptional, for example in English, which pupils find extremely supportive in enabling them to improve their work. The quality of marking is not consistent and so does not always help inform all pupils effectively as they move onto the next stage in their learning, an issue that was highlighted in a small minority of pupils' pre-inspection questionnaire responses and in the previous inspection report as a recommendation.

- 3.7 Pupils demonstrate extensive subject knowledge and understanding across the full range of subjects and display a particularly well-developed appreciation of the role of creativity in enriching their lives. Work is well matched to pupils of different abilities and highly effective teaching in a range of areas enables excellent acquisition of knowledge. For example, in a lower ability mathematics class clear and supportive questioning by the teacher enabled younger pupils to improve on their original answer in a sensitive way. Higher order thinking skills were demonstrated in a high ability mathematics class through pupils' discussion about the relationship of an abstract graph to a real-life situation. Pupils' independent study skills and confidence in debate increase as they move through the school, facilitated by small set sizes which encourages an active tutorial approach to many subjects which promotes pace. Pupils demonstrate very clear research skills and are effective at self-assessment. This is because pupils use their well developed skills of analysis, hypothesis and synthesis of knowledge through effectively carrying out homework and group activities. Teaching embraces a range of approaches which are actively developed through shared professional development coupled with monitoring and feedback which has addressed a recommendation made in the last inspection, an initiative which the new leadership in the school have promoted. Access to the library by boarders is seen as a very positive element of their work life balance and promotes effective independent learning as pupils use their study periods effectively. The skills for life developed through the cooking academy are demonstrated very successfully by older boarders as they take responsibility for preparing their evening meals together.
- 3.8 All pupils, including SEN and EFL, are excellent communicators. They speak with confidence, are articulate, and make strong progress in English. Pupils share their ideas clearly and willingly and listen to each other and respond accordingly. This is as a result of the many opportunities that the school provides for discussion and debate. Pupils are keen to ask questions after conscientiously listening to presentations. The needs of pupils with EAL are met by a range of resources and very effective targeted adult support, as exemplified by the rapid progress of pupils in language tests. Pupils are very confident and keen to volunteer to stand in front of their peers and make their contribution in a range of contexts. For example, in photography, pupils made a successful pitch for a real commercial advertising contract with a local cheese maker which was successful. Written work across the curriculum is usually carefully presented and shows use of sophisticated language and appreciation of the audience.
- 3.9 Pupils demonstrate strong mathematical subject knowledge and can apply mathematical skills very well across the curriculum where pupils are easily able to incorporate their mathematical knowledge in a range of different contexts. The most able pupils demonstrate excellent numerical skills, as exemplified through the many successes in a range of external mathematical challenges and competitions. Those who are less talented are well supported and meet their full potential. Pupils use their numerical skills across the curriculum effectively, for example in a science lesson there was discussion of how to plot an appropriate graph of results based on the principles understood from a previous mathematics lesson.

- 3.10 Pupils demonstrate strong ICT skills. They make use of their own devices to work independently and can develop their skills further through their access to computer suites. Use of email is particularly valued as a means of communicating with and receiving extra support from teachers. The use of collaborative ICT software, appropriately supported by teacher intervention, enables pupils to work independently of each other and work towards an improved group outcome. This is influential in developing excellent pupil presentations. All staff are confident in their use of ICT in a range of contexts and have clearly addressed a recommendation made in the last inspection.
- 3.11 Pupils' academic achievements are acknowledged in school through a well-respected competitive house merit system which promotes outstanding work and activity. A wide range of academic competitions are entered, with pupils enjoying success in events such as mathematics challenges and science Olympiads. Pupils value the opportunities they are given through the Athena Society to debate and discuss contemporary issues, which develops their understanding of the world. Pupils' non-academic achievements are excellent and represent the outcomes of their initiative, thoughtfulness and resilience in these areas of school life. This is due to the substantial opportunities that the school provides for participation in sports, music, drama, the Duke of Edinburgh's Award scheme and other events, both national and overseas. As a result, pupils have shown excellence in their field through representing Great Britain in dressage and England for lacrosse whilst also winning medals in national schools' ski racing. Notably the school ethos which promotes participation underpins pupils entering competitions with quiet individual confidence and then achieving significant success in areas such as the Windsor art competition, swimming, equestrian meetings and polo. Through the boarding programme of activities pupils are able to pursue interests they would not have been able to otherwise and undertake training on a regular basis due to the school facilities being available for them during term time. For a small school, there is a very diverse range of activities that pupils shine in and enable each pupil to excel in some sphere of school life.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils are articulate, happy and confident. They have a highly developed sense of self, displaying realistic personal understanding and self-confidence without arrogance. Boarders identify their progress and success as a consequence of being part of the boarding community where every pupil feels part of a greater team aiming to develop the young people in its care. The boarders who responded to the questionnaire felt that the school helps them to become more confident and independent. Many pupils commented on the many opportunities the school provides for them and how they are inspired by staff who believe in them as individuals who all have an area of real strength. This gives pupils high levels of self esteem and a sense of worth. Pupils are very self-aware as learners. They are supported by tutors, teachers and house staff to actively reflect on their progress. This view was substantiated in interviews where pupils were confident and comfortable in discussing their learning and progress. All pupils were clearly aware of what they needed to do to make further progress and were willing to accept that hard work was a necessary part of success. The school through its chapel and tradition of publicly celebrating birthdays shows how the community publicly affirms the importance and value of each individual. Pupils' personal development is enhanced through the personal, social and health education (PSHE) programme and a strong pastoral support network which is highly responsive to personal need. A very large majority of parents who responded to the questionnaire felt that the school promotes an environment which successfully supports their children's personal development. The increasing use of ICT has also developed pupil understanding of the dangers social media poses. Pupils commented on the dramatic impact an authentic social media misuse speaker had on them regarding their current approach to social media use.

- 3.14 Pupils have extremely well-developed decision-making skills and are able to determine targets for themselves in academic and extra-curricular activities. This is due to the strong individual support for each pupil as they move through the school. Pupils are highly aware of the importance of the application of integrity in their lives, and that doing the right thing requires thought and guidance. Effective pastoral support from tutors and house staff encourages pupils to think for themselves and reflect, particularly if they have made an error of judgement. As a result, they grow into young people who make a difference to the world and live their lives boldly whilst approaching the concept of risk sensibly in all that they do. Pupils are well prepared for GCSE options. Pupils make decisions and engage sensibly with the process, understanding that their decisions are important. Pupils say they feel supported with careers advice that enables them to actively explore career paths through online research and the guidance given by tutors and the careers team. As pupils progress through the school, they increasingly gain greater trust and responsibility culminating in more independent living in the Upper Sixth where pupils prepare their own meals and manage their own laundry.
- 3.15 Pupils have a strong awareness of healthy eating and the importance of a balanced lifestyle. They know how to keep safe when online and in other situations due to clear educational programmes. Pupils enjoy the full games programme and appreciate the range of options available as they move up through the school. They comment that participation is a key attribute of a healthy lifestyle. The questionnaires highlighted a small minority of pupils who were critical of the catering provided; inspectors sampled breakfast, lunch and dinner and did not find any issues. The active food committee listens to pupils and their suggestions are often acted upon. Pupils are actively involved in 'mindfulness' activities such as laughter and yoga sessions and develop greater self awareness and self directed approaches to managing their mental health as a result. Pupils have shown a deep understanding of staying safe through their entrepreneurial activities promoting In Case of Emergency (ICE) packs to other young people as part of their business studies programme. As a result, pupils know how to stay safe and understand how to be physically and mentally healthy particularly in terms of diet, exercise and a balanced lifestyle.
- 3.16 Pupils have a strong spiritual understanding of their place in the world and an appreciation of non-material aspects of life. This is due to the leaders of the school having successfully established a very strong school ethos of mutual respect based around Christian values and through the chapel which is at the heart of the school and provides an oasis of calm. Religious studies lessons provide breadth for the study of many faiths, and pupils report that they feel comfortable expressing their thoughts without fear of being judged and through their studies and the work of the chapel they develop insight into what faith and spiritual insight means to them on a personal level. The creative opportunities provided through the curriculum and particularly in creative subjects such as art also help develop pupils' spiritual understanding. Pupils demonstrate strong mutual respect towards each other and value each other extremely highly. Likewise, respect pervades the boarding community where difference is valued. Staff modelling of respect for diversity contributes extremely strongly to the multicultural and respectfully calm atmosphere that pervades the school and is reflected in the pupils' attitudes and behaviour. The school's vision of 'Enabling every girl to excel' is lived through its support of the boarding community where difference is valued and celebrated by the pupils. Almost all of parents and most pupils who responded to the questionnaire agreed that the school actively promotes respect and tolerance of those with different faiths and beliefs.
- 3.17 Pupils demonstrate significant moral understanding of what is right and wrong for example when given choices regarding school rules. This is due to the school leaders' promotion of Christian values, in particular love, optimism and resilience which promote moral questions that pupils actively engage in. The pupils are well behaved and have an excellent moral compass, for example through their compassion for those less fortunate than themselves. They expect fairness from each other and the staff. This issue was raised by a small minority of pupils in the questionnaires; inspectors investigated the issue with the school community and found no systemic problem. Behaviour is excellent; even the lure of the snow during the inspection did not prevent pupils from behaving in an exemplary manner. There is a good understanding of the concept of charitable giving, which is

actively run by the pupils and focusses on charities that the school community want to support. Pupils understand the moral imperative of helping those less fortunate than themselves through their active participation with local charities. This is reinforced by the boarding ethos, very strong peer group support within each year and staff receptive to dialogue. Pupils respect the system of school rules and prefects who act as excellent role models. Most parents and pupils who responded to the questionnaire thought that the school promotes and encourages excellent behaviour.

- 3.18 Pupils socialise with each other extremely well and are skilled at maintaining excellent friendships based on mutual respect. They have a strong voice in the school community which is respected and acted on by staff, for example pupils developing their boarding accommodation. This is due to the very clear guidance from teachers, and extremely welcoming and positive routines in the boarding community. The small size of each year group and the boarding arrangements create a strong community feel where all pupils know one another. Pupils support one another and enjoy strong relationships with their teachers. A strong house structure promotes student autonomy and a responsibility for helping to organise and shape the community in which they live.
- 3.19 Pupils demonstrate excellent empathy towards others, including those less fortunate than themselves. Older pupils fully embrace the responsibility to look after younger pupils, for example through older pupils mentoring younger pupils on induction into boarding. This is due to staff modelling acts of compassion and caring for others. The new, pupil instigated, 'Angel points' system of rewarding acts of kindness by pupils illustrates the importance of acknowledging all members of the school community for their contribution and gives pupils confidence in decision making. Pupils support the community in many ways. For example a group of dyslexic pupils gave an assembly on dyslexia so that the school could better understand their needs. A space workshop delivered by former astronaut allowed pupils to work with others from a local maintained school which showed the easy collaborative relationships that pupils can make. The majority of pupils understand how privileged they are and the responsibilities they have. This could be further developed through providing pupils with a greater range of experiences with the local community to develop their understanding of British society and hence allow pupils to fully 'See the Sky'.

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 the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house, form meetings, chapel and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Ian Carter	Reporting inspector
Mrs Wendy Kempster	Compliance team inspector (Headmistress, GSA school)
Mrs Rosemary Chapman	Team inspector (Assistant to the director of educational innovation, GSA school)
Mr James Passam	Team inspector (Deputy head , HMC school)
Mr Alex Osiatynski	Team inspector for boarding (Headmaster, IAPS school)