



ISI Independent
Schools
Inspectorate

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

RISHWORTH SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Rishworth School			
DfE number	381/6001			
Registered charity number	1115562			
Address	Rishworth School Oldham Road Sowerby Bridge West Yorkshire HX6 4QA			
Telephone number	01422 822217			
Email address	admin@rishworth-school.co.uk			
Headmaster	Mr Alastair Gloag			
Chair of governors	Rev Canon Hilary Barber			
Age range	3 to 19			
Number of pupils on roll	494			
	Boys	272	Girls	222
	Day pupils	439	Boarders	55
	EYFS	39	Juniors	107
	Seniors	289	Sixth Form	59
Inspection dates	14 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Rishworth School is a co-educational day and boarding school, founded in 1724 by John Wheelwright. The original building is now the school chapel. The school has a broadly Christian ethos and accepts pupils of all faiths and none. The senior school is for pupils aged between 11 and 19 and stands in over 103 acres of parkland. Heathfield, the junior school for day pupils aged between 3 and 11, is located about half a mile away. The school is a charitable trust administered by a board of governors. Since the previous inspection, the school has expanded the senior leadership team to include a director of teaching and learning, and a new designated safeguarding lead.

What the school seeks to do

- 1.2 The school seeks to provide a broad education for boys and girls within a friendly and caring environment. It aims to develop in its pupils a love of learning; the will to succeed; a sense of responsibility, self-discipline, purpose and fulfilment; a capacity for both self-reliance and co-operation; and an appreciation of personal and spiritual values.

About the pupils

- 1.3 Most day pupils come from the surrounding area of West Yorkshire, Saddleworth, Oldham, Rochdale, Halifax and Huddersfield. Boarders come both from Britain and from a wide range of overseas locations. Nationally standardised tests data indicate that the ability profile of the senior school is above average. Seventy pupils in both junior and senior settings have been identified as having special educational needs and/or disabilities (SEND) of whom thirty receive specialist support, mainly for specific learning difficulties relating to literacy. Fifty-three pupils receive support for English as an additional language (EAL) whether it be within the classroom, in small groups or individually. Three pupils in the senior school have an education, health and care (EHC) plan. The school identifies 36 pupils as more able in particular areas and provides extension activities both within and beyond the curriculum 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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

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

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

Key Findings

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

PART 1 – Quality of education provided

- 2.2 The junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2013 to 2016, performance has been above the national average for maintained schools. Results in IGSCSE have been above worldwide norms in German and Chinese and in line with worldwide norms in further mathematics and English as a second language.
- 2.4 In the sixth form, A-level results in the years 2013 to 2016 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

Key Findings

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

- Pupils of all ages are enthusiastic learners who have very positive attitudes to all their learning experiences.
- Pupils achieve well, and many including those with SEND or EAL make good progress from their various starting points, in response to targeted and individual support.
- Pupils exhibit excellent research and presentation skills in response to the school's innovative and exciting approach to independent learning.
- Pupils including those in the Early Years Foundation Stage (EYFS), the junior and senior schools and those who board enjoy and participate enthusiastically in a varied selection of extra-curricular activities.

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

- Pupils throughout the school and in boarding develop high levels of self-understanding and confidence due to excellent individualised support, both academic and pastoral.
- Pupils have very positive attitudes to diversity and difference in this multicultural and accepting community.
- Pupils have a strong moral awareness, behave extremely well towards each other and treat each other with high levels of respect and consideration.
- Pupils of all ages enjoy collaborating with each other to achieve common goals, whether in academic project work, charity fundraising or initiatives beyond school.
- Pupils have a strong awareness of the importance of staying healthy and safe, both in terms of diet and exercise and in relation to mental health and internet safety.

Recommendation

3.3 In the context of the excellent outcomes for pupils, the school might wish to consider the following improvement:

- Develop a shared vision for the whole school from the youngest to the oldest pupils in order to develop further the continuity of their education.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages are enthusiastic learners who have very positive attitudes to all their learning experiences. Both in the EYFS and the rest of the junior school, pupils exhibit a strong sense of focus during lessons, listen carefully to instructions and participate in all their activities with enthusiasm. For instance, EYFS children enjoyed acting out their journey from the *We're Going on a Bear Hunt* picture book and memorising the poem of the same name while they did so, and Year 1 pupils discussed ideas with each other while writing an exciting story about a 'super truck'. In the outdoor learning environment, pupils try new things, suggest activities and grasp all the learning opportunities with enthusiasm, much encouraged by teachers who engender a spirit of enquiry and discovery and listen carefully to all the pupils' ideas and suggestions. In interview, pupils said that they are encouraged by teachers to set targets for themselves and to develop resilience in their learning by aiming for long-term goals, thus improving their academic outcomes.
- 3.6 Throughout the school, pupils rapidly improve their knowledge, skills and understanding as they are almost always well supported by sensitive and individually targeted teaching. In senior science lessons, pupils carried out paired experimental work carefully and with confidence, staying focused on the task and helping each other to think about possible outcomes for the experiment. Pupils studying GCSE discussed complex relationships between wealth, population growth and water use in geography as they were guided through the process by carefully planned activities and questioning. In small teaching groups in the sixth form, pupils of varying abilities exhibited mature and independent attitudes to their study; they discussed issues confidently and with no fear of failure. Sixth form pupils fulfil their varying potentials fully through having access to BTEC Level 3 Diplomas in sport performance and coaching, and food science and nutrition, as well as a broad range of A-level subjects. Most marking though not all provides indications for improvement. Pupils also indicated in interview that they are provided frequent verbal feedback by their teachers which is carefully targeted to their needs, enabling them to maintain high expectations and make progress that is usually good and frequently excellent.
- 3.7 Pupils demonstrate highly effective communication skills. They read aloud with both confidence and delight, and are happy to discuss ideas and present them to others. In lessons, pupils listen carefully to each other and even the youngest pupils understand the importance of allowing others to express their views. Throughout the school, pupils acquire specialist subject vocabulary as it is carefully explained to them by their teachers, and they then use it to express their understanding and knowledge of concepts more effectively. International pupils with EAL are provided support within classes, in small groups and within the boarding houses so that they develop their communication skills quickly.
- 3.8 Pupils demonstrate strong numeracy skills across the curriculum including in geography, business studies, science, design technology, psychology, and information and communication technology (ICT). In the junior school, pupils use an online learning platform to develop their skills in mathematics; in 2017, Year 3 pupils achieved the best results nationally and were then placed first in the world amongst participating schools. Pupils exhibit strong skills in ICT. They use online curriculum sites productively to enhance their learning, and enjoy the opportunities provided by the virtual learning platform for submitting work and having it marked online. Pupils are adept at using presentation software. They begin coding in the junior school and develop these programming skills further, especially when doing independent learning projects in the senior school.

- 3.9 The following analysis uses the national examination data from the years 2013 to 2016, the last three years for which data is available. Results in GCSE examinations have been above the national average. Results in IGSCE were in line with worldwide norms in English and further mathematics, and higher than worldwide norms in German and Chinese. At A level, results have been in line with the national average for pupils in the sixth form. Pupils move on to a range of universities with particular strengths in engineering and applied science courses. In the junior school, the school's own framework for assessment indicates that pupils achieve well and are frequently successful in gaining scholarships to the senior school. A majority of the EYFS children display a good level of development in the achievement of their learning and development goals at the end of the foundation stage, and the school's value-added data indicates that they all make considerable progress from their starting points.
- 3.10 Pupils with SEND or EAL are well supported individually and in small groups as well as in lessons; in many cases they achieve results in line with their peers. Their progress is carefully monitored; lesson planning identifies their needs and ensures that they are met. In interview, these pupils identified their increase in confidence as a major factor in their success. More able pupils in the junior school benefit from critical thinking which is developed in philosophy sessions; in the senior school, more able pupils make excellent use of regular sessions to discuss, debate and develop higher-order thinking skills. They also develop excellent independent learning skills through the Intellectual Curiosity Programme as well as through the links the school is developing with local university departments. School leaders ensure that all pupils are well supported, whatever their particular learning needs. In their pre-inspection questionnaires responses, the overwhelming majority of parents agreed that teaching enables their children to make good progress and develop skills for the future, and that their children's educational needs are met effectively. Similarly, all the pupils who responded to the questionnaire agreed that the school provides them the opportunity to learn and make good progress.
- 3.11 Pupils are extremely effective independent learners. They exhibit strong study skills and relish the many opportunities provided by the school to develop their research skills and to pursue areas of interest, whether in the classroom or beyond. For example, a group of pupils took part in a national competition to design, create and market a mini racing car. They developed outstanding skills in computer aided design, and produced professional graphic design portfolios of their work and their marketing strategies. The resulting car attained a creditable position in races at a national level. In another independent learning initiative, linked to furthering ICT skills, Year 7 pupils learned how to code pocket-sized mobile programmable computers. Older pupils developed a space project involving launching one of these computers on a balloon to the very top of the atmosphere and then retrieving it to gather all the data collected. This outstanding independent learning project has fired the imagination of the whole-school community, with many planning to submit proposals for new data sets to be collected in a second launch next year. The success of these projects depends on excellent support from staff who share their enthusiasms and ensure outstanding cross-curricular support. Pupils also enjoy taking part in the school competitions each year which aim to extend their learning as part of the Intellectual Curiosity Programme. Pupils say that this programme raises their expectations and enables them to achieve at a high level.
- 3.12 Pupils in the senior school take part in research projects they have chosen, and present their findings to pupils, parents, governors and a selection of academics. Recent topics have included the future of graphene and an assessment of whether the bitcoin is a viable currency. Pupils achieve excellent outcomes from these projects and learn a lot about the process of research and presentation. The high level of confidence with which pupils of very varying abilities speak to adults and explain their passions means that the school fully fulfils its stated aim to develop in its pupils a love of learning and the will to succeed.

3.13 Pupils achieve a wide range of successes in their co-curricular activities, and almost all the parents and pupils who responded to the pre-inspection questionnaires agreed that the school provides a good choice for its pupils. All pupils from Year 4 in the junior school have the opportunity to enter speech and drama examinations, and increase in confidence as a result. Pupils have achieved team and individual successes in a wide variety of sports, and individual pupils with potential are provided access to expert coaching to enhance their skills. There have been representative honours in several sports including rugby, netball, hockey, badminton, trampoline and equestrianism. Music is a significant feature of school life for the many pupils who play both individually and in ensembles, demonstrating enthusiasm and considerable skill. Pupils have many opportunities to take part in dramatic productions such as in the local Shakespeare Schools' Festival or in three musical theatre productions in the junior school.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils throughout the school including those who board develop high levels of self-understanding and confidence due to the excellent individualised support that they receive, both academic and pastoral. In the junior school, pupils are self-confident and self-aware. They can explain clearly what they know and understand in their work, and they appreciate the guidance provided to them by their teachers. Pupils have confidence to express their views without fear of failure, and their sense of enjoyment in their learning is very evident. In interview, international pupils in the senior school spoke of the effective mentoring they receive on arrival and how the buddy system helps them to settle in quickly and adjust to a very different life. Pupils also understand the importance of perseverance, work towards long-term goals and develop considerable resilience as they progress through the school due to them receiving outstanding support from dedicated staff in lessons, in their forms and tutor groups, and in their boarding houses if they are boarders.
- 3.16 Pupils develop their decision-making skills from an early age. The youngest children in the EYFS are provided choices about the topics they want to study and which activities to do. During outdoor learning sessions, junior pupils plan how their sessions will progress, and suggest related activities such as muddy or wet play. They radiate confidence, enjoyment and a sense of pride in their learning. They said that all the suggestions they make are given consideration and listened to carefully. They also accept that someone else's suggestion may be better. Boarding pupils learn much independence from making decisions about how to get their work done effectively, when and where to socialise with others and when to do practical tasks like their laundry. In interview, they spoke of the increased independence that boarding has given them.
- 3.17 Pupils' decision making is further aided by the well-crafted personal, social, health and economic education (PSHE) programme provided in both the junior and senior schools. Senior pupils feel well supported in making choices about their future and say that all their suggestions are regarded as valid and considered carefully by the school. They value the comprehensive careers programme which assists them, and the individual support offered by staff who know them very well. They also make choices about topics to pursue in independent research, whether individually or in groups. The school's Intellectual Curiosity Programme strongly supports the development of pupils' decision-making skills.
- 3.18 Pupils have a strong moral awareness, behave very well and treat each other with great respect and consideration. Junior school pupils were highly focused and immersed during a school assembly, exhibiting high levels of responsibility for their own behaviour. Behaviour around the whole school is exemplary both within lessons and around the site; pupils are relaxed and comfortable in each other's company. They respect the code of conduct and understand the necessity for rules to make the community work effectively. Relations between pupils and teachers are well-mannered and cordial, and pupils were clear during interviews that one of the positive features of the school is that it is small enough for staff to know them very well and assist in their decision making and personal development. In their pre-inspection questionnaire responses, the overwhelming majority of parents agreed that the school actively promotes good behaviour and provides an environment which successfully supports their children's personal development. Senior pupils take an active role in promoting good behaviour, such as when they carry out supervisory duties at break and lunchtime. Younger pupils say that the school is a closely knit community where older pupils set a positive example and help them to know right from wrong.

- 3.19 Pupils also spoke highly of their opportunities to reflect and to develop spiritual awareness. In the junior school, pupils debated the meaning of infinity during philosophy sessions and relished opportunities to discuss 'awe and wonder' using posters and imagery displayed around the school. The Christian ethos of the school is evident in assemblies and collective acts of worship, but these are always conducted with a light touch that demonstrates an awareness of the multi-faith nature of the school community. Pupils enjoy many opportunities to create and appreciate thought-provoking art, photography and musical performance. Junior school pupils enjoyed creating sculptures for a sculpture trail around the school. Pupils exhibit compassion towards each other and are much supported by the strong sense of community. They spoke of their engagement with the act of remembrance held by a garden decorated with large poppies made by pupils. Junior school pupils very much appreciate non-material aspects of life in their outdoor learning environment as demonstrated by the poems written by Year 2 pupils.
- 3.20 Pupils very much enjoy belonging to a multicultural community and there is a strong sense of mutual respect. Day pupils value the diversity which international boarders bring, and enjoy forming close friendships with pupils from very different cultures. Overseas boarders are quickly and effectively integrated into the school community, including those who board in the senior school but still attend the junior school; other pupils are keen to find out more about their backgrounds and customs. International pupils are articulate and were extremely positive about their experiences in the school community. Almost all the pupils and all the parents who responded to the pre-inspection questionnaires agreed that the school actively promotes tolerance of different faiths and beliefs. The school therefore fully fulfils its stated aim to develop honesty, integrity, respect and tolerance in its pupils.
- 3.21 Pupils have a very well-developed sense of social responsibility. This is evident in the way in which they apply for and then deliver leadership roles in both junior and senior settings. Roles include Year 6, Year 11 and senior prefects; boarding and school council members; and leaders of competition houses known as 'teams'. Pupils also act as peer mentors and paired readers. They deliver these roles conscientiously and with commitment. The pupil councils achieve change, such as clarifying the school's policy on mobile phone usage and moving and refurbishing a day room for Years 7 and 8. Pupils also exhibit a strong commitment to those who are less fortunate than themselves, and engage regularly in charity fundraising often to causes very close to their hearts. Pupils engage with the community around them. A pupil initiative to raise funds following a major local terrorist incident by creating 'bee badges' has now raised an extremely large sum nationally. Junior school pupils enjoy their links with a local Nursery for children with special needs and their strong associations with the fire service and the hospital; senior pupils have meaningful links with a local hospice. Boarding pupils enjoy helping at local community events and with a charity for homeless people. They recently spent a night sleeping outside to further their awareness of homelessness.
- 3.22 Pupils have a strong sense of the importance of health and safety. In class, they behave sensibly when carrying out practical work and understand the necessity to take precautions. They understand the importance of healthy eating. Year 8 pupils visited a sustainability project, then grew their own vegetables and provided courgette soup for the school dining room. They know how to stay safe online and appreciate the education they receive about risks in society such as alcohol and drugs. For instance, Year 1 pupils discussed the dangers of becoming ill if bacteria infected water in a swimming pool, and Year 3 produced comprehensive and well-developed written work following an assembly about online safety. Pupils display commitment to keeping healthy by making sure they take exercise; they spoke at interview of the many opportunities they are offered in school to engage in physical activities which they enjoy. Boarding pupils value the weekend activities which include an outdoor pursuits weekend. All pupils value the support and education they receive to raise their awareness of the importance of mental health and well-being.

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 and safeguarding member of the governing body, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings 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 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
Mrs Amanda Kirby	Compliance team inspector (Head, ISA school)
Mrs Christine Cunniffe	Team inspector (Principal, Society of Heads school)
Mrs Claire Osborn	Team inspector (Head, ISA school)
Mr Ian Sterling	Team inspector (Head of preparatory school, ISA school)
Mr Andrew Williams	Team inspector for boarding (Senior school principal, HMC school)