



**ISI** Independent  
Schools  
Inspectorate

## **Regulatory Compliance and Educational Quality Inspection Reports**

**Thorpe House School**

**February 2019**



## Contents

<b>Contents</b>		<b>2</b>
<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		6
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		9
Recommendation(s)		9
The quality of pupils' academic and other achievements		9
The quality of the pupils' personal development		12
<b>4. Inspection Evidence</b>		<b>15</b>

## School's Details

<b>School</b>	Thorpe House School			
<b>DfE number</b>	825/6026			
<b>Registered charity number</b>	292683			
<b>Address</b>	Thorpe House School 29 Oval Way Chalfont St Peter Gerrards Cross Buckinghamshire SL9 8QA			
<b>Telephone number</b>	01753 882474			
<b>Email address</b>	office@thorpehouse.co.uk			
<b>Headmaster</b>	Mr Terry Ayres			
<b>Chair of governors</b>	Mr David Stanning			
<b>Age range</b>	3 to 16			
<b>Number of pupils on roll</b>	294			
	<b>Boys</b>	294	<b>Girls</b>	0
	<b>EYFS</b>	22	<b>Juniors</b>	114
	<b>Seniors</b>	158		
<b>Inspection dates</b>	26 to 28 February 2019			

## **1. Background Information**

### **About the school**

- 1.1 Thorpe House School is an independent day school for boys aged 3 to 16 years. The school is a charitable educational trust with a board of trustees, all of whom act as governors. Since the last inspection the EYFS setting recreational area and the swimming pool have been refurbished.
- 1.2 Founded as a proprietorial boarding preparatory school in 1923, the school is situated in a residential area of Gerrards Cross. In 2012, it acquired Kingscote Preparatory School, now housing the pre-prep department. The school is divided into the pre-prep for pupils aged of 3 to 7, a short walk from the prep school; for pupils aged of 7 to 11, and senior school for those aged up to 16. Additional games fields are a short distance from the main site.

### **What the school seeks to do**

- 1.3 The school aims to offer an education tailored to the way boys learn and provide learning suited to the needs of each individual. It seeks to ensure that through the traditional values of kindness, compassion, respect, and politeness each pupil will be well prepared to cope with the challenges of modern life and ready to take his place in society.

### **About the pupils**

- 1.4 Pupils come from families of a variety of backgrounds living in the surrounding area. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 72 pupils as having special educational needs and/or disabilities (SEND), 43 of whom receive additional support. Two pupils have an educational health care plan (EHC). English is an additional language for seven pupils, whose needs are supported by their classroom teachers. The curriculum is modified for pupils identified as the most able or as having a particular talent.

## 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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

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 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 REGULATORY 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.** 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [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 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for 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.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

### **PART 5 – Premises of and accommodation at schools**

- 2.12 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.

**2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.14 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 any 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, 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.

**2.15 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.16 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.

**2.17 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.18 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.

**2.19 The standard relating to leadership and management of the school [paragraph 34] is met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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.

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Attainment in public examinations shows that pupils make good progress.
  - Pupils, including those with SEND and EAL, develop and demonstrate appropriate key skills and knowledge that enable successful transition to the next stages of their learning.
  - Pupils' progress is strongest when the level of challenge is high and when they take independent responsibility for their own learning.
  - Pupils secure excellent achievement in activities beyond the classroom.
- 3.2 The quality of the pupils' personal development is good.
- Pupils across the whole school show self-confidence, moral understanding and a good appreciation of diversity.
  - Pupils demonstrate very respectful relationships with peers and adults and exhibit a strong sense of community.
  - A majority of pupils demonstrate an appreciation of the non-material aspects of school life and show excellent spiritual awareness and respect for religious and cultural differences.

## Recommendation(s)

- 3.3 The school is advised to make the following improvements:
- Strengthen pupils' progress by increasing challenge and enabling them to take independent responsibility for their learning.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all ages achieve well and so ensure the fulfilment of the school's aims. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. GCSE performance has been above in relation to the national average for maintained schools. Data provided by the school indicate that the percentages of pupils achieving GCSE in 2018 were improved over the previous year. The school does not take part in National Curriculum tests, but the available evidence shows attainment in the junior school to be above in relation to national age-related expectations. A large majority of pupils successfully transfer from the preparatory school to the senior school with leavers in Year 11 proceeding to maintained and independent sixth forms or to undertake vocational study. A very large majority of Year 11 pupils gain their first-choice of school or college. Most parents who responded to the inspection questionnaire thought that the school enables pupils to make good progress.
- 3.6 Attainment by children in the EYFS is strong and they make good progress in relation to their starting points across the seven areas of learning. By the end of Reception, all children perform at levels which are above those expected for their age and abilities. This is due to the comprehensive assessment of each child's development and the regular formative assessments and provision of a varied curriculum which is adapted to meet the needs of each child. Online learning diaries enable parents to contribute to their children's progress and allows for the recognition of achievements outside school. Children develop strong foundations in speaking, listening, reading and writing from the strong support provided by teachers. They demonstrate highly developed intellectual and social skills due to the numerous opportunities provided with child-initiated activities, such as exploration and role play, building confidence to engage with their learning and progress well.

- 3.7 Pupils make good progress overall. Most progress observed in lessons was made when teachers communicated high and clear explanations, and gave pupils opportunities to apply their skills in new situations. For example, in a Year 11 history lesson about the Norman feudal system, pupils demonstrated good study skills as they could read, appraise, analyse and discuss original source texts and the text book commentary. Pupils made less progress when there was over-reliance on note taking from the overhead projector or completion of identical worksheets with limited evidence of challenging extension work for the more able.
- 3.8 Pupils throughout the school demonstrate good levels of knowledge, skills and understanding in the core subjects of English, mathematics and science, as well as in other subject areas, encouraged by the aspirations of staff and the inspiration they receive to apply their learning across other subject areas. For example, Year 9 pupils demonstrated a very good understanding of the structure and function of the nucleus and of characterisation analysis in drama. Children in the EYFS demonstrated excellent memory and writing skills, for example when recalling facts about story of 'Jack and the Beanstalk'. As pupils advance through the school, they develop the confidence to improve their learning through strong in-class support. In a Year 6 Spanish lesson, pupils prepared and delivered short conversations, showing initiative when working in groups. Preparatory pupils demonstrate good literacy and numeracy skills across a range of subjects due to the strong focus on these key skills provided by staff. Year 5 pupils clearly explained why Pluto is no longer regarded as a planet, showing good understanding of prior learning. Year 8 pupils applied their prior mathematical knowledge to solve ratio problems and were able to explain their calculations to the class. In GCSE science lessons pupil showed good ability to manipulate formulae and interpreted graphs and data to successfully answers questions on examination papers. Pupils progress well in all areas of the school due to leaders' and governors' provision of small class sizes and implementation of effective tracking systems to monitor individual pupils' achievement and learning. Pupils' good subject knowledge develops from effective teaching, including the use of skilful questioning and personal support from teachers. However, in some of the observed lessons pupils did not demonstrate the same level of skills, because lessons lacked challenge and missed opportunities for pupils to think highly critically and independently.
- 3.9 Pupils with SEND or EAL achieve good levels of competence, achieving in line with their peers due to the strong individual attention that staff provide in the classroom as observed in one to one teaching in a number of mathematics lessons, the successful deployment of teaching assistants and the appreciated intervention of SEND staff to enable pupils achievement in key skills such as literacy and numeracy. The willingness of staff to provide additional help, enables these pupils to make good progress in relation to their individual difficulties or starting points.
- 3.10 Pupils demonstrate very good communication skills; they listen attentively and participate well, carrying out instructions accurately from their teacher. For instance, Year 2 pupils demonstrated confidence with French pronunciation and vocabulary. In a Year 8 Music lesson, pupils demonstrated good listening and appreciation skills as they discussed, appreciated and evaluated other pupils' performances of Zulu songs using percussion.
- 3.11 Pupils are confident and competent users of information and communication technology (ICT) when provided with the opportunity to solve problems, undertake homework and give presentations in lessons. For instance, Year 2 pupils avidly used a mathematics programme on an inter-active television screen to solve problems. Those with SEND spoke highly of how laptops support their learning as they take notes in lessons or undertake their homework. Pupils are naturally eager to participate in technology-related activities to enhance their learning. For example, in a Year 9 Art lesson, pupil work demonstrated effective use of photography and media software to manipulate images, and in Year 11 design and technology (DT) class, pupils used computer-aided design effectively to develop their individual project work as part of their GCSE submission. However, pupils have limited opportunities to apply their ICT skills to independently research, present their work and have a greater control of their learning.

- 3.12 Pupils' achievements outside the classroom across music, drama and sport are good throughout the school. Leaders' and governors' investment in facilities and resources has contributed to pupils' achievements. Pupils have achieved great success with performance and in external musical examinations across a range of instruments, as a result of the support they receive from specialist staff and the opportunities they have to perform in school musical events. Pupils in discussion and parental reviews in the school magazine further evidenced that they can achieve high standards of success within school productions both on stage and as lighting, sound and stage assistants. The EYFS children and pre-preparatory pupils demonstrated considerable confidence and singing ability when singing in assembly; and preparatory and senior pupils exhibited excellent performances in singing, dance, acting and staging during their school's productions of *Aladdin* and *Oliver* as celebrated in posters and enthusiastically discussed during interview. Senior pupils achieve significant success in the Duke of Edinburgh Award (DofE) scheme at bronze and silver levels. Other pupils have achieved significant success in mathematics, young entrepreneur and public speaking competitions.
- 3.13 Pupils' attitudes to learning are positive. They are productive in individual work and collaborate well when provided the opportunity. Their study skills are well developed. Pupils organise their work methodically and show a willingness to challenge their own understanding and improve further which enables them to be successful, both in their lessons and in the extra-curricular activities. Children in EYFS demonstrated excellent independent study skills while finding materials to design and construct slippers to represent Cinderella's shoe, and happily discussed their models due to the encouragement and praise provided by staff. In a Year 11 ICT lesson, pupils demonstrated positive attitudes to learning and demonstrated good willingness to work collaboratively when discussing how to best secure a good answer in past paper examination practice. Pupils spoke highly of the opportunity to have older pupils support them in their sporting activities, through pitch advice at half-time and in warming up session's pre-match. Small class sizes, together with very good rapport with staff and their peers, creates a learning environment in which all pupils feel safe and confident to try any challenge set.

## The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 Pupils demonstrate good self-confidence and self-knowledge, and they possess high levels of maturity for their age. They have a good understanding of their own strengths and weaknesses, and take an increasing responsibility for their own learning, negotiating and setting their own targets when given the opportunity. This is a consequence of the success with which the school fulfils its aim to expect the best from their pupils, as well as the strong pastoral support that meets individual needs. In the EYFS and pre-preparatory, pupils have a very clear understanding on how well they are doing from the regular praise and feedback they receive from their teachers, and from the use of stickers and from rewards such as using the interactive television in their free learning. In the preparatory school, pupils reflected highly effectively on their own understanding of quadrants in mathematics, with the use of a self-assessment traffic light system. Pupils know how well they are doing and how to improve further through regular written and verbal feedback in lessons, marked work and opportunities to review and set targets. Pupils use a period of personal time to reflect well on their achievement and how to make progress. Pupils' self-confidence is enhanced by the number of opportunities leaders and governors have ensured that they have to participate in school performances and develop excellent team-working skills through competitive sports and other extra-curricular activities such as the DofE expeditions. The school's personal, social, health and economic education programme (PSHE) contributes to the pupils' self-awareness throughout the school and enables pupils to identify effective strategies in building good resilience to prepare them for challenges. In the questionnaire responses, a very large majority of parents stated that the school helps their children to be confident and independent.
- 3.16 Pupils have very good relationships with their peers and are supportive of each other. This is because the school encourages children to play and make friends as soon as they enter the EYFS, so when they make the transition to the next stage these skills are well advanced. In a Year 10 registration session pupils used the time to volunteer to support a reading programme for younger students in the pre-preparatory school, and in a Year 7 mathematics lesson, pupils worked effectively with others in pairs and small group to solve problems collaboratively and achieve shared goals in their study and learning about simple and complex fractions. Pupils possess an empathy to look out for each other and value the family atmosphere which exists within the school, enabling good rapport with each other and with staff who know them all individually. Older pupils spoke highly of being able to support EYFS children as their 'reading buddies' in an activity for the DofE.
- 3.17 Pupils make a very good contribution to the school and the wider community, exemplified by the many charitable initiatives suggested by pupils in houses and year groups and fully supported by the school community. In the preparatory school, Year 6 pupils were able to explain very articulately why they visit an elderly care home and talk and sing to the residents. Pupils have successfully raised money, collected football boots and school items to support a Gambian school. All pupils enjoy playing an active role in the school community and eagerly volunteer to take on further responsibilities; senior pupils regularly guide visitors around the school and provide coaching to younger sports teams.
- 3.18 Pupils acquire an understanding of how decisions can have an impact on their own success and well-being as well as on those around them. They successfully manage to balance the demands of a busy academic life with a range of extra-curricular activities they are offered. Pupils make decisions confidently, whether this is asking politely to go to toilet in the EYFS, sensibly deciding which subject options to study in Year 9, or making choices about future schools. Pupils eagerly volunteer to gain positions of responsibility which impact on others positively within the school community, through representation on the school council or through leadership positions such as prefects or house captains. Council representatives, supported by staff, have successfully presented their ideas on refurbishing the school court yard for the benefit of pupils at the school. This has resulted in a multi-weather play area, fitness equipment, table top games and seating

- 3.19 Pupils' spiritual awareness is excellent; they and have developed a deeper understanding of other non-Christian faiths and an awareness of culture, they stated that they enjoy their study of a range of religions and this successfully teaches them about diversity and tolerance. The personal experience that presentations by visiting parents and other speakers discussing Hinduism, Islam and Judaism gives them a deeper understanding of the diversity of world culture. To enhance their cultural experience EYFS pupils are visited by parents displaying traditional costumes and foods. Further understanding is achieved through assemblies, participation in church services and a comprehensive religious studies programme. In their questionnaire responses, all parents agreed that the school actively promotes respect and tolerance of those with different faiths and beliefs. From the earliest years in the school, pupils develop an outstanding appreciation of the non-material aspects of life through participating in successful performances in music, enabled by the recent formation of a school orchestra, the enthusiastic and eager participation in drama and taking great pride in being able to display their art and DT work. In the EYFS, children spoke highly of their enjoyment when performing in their annual nativity play. Preparatory pupils successfully participate in the *Reading for Good* scheme, raising funds to provide books in hospitals. Senior pupils broaden their appreciation of art and materials through manipulation of varied media such as fine art painting, photography and design technology projects.
- 3.20 Pupils develop a strong moral framework and instinctively know how to distinguish right from wrong. Their behaviour both in lessons and around the school is good. They considered that they are treated fairly by the school and that the rewards system provides great incentive to work hard in class and show good behaviour around the school. Sanctions too were noted as fair and suitable, they understood that the results of misbehaviour in class would disrupt lessons and opportunities for learning. Pupils agreed that the codes of conduct enabled them to have a harmonious community in which they felt safe and secure. Pupils move sensibly and calmly around the school, displaying courtesy and politeness, to adults and peers. They understand the need to listen and focus in lessons to enhance their learning, demonstrating understanding that working together in groups can result in enhanced achievement. This is reflected in a very strong team spirit on the games field during football matches and the cooperative and community spirit seen on the play grounds during breaktimes. Pupils challenge misbehaviour and unkindness when they encounter it and display no tolerance for bullying. Pupils have a good sense of the need to be well behaved and to abide by the school rules, which are consistently implemented by teaching staff and promoted by leadership. In the EYFS and pre-preparatory, pupils spoke confidently about the high expectations of their teachers, the aim to always follow the golden rules. As pupils make the transition through the school, they demonstrate an increasing ability to reflect highly on the morality of modern society. For example, Year 10 pupils displayed an excellent understanding of the moral implications of Fair Trade, undertaking discussions with maturity and sensitivity. Senior pupils demonstrate their willingness to help in the school and local community. They are happy to give up their time and read to children in EYFS, support charities, not only raising money but by working in charity shops or visit and talk with residents in a care home.
- 3.21 Pupils know how to stay safe including when online, maintain a healthy lifestyle and develop positive mental health from an early age. Pre-preparatory children clearly explained the differences between types of healthy foods and also the importance of warming up before taking exercise. In discussion, Year 11 pupils demonstrated an excellent awareness of keeping fit and having a balanced diet. They recognise the importance of leading mentally healthy lifestyles by participating in team sports, asking for help or taking sensible approaches for examination revision.
- 3.22 Pupils welcome everyone to their school community and appreciate diversity of culture and background. This is reflected in the inclusivity shown by pupils working together in their work groups in class, friendship groups in all sections of the school and break time play. Two new pupils cited how they were readily welcomed into the school and made to feel part of the community. Pupils confidently voiced that the school community positively and successfully encourages their respect and tolerance through assemblies, PSHE lessons and tutor time. Pupils, in discussion, included a range of

cultures and backgrounds, they openly expressed that they greatly appreciate the values of tolerance, inclusivity and traditional fairness in the United Kingdom, reflected in the school's community spirit, and be given the opportunity to share their culture and beliefs with their peers when celebrating the festivals such as Chinese New Year and Diwali, or being able to teach their friends about their faiths and how they pray during a Year 6 visit to a Sikh Temple . An overwhelming majority of pupils who responded to the questionnaire said that the school encourages them to be tolerant of those with different faiths and beliefs.

- 3.23 The leadership and management ensure through effective pastoral support that pupils develop suitable skills, a moral understanding, self-respect and a respect for others which prepares them for the next stage in their lives. Pupils leave the school as mature, confident young men who have the skills to apply their learning in whatever challenge meets them.

## 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 and an assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Alistair Telfer	Reporting inspector
Dr Wendy Bowring	Accompanying inspector
Mrs Christine Rees	Compliance team inspector (former Head of boarding, HMC school)
Mr Shaun Fenton	Team inspector (Headmaster, HMC school)
Mr Alexander Mitchell	Team inspector (Headmaster, IAPS school)