



**ISI** Independent  
Schools  
Inspectorate

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

**FYLING HALL SCHOOL**

**MARCH 2018**



## 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	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
<b>3. EDUCATIONAL QUALITY INSPECTION</b>	<b>9</b>
Preface	9
Key findings	10
Recommendations	10
THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS	11
THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT	13
<b>4. INSPECTION EVIDENCE</b>	<b>15</b>

## SCHOOL'S DETAILS

<b>School</b>	Fyling Hall School			
<b>DfE number</b>	815/6004			
<b>Registered charity number</b>	507857			
<b>Address</b>	Fyling Hall School Robin Hood's Bay Whitby North Yorkshire YO22 4QD			
<b>Telephone number</b>	01947 880353			
<b>Email address</b>	office@fylinghall.org			
<b>Headmaster</b>	Mr Steven Allen			
<b>Chair of governors</b>	Mr Kenneth James			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	170			
	<b>Boys</b>	77	<b>Girls</b>	93
	<b>Day pupils</b>	121	<b>Boarders</b>	49
	<b>EYFS</b>	7	<b>Juniors</b>	34
	<b>Seniors</b>	101	<b>Sixth Form</b>	28
<b>Inspection dates</b>	6 to 8 March 2018			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Fyling Hall School is an independent day and boarding school for pupils aged between 4 and 18 years. The school was founded in 1923 and became a charitable trust in 1978, administered by its governors who act trustees of the charity. Since the previous inspection the school has appointed a new chair of governors.
- 1.2 The school has an Early Years Foundation Stage (EYFS) for children in the Reception class, a junior department for pupils in Years 1 to 6, a senior department for pupils Years 7 to 11, and a sixth form. It has two boarding houses; one for boys and the other for girls which provide both weekly and full boarding.

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

- 1.3 The school aims to provide a quality education which identifies and develops the potential of individual pupils in a variety of areas, provides them with the best achievable qualifications and prepares them to play their part in a rapidly changing world.

### **About the pupils**

- 1.4 Day pupils are drawn from professional and business families in the North Yorkshire area, with boarding pupils coming from families based in the United Kingdom, Europe and the Far East. Nationally standardised tests indicate that the ability of junior school pupils is above average and that the ability of senior pupils is broadly average. The school supports the learning of twenty-six pupils who have been identified as having special educational needs and/or disabilities (SEND) such as dyslexia and dyscalculia. One pupil has an education health care plan. The school has identified thirty-six pupils for whom English is an additional language (EAL), all of whom receive additional support for their English. The school modifies the curriculum for the more able pupils and for those with particular creative and practical talents.

## 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. 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 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 2014 to 2016, performance has been in line with the national average for maintained schools.
- 2.4 In the sixth form, A-level results in 2014 have been above, and those in 2015 to 2016 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. The 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 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**

- 2.18 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'.**

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.

- Pupils have excellent oral and well-developed writing and listening communication skills.
- Pupils, including boarders, demonstrate positive attitudes towards their learning. They are especially keen to work collaboratively.
- Pupils, including those with SEND or EAL, have good knowledge, skills and understanding, and apply these effectively to develop their learning.
- The more able pupils in the senior part of the school respond most effectively to challenges in their learning which raise their attainment.
- Pupils exhibit good but not fully developed information and communication technology (ICT) skills.

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

- Pupils and children in the EYFS exhibit outstanding qualities of self-knowledge, self-esteem and self-confidence.
- Pupils demonstrate substantial moral understanding and responsibility.
- Pupils, day and boarding alike, work together most effectively within and across year groups.
- Pupils make excellent contributions to their own and to the wider community.

## Recommendations

3.3 The school is advised to make the following improvements:

- Ensure that the pupils further develop and widen their ICT skills and experiences, thereby enhancing their learning.
- Ensure that the more able pupils in the junior part of the school further raise their attainment through additional challenges.

## 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, abilities and needs demonstrate a notably strong and confident ability to communicate their thoughts and ideas extremely well. They are articulate and have strong oral communication skills, as noted for example in a junior class when pupils confidently expressed in French their personal preferences. Similarly, pupils in a personal, social, and health education class eagerly, eloquently and enthusiastically discussed the qualities that loving families provide. This strength is developed by the teaching which typically promotes an atmosphere of open discussion. The pupils attend and achieve performance awards for drama and poetry in the annual local arts festival. Pupils' written work is typically good but with several examples of exceptional work noted, especially in senior pupils' creative writing in English. The school newsletter enables the pupils who produce it the scope to develop their journalistic skills, and several excellent examples of writing were observed including reflections on the month of January and a review of the school's reading scheme. Leadership and management are most effective in the encouragement provided to the development of communication skills. Pupils have excellent listening skills, as demonstrated when they gave their full attention to presentations by other pupils during two senior assemblies.
- 3.6 The school's own data indicate that pupils, including those with SEND or EAL, and the boarders make good progress, with some examples of excellent progress in individual cases. This is due to the school providing individual programmes and modified curricular arrangements for some pupils with SEND, for example entry-level courses of study and a project qualification in catering have been made available. Pupils with SEND or EAL are most effectively supported by the learning support and EAL departments respectively. In the EYFS, the majority of children demonstrate a good level of development and a third have exceeded their age-related expectations. In the junior part of the school, the majority of pupils work at or above the expectations for their age in English and in mathematics.
- 3.7 The following analysis uses the national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. Pupils' GCSE performance and A-level results have been similar to the national average for maintained schools. In addition, during 2016 and 2017, approximately two thirds of pupils have achieved five GCSE or IGCSE passes including mathematics and English. In the same period, over a quarter of the grades awarded at GCSE and at A-level were A\* and A or their equivalent. Almost all parents in their pre-inspection questionnaire responses agreed that the teaching enables their children to make good progress and develop skills for the future. Similarly, the vast majority of pupils in their responses said that the school provides them the opportunity to learn and make good progress. This is partly due to the school tracking and monitoring the progress of its pupils effectively, meeting the recommendation of the previous inspection.
- 3.8 Pupils demonstrate good levels of knowledge, skills and understanding across all areas of learning. There are some examples of excellence in this domain, such as superb creative art skills demonstrated in 'vegetable' prints on display in the EYFS classroom. Similarly, pupils in the senior part of the school demonstrated their geographical understanding to great effect in a project on sustainable local tourism, and during a GCSE physics lesson pupils responded exceptionally well to a wide range of challenges as they applied their scientific knowledge when exploring novel experimental situations. The attainment of the more able pupils in the junior part of the school is not always sufficiently promoted by the tasks before them; the written work scrutinised indicated that too often the same work is set for pupils regardless of ability.

- 3.9 Good levels of numeracy were noted in the lessons observed and in the pupils' work which was examined. In interview, pupils said that they like mathematics and typically engage with numerical work enthusiastically. Children in the EYFS were observed applying their counting skills to novel situations and actively seeking out opportunities to extend their numerical learning in the adjacent outdoor environment. The mathematical work done by senior pupils, as observed in their marked homework, demonstrated an effective command of the subject. During the last three years, junior school pupils have won three gold, six silver and five bronze awards in a national primary competition and two sixth form pupils have won awards in the UK Mathematics Challenge. Pupils have the skills and understanding needed to apply their mathematical learning across the curriculum, as observed in a senior school music lesson on the use of patterns and beats. Relatively few examples of the application of mathematics to other subjects were noted, thus failing fully to develop sufficiently the skills of the pupils in this area.
- 3.10 Pupils' use of ICT is undeveloped. The many examples of ICT seen in pupil work for the far greater part involved the unadventurous use of standard software, thereby limiting attainment. Few examples of the use of ICT to enhance the learning of pupils during a class were noted, such as when senior pupils effectively navigated through the data in a spreadsheet and when they competently produced a history factsheet on the suffragette movement. At present, each department is responsible for the application of skills within their own subject. As a consequence pupils appear not to be developing higher-level ICT skills except in isolated cases such as journalism club, with senior school pupils demonstrating most effectively the confident use of publishing software.
- 3.11 Pupils have good study skills. Some excellent examples of independent learning were observed, such as an extended study of the historical context of *A Christmas Carol* by Charles Dickens which was especially powerful in its scope. Sixth form pupils in an English lesson demonstrated the ability to analyse two poems using a firm understanding of poetic forms and structures. During a science lesson, pupils were able to construct coherent hypotheses to explore why and how currents flow in electrical circuits.
- 3.12 Despite the relatively small size of the school, there is considerable academic and non-academic success for individual pupils. During the last two years, fifteen pupils have achieved distinctions in externally accredited instrumental and singing music examinations. Three pupils have been successful in externally accredited ballet examinations. Other notable successes include a winning entry published alongside other winners in a national short story competition, and the selection of pupils at local, county or national level in hockey, cross country, cricket, football and rugby. Pupils compete confidently and win many awards for their performances in the annual local arts festival.
- 3.13 Pupils, including boarders, demonstrate positive attitudes towards their learning. They respond well to the individual attention they receive from teachers in the relatively small class sizes to which the governors are committed. A large majority of pupils maintained in their questionnaire responses that the teachers are supportive and helpful when they have problems in their work. The pupils are especially keen to collaborate during their learning, as noted in almost all lessons observed, musical performances and after-school activities. They want to learn from each other as well as from the teaching. Children in the EYFS are enthusiastic learners and especially eager to participate in activities with others, as demonstrated in the individual learning journey booklets which are shared with their parents.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate excellent self-knowledge, self-esteem, self-confidence, self-discipline and resilience. Many examples were observed, including accomplished public musical performances and pupil presentations in assemblies, and pupils with SEND or EAL demonstrating a forthright determination to succeed in their learning. Marking of pupils' work is generally helpful promoting pupils' understanding of how they might improve work, thus developing pupils' self-awareness. In a few cases the marking fails to be encouraging, and a small minority of pupils said in their questionnaire responses that the marking does not help them to improve their work. Even so, the pupils have a very clear understanding of how they might improve, as demonstrated during discussions with them and in a sixth form drama rehearsal as pupils reflected upon their performances without any self-consciousness. Children in the EYFS display great self-confidence as they apply their learning to outdoor activities. The culture of empathy and support promoted by the leadership underpins the confidence and development of pupils most effectively. All parents' questionnaire responses said that the school promotes an environment which successfully supports the personal development of their children.
- 3.16 Pupils including boarders, those with SEND or EAL, and children in EYFS, are well prepared for the next stages in their learning. They make decisions on the choices which face them based upon clear reflection, supported by the good guidance provided on careers and higher education. Pupils with SEND or EAL who are faced with difficult decisions make excellent use of the individual support provided by the school. The school has tried to create an atmosphere in which the voices of the pupils are heard. Pupils themselves run the school council and a food committee. In interview, the pupils said that they feel their ideas and opinions are valued. This was noted to excellent effect when a scheme of work for the senior part of the school was developed around a pupil suggestion to incorporate recent trends in music within their learning. Pupils in the junior part of the school make excellent use of the opportunities to make decisions for themselves provided by the outdoor learning programmes. The pupils take responsibility for their own outdoor learning in the wide range of independent activities available.
- 3.17 Pupils and children in the EYFS demonstrate excellent levels of spiritual awareness in terms of their appreciation of the non-material world, especially but not only evident in art work and other creative work including music and drama. Boarders take an active role in the local church during the school's monthly visits, preparing readings and becoming directly involved in the services. The artwork on display in the junior part of the school and in the senior art room provide a range of examples of deep appreciation of the non-material world, including some stunning portraits executed by the sixth form. Pupils reflect confidently upon the human impact of war and environmental disasters. Children in EYFS and the younger pupils in the junior part of the school demonstrated a clear awareness of the changes that happen in spring and linked these thoughtfully to aspects of Jesus' reincarnation. Members of local churches who regularly visit to deliver assemblies support the school in its spiritual aims.
- 3.18 The pupils have very high levels of moral understanding and responsibility. They understand the nature of rules within the school community and draw parallels with wider society. Pupils have a very clear understanding of the right thing to do in a variety of contexts from social media to dealing with instances of unkindness. The boarders share a strong sense of collective responsibility for their boarding houses. A large majority of pupils agreed in their questionnaire responses that the school encourages them to behave well, and said in interview that pupil behaviour is typically very good. All those parents who responded to their questionnaire said that the school actively promotes good behaviour.

- 3.19 Pupils display excellent social development and awareness. They work together to solve common goals most effectively, including through the school's reading scheme with older pupils encouraging younger pupils and through house sporting activities. Pupils communicate well and confidently in a variety of social contexts with adult visitors as well as with the staff of the school. Younger children and pupils understand the social expectations of them and take responsibility for their own belongings, keeping the areas around them in good order.
- 3.20 Pupils make excellent contributions within the school and to the wider local community. The on-going engagement with an Indonesian school demonstrates particular strengths in this area, with pupils learning how their own actions may have significantly beneficial impacts upon others. Boarders contribute positively and enthusiastically to the life of the boarding community. Many of the sixth form help younger pupils with their work, thereby motivating these younger pupils and allowing them to get to know and interact beneficially with older pupils. Tutor groups take an active part in delivering their own assemblies to the rest of their peers, tackling such issues as gender equality, human rights and bullying. This shows a depth of understanding about some of the important issues in life that may affect them as they enter the wider world, and their willingness to share their views with others. Pupils take part in a variety of concerts that are often for the benefit of others, such as the Christmas concerts that are performed for some of local residential homes. The pupils' firm commitment to charities is also notable, with activities arranged for local and major national charities.
- 3.21 The range of cultures and nationalities within the school provides a firm foundation for the excellent attitudes towards others which prevail. High levels of respect are commonplace. The school community is exceptionally well integrated, and pupils demonstrate sensitivity and tolerance to each other and those beyond the school. Pupils in a junior geography lesson demonstrated high levels of empathetic understanding when considering the differences between their own lives and those of people in a Himalayan village. For the past two years, the school has hosted pupils and staff from an Indonesian school; the pupils have thereby most effectively learnt of a very different culture to their own as well as sharing their own experiences with the guest school. The school celebrates the considerable contributions which international boarding students make to the school community and they celebrate festivals from different cultures such as Chinese New Year, with older pupils making dramatic and colourful use of a Chinese dragon and creating considerable excitement amongst the younger pupils. A large majority of the pupils said in their questionnaire responses that they are encouraged by the school to respect other people and be tolerant of all cultures and faiths.
- 3.22 Pupils have an excellent understanding of what is needed to stay safe and healthy. Pupils and boarders said in interview that they feel happy and safe in the school. Children in the EYFS and younger pupils are developing extremely positive attitudes to health and safety, aided by the outdoor learning programme. All the parents who responded to their questionnaires and a large majority of pupils said that the school does all it can to ensure a safe and healthy environment.

## 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period and attended 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

Dr Christopher Ray	Reporting inspector
Mr Jonathan Runswick-Cole	Compliance team inspector (Senior housemaster, HMC school)
Miss Rachael Allen	Team inspector (Headteacher, ISA school)
Mrs Anne Jones	Team inspector (Former headteacher, GSA school)
Mrs Claire Grant	Team inspector for boarding (Senior mistress, IAPS school)