



ISI Independent
Schools
Inspectorate

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

Exeter Cathedral School

May 2019



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School's Details

School	Exeter Cathedral School			
DfE number	878/6000			
Registered charity number	1151444			
Address	Exeter Cathedral School The Chantry Palace Gate Exeter Devon EX1 1HX			
Telephone number	01392 255298			
Email address	reception@exetercs.org			
Headmaster	Mr James Featherstone			
Chair of governors	Mr Derek Phillips			
Age range	3 to 13			
Number of pupils on roll	255			
	Boys	140	Girls	115
	Day pupils	246	Boarders	9
	Nursery	30	Pre-Prep	81
	Prep	144		
Inspection dates	14 to 16 May 2019			

1. Background Information

About the school

- 1.1 Exeter Cathedral School is an independent day and boarding school for boys and girls aged between rising-threes and thirteen years. Founded in 1179 as a boys' choir school, non-choristers were admitted in the 1960s, and it became co-educational in 1994. The school is a limited company and registered charity, overseen by a board of governors.
- 1.2 The school comprises nursery, pre-preparatory and preparatory departments. There is one boarding house with separate accommodation for girls and boys where preparatory pupils can board full time, weekly or flexibly.
- 1.3 Since the previous inspection the school has refurbished its teaching accommodation and installed additional information and communication technology (ICT) facilities.

What the school seeks to do

- 1.4 The school aims to offer a first-rate, all-round educational experience focused on developing the whole child within a supportive, purposeful, stimulating and gently Christian environment. The school seeks to work with families to help pupils acquire the right habits for life.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from families who live within an hour from the school. The school's own assessment indicates that the ability of pupils is above average. Seven pupils have been identified as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom five receive additional specialist help. No pupil in the school has an education, health and care plan or a statement of special educational needs. English is an additional language (EAL) for eleven pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 22 pupils as being the most able in the school's population, and the curriculum is modified for them and for 43 other pupils because of their special talents, including in music, sport and the creative arts.

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.

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 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 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.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 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

- 2.7 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.
- 2.8 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

- 2.9 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.
- 2.10 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

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

PART 6 – Provision of information

- 2.13 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 pupils 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. A suitable statement of boarding principles and practice is published by the school.
- 2.14 **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

- 2.15 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.
- 2.16 **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

- 2.17 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.
- 2.18 **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 excellent.
- Pupils display excellent attitudes to learning.
 - Pupils achieve high levels of success in academic and other achievements, notably music, art and sports, with many pupils winning scholarships.
 - Pupils demonstrate excellent knowledge, skills and understanding across the areas of learning.
 - Pupils are confident and articulate communicators.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are happy, confident, and self-aware, and are proud of their achievements.
 - Pupils demonstrate a clear sense of community and respect for one another.
 - Pupils are morally aware and fully understand the school values and habits that underpin the excellent behaviour in the school.
 - Pupils from an early age have an excellent understanding of how to keep themselves safe as well as fit and healthy, both mentally and physically.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Enabling prep school pupils to enhance their skills in using information and communication technology (ICT) to a greater extent across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils' attitudes towards learning, as evidenced in the quality of presentation in their books and their focus in the classroom, are a great strength. Across the school, pupils enjoy and work very well together in groups, and demonstrate strong personal responsibility for their learning. Early Years Foundation Stage (EYFS) children take delight in fully involving themselves in the well-resourced learning areas, for example when working together to make pretend cups of tea in the water-play area. The school is highly successful in its aim to develop children as independent learners. Pre-prep pupils proudly explain how they try and solve their own questions before asking for help. This is due to staff expertly promoting independence skills, including through games such as 'spot the mistakes', which children thoroughly enjoy. In the prep school, pupils demonstrate high levels of initiative and independence, for example when they use well-developed reflection skills whilst assessing their own work. Pupils collaborate very well in different lessons, such as in a French revision class where pupils peer-assessed each other's pronunciation in preparation for oral examinations.
- 3.6 Pupils gain many scholarships and successes in competitions. In particular, pupils attain very high levels of success in musical performance, including within examinations. Pupils also participate enthusiastically in a wide range of extra-curricular activities, including national orchestras and the Faraday Science competition with great success. Such activities help pupils to develop into well-rounded individuals. Pupils perform very well in extra-curricular activities because the school is mindful of the specific demands that these activities may bring and supports pupils accordingly, providing individual arrangements for pupils such as time-table adjustments for all choristers and for participants in external sports competitions. Many pupils excel at sports outside of school, such as trampolining as part of the Great Britain squad, county hockey, cricket, athletics, and rugby.

- 3.7 Pupils demonstrate excellent knowledge, understanding and skills across the areas of learning. In the EYFS, all members of the class are fully engaged because topics are expertly chosen to motivate and inspire them. This is highly successful, with children eager to explain their learning and apply their skills to produce excellent end results, such as when children painted recognisable characters from the book *Chicken-Licken*. Pre-prep pupils demonstrate high levels of attainment in their class work, which is reflected in wall displays of their accomplishments, and in test scores, responding very well to teachers' challenging expectations. They recall their learning confidently, for instance whilst presenting factual information they had recently learnt about barn owls. Pupils in the upper part of the prep school display excellent knowledge, understanding and skills in English. They display advanced language skills when coming up with similes and produce high quality descriptive writing that shows great creativity for their age. Likewise, pupils demonstrate excellent skills in mathematics: they confidently hypothesise and accurately analyse information, applying their knowledge to challenges very well, as was seen when solving problems about angles. The quality of pupils' art and design projects is a real strength: their work is proudly displayed throughout the school and their talents are further celebrated through the 'Artist of the Week' award. Pre-prep, pupils skilfully created model Eiffel Towers, made on a recent 'French Day'. Prep school pupils display excellent sketching skills. Pupils perform to a very high level in the creative arts, including in musical concerts and drama productions such as the *Year 8 Revue*. Older pupils achieve excellent scholarship results in the arts, both creative and performing. Boarders recognise how the residential experience helps them develop their knowledge understanding and skills further. They value the input and advice from boarding staff, as well as from other boarders, while completing their homework. Boarders make effective use of facilities to aid their learning, for example, when older pupils successfully produced a healthy snack as part of their homework in the boarders' bistro, a communal kitchen-diner. Pupils have benefitted from the effective 'Achieving Excellence' Programme that the school's leadership has introduced: this initiative has successfully addressed the recommendation from the previous inspection to disseminate best practice in teaching in order to improve outcomes for pupils.
- 3.8 Pupils demonstrate that they are very effective communicators, with outstanding oracy, literacy and listening skills. For example, EYFS and pre-prep pupils confidently read out prayers written by themselves during a worship assembly. Prep school pupils speak, listen, read and write astutely, taking account of different contexts and purposes. Written work is of a high quality across the school. In the prep school, pupils' competence in communication is excellent in the classroom as well as socially. They are confident communicators and all are involved in the 'Declamations' programme, reciting a poem in front of their class or the whole school. Pupils enjoy this challenge and the opportunity to demonstrate their communication skills to their peers.
- 3.9 Pupils in the EYFS make very good and often excellent progress from their starting points, so that the vast majority meet and some exceed the expected level for their age. The school does not take part in National Curriculum tests, but available evidence from lesson observations, scrutiny of pupils work and the school's own assessment data show that pre-prep and prep pupils' attainment in English and mathematics is above national age-related expectations. In their responses to the pre-inspection questionnaire, the vast majority of pupils and parents agreed that teachers help pupils to learn and make progress. A robust system of assessment has been introduced by the leadership, which along with effective use of the marking policy, meets the recommendation from the previous inspection. As a result of this, outcomes for pupils have improved because any shortfalls in expected attainment have been identified and addressed. Work seen during inspection supports the view that intervention has been successful. Pupils with SEND achieve very well in relation to their starting points, as do the small number of pupils with EAL. Pupils who have been identified as most able or talented have their needs recognised and met. This begins with EYFS children being suitably challenged in areas where they particularly shine, such as in mathematics and literacy, and continues throughout the school, cumulating in leavers gaining a wide range of scholarships, and entry to their first choice senior schools.

- 3.10 Pupils develop excellent study skills, drawing upon a suitably wide range of sources and applying higher-order skills, including the ability to analyse, hypothesise and synthesise. Pupils begin to adopt these skills at an early age, for example by questioning processes and predicting outcomes when performing weighing activities. Prep pupils demonstrate a range of effective learning and revision techniques and use them to support their own and each other's preparation for tests and examinations. Outside of the classroom, pupils display excellent dedication to independent work and commitment to practice, particularly in art and music.
- 3.11 Pupils demonstrate a secure understanding and genuine enjoyment of mathematics. In the EYFS and pre-prep, pupils understand early number work very well because mathematics is made relevant and fun, such as through the daily 'Big Count' session. Prep pupils display an increasingly strong knowledge of mathematical concepts, aided by careful teacher assessment which ensures that their progress is secure. For instance, pupils explained how they now understood corresponding angles following an additional lesson to consolidate their knowledge. Pupils apply their mathematical skills in other areas of the curriculum with confidence, such as in science where younger pupils recorded results from an experiment using tally charts, and older pupils calculated distance travelled using algebraic formulae. Those who have been identified as especially gifted in this area are presented with additional challenge.
- 3.12 Pupils show competence in information and communication technology, although evidence from lesson observations, work scrutiny and through talking to pupils indicates that this is an area still being developed by the school. EYFS and pre-prep pupils use ICT across the curriculum, as seen in an EYFS literacy class where pupils used tablets confidently to reinforce letter formation. In the prep school, pupils achieve well in the digital literacy programme. Older pupils complete a course in coding, displaying proficiency in using software, including higher level spreadsheet skills. Currently the opportunities to use ICT in the prep school, outside specific ICT lessons, are limited.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils embrace the many opportunities they are given to develop excellent self-knowledge, self-esteem, self-confidence, self-discipline and resilience. They confidently reflect on what they have done well and identify areas for improvement as part of the school's assessment procedures. For example, prep school pupils reflected on their scientific misconceptions with their peers and their teacher in order to improve their performance.
- 3.15 Pupils display high levels of independence and take responsibility for their own learning. This is encouraged by very effective staff support. Boarders manage their own time very well, so that their academic and musical commitments are met.
- 3.16 Pupils demonstrate a very well-developed sense of community and utmost respect for one another. Their acts of kindness and consideration begin at an early age, such as when EYFS children take time to welcome and look after visitors. In the nursery and pre-prep, the 'golden leaf' reward system is very effective. Leaves on display include recognition for many acts of kindness and helpfulness, of which pupils are rightly proud. These positive attributes in pupils continue to develop throughout the school, reinforced by the well-known pre-prep golden rules and prep school habits, which set out key values and habits for life. In line with the school's aim, the expectation is that all members of the community should adhere to these, and pupils do this very well, as do staff who provide explicitly positive role models. Pupils refer to the school's guiding rules and habits in their daily lives and fully appreciate their importance for themselves and others. Pupils have excellent social awareness and are able to talk confidently and listen thoughtfully, taking alternative viewpoints into account and demonstrating empathy for others' situations. For example, in a history lesson, older pupils collaboratively analysed sources of evidence and displayed sensitivity for the experience of those caught up in the experience of the historic event. There is a great sense of teamwork and determination to work out problems together, including in games lessons, where cricketers keenly supported other team members.
- 3.17 Choristers demonstrate confidence and resilience whilst performing in front of other members of the choir, who in turn show great respect for their talents. They are able to fulfil their choral role because their welfare in this demanding situation is monitored and supported effectively by their chorister tutor and pastoral team. Boarders of all ages demonstrate care and consideration for each other, as was seen when older boarders included younger members of the house in their conversations. Regular weekly boarders show their maturity by ensuring occasional, flexi-boarders are welcomed and fully integrated into the boarding experience. All boarders develop a sense of personal strength and care for others, because the strong family ethos promoted by house parents builds their ability to understand themselves well and to appreciate others' needs.
- 3.18 Pupils are morally aware and fully understand the school values, golden rules and habits that underpin the excellent behaviour in the school. They recognise the need for laws or rules, both in a school setting and in the wider world, and are able to express their views of these in a mature manner. Pupils respect the school's system of rewards and sanctions, believing it is fair, and accept responsibility for their own behaviour. Pupils are polite, considerate and very well behaved to each other, visitors and staff. Boarders display equally high standards of behaviour in their extended time within the school. In the questionnaire responses, all pupils agreed that the school expects them to behave well, and they fulfil this aspiration.

- 3.19 As they progress through the school, pupils acquire an excellent understanding of how to keep themselves fit and healthy, both mentally and physically. For example, nursery and pre-prep pupils are aware of the need to take time to do the things they love and to take a break by following the *Ten a Day Habits* that outline the key choices they should adopt to maintain a healthy mind and body. Pre-prep pupils demonstrated a very good understanding of healthy eating while working in pairs to put together a menu to stay healthy. Pupils' knowledge of personal safety is apparent in the care they take whilst moving about the school, and in their detailed explanations about the fire drills. Likewise, boarders display a clear understanding of the fire evacuation routines, which can take place at any time of the day or night. Pupils are secure in their knowledge of how to keep safe whilst using technology; for example, older pupils confidently explained the potential dangers of online interactions and the challenges that they face in avoiding associated risks.
- 3.20 Pupils develop a strong spiritual awareness aided by the gentle Christian ethos of the school and through the close links that the school has with the cathedral. Younger pupils embrace the opportunities provided to take time to contemplate the non-material aspects of life and understand the importance of this for themselves and others. They recognise that their periods of reflection in the cathedral enable them to feel peaceful and calm, as do the choristers. Across the school, pupils discuss and have access to other religious leaders and show appropriate understanding of other religious beliefs. They are aware of the need for tranquil reflection in their lives, and fully embrace the schools' mindfulness and well-being programmes promoted by the leadership and management. These have a positive impact on pupils. They help pupils gain a greater understanding of themselves, including their thoughts and feelings, and offer positive strategies to help cope with their life. For example, prep school pupils fully understand how important acts of kindness and thoughtfulness are above material possessions. In worship assemblies, pupils fully engage in meditation exercises, demonstrating an appreciation for the benefits that these activities provide.
- 3.21 Pupils are proud of the positions of responsibilities that they hold in the school. There are a number of roles of responsibility which the pupils fulfil including school council, librarians, prefects, sports captains and members of the food committee. These roles enable pupils to make excellent and enthusiastic contributions to the lives of others within the school, including in boarding. Boarders take their responsibilities on the boarding house committee seriously, considering changes which will benefit the whole community. This forum is a valuable recent addition promoted by the leadership and management. From the pre-prep onwards, pupils talk passionately about the changes their views have had on school life. For instance, the school council initiated the creation of a mindfulness garden in the playground area. Their desire to do good for the school community is extended to the wider world, such as raising funds for a charity that provides farm experiences for city children less privileged than themselves. Pupils show a keen interest in internationalism and respecting other cultures, for example whilst fully engaging in learning first-hand about others' backgrounds and cultures at a recent 'International Day'.
- 3.22 Pupils have respect and value diversity within society. This is driven from an extensive personal, social, health and economics programme which is very well respected by the whole school community. In their questionnaire response, the vast majority of parents and pupils agreed that the school encourages tolerance and respect of others. Pupils have a high regard for their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions. This is built into the culture of the school. Through their lessons and assemblies pupils learn about historic injustices, such as ethnic cleansing during the Second World War.

3.23 Pupils are fully aware that the decisions they make are important determinants of their own success and well-being. They demonstrate a secure understanding of the consequences of their actions and consequently they make wise choices. Boarders follow routines and take responsibility for their own mistakes as a result of the well-known rules and sanctions and excellent staff support. In lessons, pupils embrace opportunities to make decisions about their own learning. For example, EYFS pupils readily decide which activities to participate in, while those in the pre-prep make appropriate choices for themselves in their 'pick and mix' homework activities. Prep school pupils show a very good awareness of the effect human choices have on the world, and how this can impact on issues such as global warming, as evidenced through their insightful contributions during a thought provoking worship assembly on this topic.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Miss Jacqueline Scotney	Reporting inspector
Mrs Laura Brown	Compliance team inspector (Headmistress, IAPS school)
Mr Alastair Speers	Team inspector (Headmaster, IAPS school)
Mr John Bond	Team inspector for boarding (Deputy head, ISA school)