



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**Frensham Heights**

**January 2022**

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## School's Details

<b>School</b>	Frensham Heights			
<b>DfE number</b>	936/6038			
<b>Registered charity number</b>	312052			
<b>Address</b>	Frensham Heights Frensham Heights Road Farnham Surrey GU104EA			
<b>Telephone number</b>	01252 079661			
<b>Email address</b>	admin@frensham.org			
<b>Head</b>	Mr Rick Clarke			
<b>Chair of governors</b>	Mr Bill Bird			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	545			
	<b>Day pupils</b>	469	<b>Boarders</b>	76
	<b>EYFS</b>	17	<b>Juniors</b>	121
	<b>Seniors</b>	328	<b>Sixth Form</b>	79
<b>Inspection dates</b>	18 to 21 January 2022			

## 1. Background Information

### About the school

- 1.1 Frensham Heights is a co-educational day and boarding school. Founded in 1925, it occupies a 120-acre rural site near Farnham in Surrey. It is a charitable trust overseen by a board of governors. Boarders are accommodated in three boarding houses, each of which is co-educational. The school is divided into the junior school for pupils between the ages of 3 and 11; the middle and senior schools for pupils between the ages of 11 and 16; and the sixth form for pupils aged between 16 and 18.
- 1.2 Since the previous inspection, the school has strengthened support for learning through a number of appointments to senior and middle leadership teams and restructured provision for pastoral care.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home received remote learning at the home of their guardians.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades or teacher-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school aims to empower tomorrow's changemakers to find their inspiration today through a transformative education.

### About the pupils

- 1.10 Day pupils mostly come from professional families living within a 20-mile radius of the school and boarders from a range of different nationalities. Standardised test data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally in the senior school and average in the sixth form. The school has identified 214 pupils who require support for special educational needs and/or disabilities (SEND) such as dyslexia and other conditions, who receive additional specialist help. One has an educational and health care (EHC) plan. Also, 81 speak English as an additional language (EAL); their needs are supported by classroom teachers. The school has identified 103 pupils as the being the most able or talented in the school's population and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report 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, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 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.

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 standards 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](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## 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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

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

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 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 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.
- 2.15 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 published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and 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.

**The headline judgements apply 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' excellent oral communication skills develop from an outstanding ability to listen to others.
- Pupils develop excellent information and communication technology (ICT) skills from an early age and employ them effectively across the curriculum.
- Pupils throughout the school display excellent attitudes to their learning.
- Pupils develop secure knowledge and understanding in all areas of study and develop outstanding skills in creative and technical areas.
- Pupils are highly successful in a very wide range of extra-curricular and outdoor education opportunities.

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

- Pupils develop outstanding levels of self-knowledge, confidence, self-discipline and resilience.
- Pupils have a highly developed spiritual understanding of the non-material aspects that enrich life.
- Pupils' social development and ability to collaborate with each other and adults is outstanding.
- Pupils make an excellent contribution to the school community and to the lives of others beyond school.
- Pupils show great natural empathy and sensitivity for the diverse individual needs or characteristics of others.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils in the junior and middle schools to make rapid progress in all areas of the curriculum by ensuring that teaching always provides challenge and creates opportunities for independent learning.



## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils, including those with SEND, EAL and the more able, make good and often excellent progress from their starting points. Academic attainment has improved since the previous inspection and is now consistently above or well-above national norms at GCSE and A level. In the years 2018 and 2019 results in external examinations were good across the full range of subjects. The centre-assessed grades for 2020 and teacher-assessed grades for 2021 show that the pupils' attainment has improved further, representing excellent progress in almost all areas. In early years and junior departments attainment has improved and is good in relation to age, and excellent in mathematics and English. Pupils are highly successful in accessing a wide range of higher education courses, an increasing number with highly competitive entry requirements. Since the previous inspection, attainment has improved as a result of the expansion of senior and middle leadership to promote consistency in the quality of teaching. Rapid rates of progress have resulted from the introduction of improved assessment, monitoring and reporting procedures allowing swift intervention when required.
- 3.6 Pupils develop their knowledge, skills and understanding well, supported by teaching that is strongly focused on the individual. The development of skills in the creative arts and technology is at a particularly high level. For example, GCSE design and technology folders were of exceptional quality and showed outstanding progression from an analysis of designers, through experimentation with form, to the manufacture of a high-quality finished product. In an A-level lesson, pupils created outstanding mixed media art depicting the human body in motion. In the early years, children develop excellent knowledge, skills and understanding supported by teaching that moulds each day's learning around their interests. Throughout the school, pupils respond enthusiastically to the many opportunities to broaden their understanding of the world provided by the outdoor education programme and numerous day or residential trips. In the large majority of lessons observed, teaching provided tasks that engaged and challenged all pupils. Pupils were able to develop their understanding particularly well when making links between different areas of the curriculum. In a minority of lessons observed, pupils' acquisition of knowledge and understanding was restricted by their ability to engage with the subject matter, or by teaching which was poorly structured or lacked challenge.
- 3.7 Pupils develop excellent communication skills throughout the school, taking full advantage of the many opportunities provided in lessons, morning talks, debates and public performances. In the early years, children develop their knowledge of the correspondence between sounds and letters well, showing increasing confidence when reading and writing simple words and sentences. Children in the Reception spoke with confidence in another language and were respectful when listening with interest and waiting their turn to talk. Pupils in the junior and senior schools, including those with SEND and EAL, develop their excellent speaking skills through class discussion where their outstanding ability to listen ensures that they respect each other's contributions before offering their own opinions. In a GCSE English class, pupils freely used sophisticated vocabulary and were highly articulate when discussing *An Inspector Calls*. In the junior school, pupils write fluently, showing excellent descriptive vocabulary when using similes to create effective imagery inspired by *The Moth*. Pupils completing project qualifications demonstrated excellent extended writing skills and, in geography, were adept at using technical language accurately in essays on the impact of erosional processes on coastlines.
- 3.8 Pupils develop mathematical and numerical skills confidently from an early age. Core numerical skills are strong in relation to age and are employed effectively across the curriculum. Secure mathematical skills are embedded as a result of well-planned teaching that is successful in meeting the needs of those with particular difficulties as well as providing challenge for the more able. In biology, pupils employed graphical skills effectively to explore the relationship between independent and dependent variables in an experiment on the impact of temperature on cell membranes.
- 3.9 Pupils' excellent ICT skills are extremely well developed at all ages and support progress across many areas of the curriculum. The excellent outcomes for pupils during periods of remote learning were a

result of the school's rapid development of the learning platform which has strengthened further the support that ICT can give to learning. In their questionnaire comments, a large number of parents and pupils expressed their gratitude for the provision and support given during periods of remote learning. Pupils throughout the school use the computer suites or their own devices highly effectively to research, analyse and present work. Pupils with SEND make excellent use of tablets or laptops to organise and manage their studies. Pupils displayed advanced skills when using editing software to put the school's Christmas shows online, including an advent calendar featuring new recordings each day.

- 3.10 When opportunities arise, pupils develop an excellent range of study skills. Pupils respond positively in activities where they can take a lead in their own learning and when tasks allow independence of thought. Pupils studying the Extended Project Qualification, art, technology and other creative subjects show great ability to research and synthesise information from a wide range of sources and they hypothesise and draw conclusions effectively. In a small number of lessons in the junior and middle schools, pupils are not stimulated to develop higher-order learning skills because tasks are too structured and limit independence or initiative. Pupils respond enthusiastically in those lessons and activities where they are challenged to go out of their comfort zone. For example, children in Nursery developed climbing skills confidently in the woodland environment and sixth-form pupils employed excellent thinking skills when discussing projects about political correctness or the decentralisation of government. The large majority of parents responding to the questionnaire agreed that the school helps their children to be more confident, independent and develop skills for the future.
- 3.11 Outcomes for wider achievements are excellent for many pupils, including large numbers who achieve highly in dance, drama, music, sport and a very wide range of outdoor education opportunities. Pupils respond enthusiastically to the high degree of personal choice that they have to develop their wider interests and talents. As a result, pupils have competed at county or national level in rowing, equestrian, netball, rugby, athletics, cricket, basketball, football and wrestling, often benefiting from the school's support to attend centres of excellence. The number of team sport opportunities has increased and pupils enjoy success in a growing number of inter-school fixtures. The outdoor education programme is a strength of the school with large numbers achieving highly in The Duke of Edinburgh's Award, gaining qualifications such as emergency first aid, climbing safety certificates, high ropes instruction, sea kayaking and wakeboarding. Pupils from Nursery to Year 6 all receive pre-expedition training in their weekly sessions in the school's own woodland environment.
- 3.12 Pupils achieve excellence in music, dance and the creative arts and enjoy numerous opportunities to showcase their talents within and beyond school. Pupils develop excellent skills within the curriculum with the result that they contribute to all aspects of high-quality productions such as *Peter Pan* or *A Midsummer Night's Dream* or in sell-out shows at the Edinburgh Fringe. Musicians of all ages stage rock and pop concerts, tea-time shows for parents or more formal recital evenings, as well as achieving high levels of success in their instrumental grades. Pupils' outstanding art work is displayed around the school as well as in local galleries and exhibitions, including the Royal Academy's online show. Individual pupils have won medals in the dance world cup, represented England in ballet, performed with the National Youth Ballet or been supported to fulfil professional film contracts. Governors have been highly supportive of the outdoor education programme, sport and the creative arts through the provision of excellent facilities as well as enabling all pupils to enjoy frequent trips or residential visits as far afield as Scotland, Malawi or the Everest base camp.
- 3.13 To support the curriculum and, increasingly, their progress to competitive higher education courses, pupils achieve highly in a range of enrichment programmes including debating, mathematical challenges, the junior challenge for computational thinking and the sixth-form 'expanding horizons' and 'The Edge' programme.
- 3.14 Pupils' attitudes to learning are excellent in the vast majority of situations. Most pupils engage with enthusiasm in lessons and work well collaboratively within and beyond the classroom. Occasionally, however, pupils' progress is limited by subject matter that is not presented in a particularly stimulating

or challenging way, leading them to become disengaged with the topic. Their work is generally organised and presented well, and pupils spoke very highly of the individual support and encouragement that teachers, the learning support department, boarding and pastoral staff give them as they develop the skills and confidence to overcome any personal obstacles. They are fully supported in this by helpful oral and written feedback including clear information on how to improve, effective progress tracking, and individual attention in class as well as at breaks and after school.

### **The quality of the pupils' personal development**

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop outstanding levels of self-knowledge, confidence, self-discipline and resilience, so that, by the time they leave, they develop a skills-set that prepares them extremely well for the next stage of their lives. Pupils' self-understanding builds as they progress through each section of the school, nurtured by excellent welfare and pastoral support. Boarders exhibit great self-discipline in organising their daily lives and older pupils expressed the opinion that boarding closely models the experience that they may have in their lives beyond school. Pupils build excellent self-confidence and self-esteem through their participation in outdoor education and extra-curricular activities that encourage them to take risks and enjoy new experiences in a safe and nurturing environment. Pupils fully understand how to use feedback to improve their work and spoke highly of the 'celebrate and challenge' scheme that identifies the positive elements of their work alongside areas for development. Pupils with a range of needs fully appreciate the role that the learning support department has in building their self-esteem and resilience.
- 3.17 In response to the ethos of the school to promote individuality, pupils exhibit a heightened capacity to make informed decisions in a wide range of situations that help them to develop their personal interests and aspirations. They learn from the early years onwards that the decisions they make play a part in moulding their future success and well-being. They respond well to opportunities to explore their own identity through the clothes they wear and their choice of enrichment activity. They readily extend their choices by setting up and running new activities such as a computer programming club or a dance company and respond positively to the growing number of opportunities to make choices within the curriculum. Highly developed collective decision making is evident throughout the school and can be exemplified by the pupils' ability to set and drive the agenda for clubs and activities such as the environmental group and eco-committee.
- 3.18 Pupils have a highly developed spiritual understanding of the non-material aspects that enrich life. This is evident through the high-quality art displayed around the school or the many opportunities to enjoy the stimulating range of opportunities in the creative arts. Pupils in the early years and junior school showed a genuine sense of awe when exploring the woodland on their doorstep and pupils in Year 9 appreciated the opportunity to be separated from their mobile phones when living wild in the Knoydart area of Scotland. Pupils in an English lesson, inspired by reading Wordsworth's *Daffodils*, were able to evoke moments and places that have inspired similar feelings of wonder and excitement in themselves. Pupils in the senior school and sixth form respond positively to opportunities to discuss philosophy, mindfulness or to reflect during personal, social and health education (PSHE) sessions, known in the school as the 'horizons' programme, or morning talks. A highly developed respect of other faiths is embedded throughout the school, and pupils know that they are free to observe their religious beliefs without fear of negativity.
- 3.19 Pupils have a very good understanding of right and wrong and, for the most part, their behaviour is excellent. They respect their teachers and peers as equals without the need for hierarchical structures. They show compassion and feel that they can have their own opinions about moral issues, and that their views are listened to. This capacity to distinguish right from wrong and to self-regulate behaviour builds steadily as pupils proceed through either the junior or senior schools.

- 3.20 Pupils' collaboration with each other, and their teachers, is outstanding. The school is highly successful in fulfilling its aim to foster core values of appreciation, respect, co-operation and courtesy in an environment of togetherness that is supportive and friendly. Pupils are highly socially aware and readily offer assistance to anyone who needs it, for instance when stepping in to help a visitor to understand the procedure for clearing away dishes in lunch. Pupils' interpersonal skills are refined in social events such as the hugely popular dinner-dances in the ballroom. Pupils' outstanding ability to work with others is honed in group activities including the team-building residential trip to Knoydart in Scotland, and venture or eco-days during the outdoor programme. Excellent teamwork to achieve common goals is evidenced by the achievements of the Green Power Team at Goodwood or the teams of female pupils representing the school at the National Cyber First Girls' Competition. During the inspection, junior pupils worked extremely well together to build shelters in an outdoor education lesson, and senior pupils collectively developed a dance routine with a variety of elements while feeling free to experiment with each other's ideas. Pupils are highly effective when working together across year groups such as in the 'Plastic Band', a mixed-age musical group playing instruments made from recycled plastic. Almost all parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.21 Pupils make an excellent contribution to the school community and to the lives of others beyond school. Pupils take part in, and contribute to, community projects in Malawi or collect donations for refugees. Pupils are highly successful in their charity fund-raising and initiate many imaginative activities such as hot chocolate sales for a lymphoma charity, providing Sunday lunch for the elderly or taking part in the whole-school walk. Pupils volunteer their time selflessly in the local community as assistants in local primary schools or, in the case of younger pupils, by making Christmas cards for local care homes. Pupils place a high priority on care for the environment. The pupil-initiated Eco-Heights society runs six environmental days each year and has gained the silver eco-schools award.
- 3.22 In the absence of hierarchical prefect structures, pupils naturally develop strong leaderships skills through their commitment to running numerous activities. Boarders establish rotas for keeping the houses tidy, run language classes or act as mentors for other pupils. Lower-sixth pupils establish a committee to organise and run the upper-sixth leavers' ball. Older pupils are extremely active in running numerous activities for younger children, including performing arts and sporting activities as well as academic drop-in clinics, for instance, for GCSE mathematics.
- 3.23 The school is highly successful in meeting its aim to provide a nurturing and supportive community that allows all individuals to flourish with equity, mutual respect and generosity of spirit at its heart. Pupils show great natural empathy and outstanding sensitivity for the diverse individual needs or characteristics of others and this is a testament to the rapid personal development that takes place in all sections of the school. From the early years onwards, pupils are highly respectful of their peers who are working to overcome specific educational needs, and pupils with a wide range of talents, abilities and backgrounds actively celebrate their differences. Pupils have a deeply embedded sense of the fundamental British values that are promoted in many areas of the curriculum and enjoy the many opportunities to appreciate the richness of other cultures such as sampling Mexican street food in the dining hall. The highly successful equality, inclusion and diversity group brings together pupils, staff and parents to promote inclusivity throughout the school and wider community. Pupils and staff have successfully raised awareness through activities such as LGBTQ+ history month, online lessons with the young black teachers' network, disability history month and participation in external diversity forums. The school has continued to refine the 'horizons' programme to include units on diversity, bullying and peer-pressure, gender normativity and combatting intolerance. An overwhelming majority of parents and pupils who responded to the questionnaires agreed that the school actively promotes respect and tolerance for those with different faiths and beliefs and for any with protected characteristics.
- 3.24 Pupils have a heightened appreciation of how to stay safe, including online and are adept in balancing their daily lives to stay physically and mentally healthy. Pupils are encouraged to be fit and learn to

take, and mitigate risks through participation in the wide range of activities within the school's excellent outdoor education programme. Healthy lifestyles are supported further by the provision of an imaginative range of sporting opportunities such as parkour and mountain biking alongside a growing strength in team sports. Pupils have a clear awareness of mental and emotional well-being and are comfortable to discuss issues openly. They are supported by a well-structured 'horizons' programme and a highly effective pastoral support network that has established well-being as a focus. Governance has fully recognised the need to enhance the support that staff can give in these areas. Pupils have access to skilled counselling and well-trained tutorial support. The expanded safeguarding team carefully monitors low-level concerns and establishes a close knowledge of each pupil's needs. This ensures that issues are addressed promptly and sensitively. In boarding, pupils take the lead in the daily routines that help them to improve their independence in areas such as diet, fitness and personal hygiene.

## 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. 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

Mr Roger Tapping	Reporting inspector
Mrs Loraine Cavanagh	Accompanying inspector
Mr Alex Frazer	Compliance team inspector (Head, HMC school)
Mr Paul David	Team inspector (Head, IAPS school)
Mr Luke Ramsden	Team inspector (Deputy head, HMC school)
Mr Robin Harskin	Team inspector for boarding (Head of boarding, SofH school)