

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

Farringtons School

November 2018



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School's Details

School	Farringtons School			
DfE number	305/6007			
Registered charity number	1142794			
Address	Perry Street Chislehurst Kent BR7 6LR			
Telephone number	0208 84670256			
Email address	dnancekievill@farringtons.kent.sch.uk			
Head	Mrs Dorothy Nancekievill			
Proprietor	Methodist Independent Schools Trust			
Age range	3 to 19			
Number of pupils on roll	714			
	Boys	385	Girls	329
	Day pupils	661	Boarders	53
	EYFS	57	Juniors	204
	Seniors	354	Sixth form	99
Inspection dates	20 to 22 November 2018			

1. Background Information

About the school

- 1.1 Farringtons School is an independent co-educational day and boarding school for pupils aged between three and nineteen. The school's proprietor is the Methodist Independent Schools Trust, which delegates most aspects of governance to the school's governing body. The school was founded in 1911 in its current location.
- 1.2 The school comprises two sections, the senior and junior schools. There are two boarding houses on the main school site. Since the previous inspection, the school has opened a new teaching block for science and mathematics.

What the school seeks to do

- 1.3 The school aims to promote the holistic development of each pupil within a supportive Christian environment, and to ensure that each pupil attains the highest academic achievement of which he or she is capable. It seeks to enable pupils to rise confidently to the challenge of higher education and employment, and to encourage the development of shared values which reflect its Methodist traditions, including to 'grow in wisdom'.

About the pupils

- 1.4 Most pupils come from professional families. The majority of day pupils live within the surrounding area. Boarders represent a range of countries, particularly China. Nationally standardised test data provided by the school indicate that the ability of senior pupils is above average. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is 112, 32 of whom receive support, for a range of additional needs, including dyslexia. Three pupils have an education, health and care plan. There are 69 pupils who speak English as an additional language (EAL), 53 of whom receive extra support for their English. The school has identified 23 pupils as being the more able in the school's population, and the curriculum is modified for them and for 134 other pupils because of their special talents, including in sport, music, debating, poetry, as well as performing and 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 unmet 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 measures attainment using national curriculum tests. In the years 2015 to 2017, the results in English were above the national average for maintained schools, and those in mathematics in line with the national average for maintained schools.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2016 have been below, and those in 2017 in line with, the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised 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 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 any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Pre-reception	Nursery

Key findings

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

- Pupils throughout the school make good and sometimes excellent progress in acquiring a broad range of skills.
- Boarders and pupils with SEND achieve extremely well.
- Pupils are well prepared for the next stage of their education and for future employment.
- Senior pupils sometimes make slower progress because teachers do not always plan lesson tasks which match pupils' different abilities, or give pupils detailed enough written feedback on their work.

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

- The school is highly successful in developing pupils' self-confidence, self-esteem and resilience.
- Pupils from a wide variety of backgrounds relate extremely well to one another and respect and value their own and others' cultures and traditions.
- Pupils develop strong social awareness and make valuable contributions to the school and the wider community.
- Pupils feel extremely safe and well looked after in school and appreciate that the staff know and value them all as individuals.

Recommendation(s)

3.3 The school is advised to make the following improvements:

- Ensure that teachers consistently match activities to pupils' specific needs, abilities and interests, in order to accelerate their progress in lessons.
- Enable older pupils to understand how to meet their targets, by ensuring that teachers always give them sufficiently detailed feedback about how to improve their work.

The quality of pupils' academic and other achievements

3.4 The quality of pupils' academic and other achievements is good.

3.5 In the Early Years Foundation Stage (EYFS), children make good progress and many exceed national expectations by the time they leave Reception. This is because staff liaise closely with parents and provide children with stimulating activities, both indoors and outdoors. Staff carefully monitor children's progress and adjust their programmes to help them to develop their learning and social skills. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in national tests at age 11 have been above in relation to the national average for maintained primary schools. Results at GCSE have been above in relation to the national average for maintained schools, and in IGCSE examinations, higher than the world-wide norms. In recent years, there has been a significant trend of improvement in A-level results, which were below the national average for maintained schools in 2015 and 2016. Examination results have improved, especially at GCSE, because the school's leaders have succeeded in addressing causes of underachievement, including weaker teaching, in specific subjects. Leaders have also adapted the school's curriculum in the senior school by successfully introducing BTEC courses which are more suited to the pupils who have enrolled in them. This has enabled the pupils to fulfil their academic potential, especially the high proportion of those who

have gained the top grade. Pupils with EAL achieve high pass rates in internationally-recognised examinations. This makes a significant contribution to their readiness for the next stage of their education.

- 3.6 Pupils throughout the school develop good communication skills. EYFS children make rapid progress in linking letters and sounds because staff model them accurately and make learning activities fun. Children can read accurately the increasingly sophisticated sentences they have written. Pupils in the junior school develop a secure grasp of subject-specific vocabulary, including key words which they are able to use appropriately. For example, in a physical education lesson, the teacher used correct terminology throughout the lesson and made sure the pupils understood its meaning. In senior French lessons, where pupils were learning to describe their friends, the teachers modelled the language accurately in both speaking and writing. They also gave the pupils plenty of opportunities to practise their skills, individually and in groups. Pupils with EAL, some of whom join the school with very low levels of English, make excellent progress in developing their communication skills. This was evident in their ability to converse confidently with the inspectors and in their production of a termly magazine in English, which includes thoughtful and well-illustrated descriptions of their experiences.
- 3.7 Pupils' good numeracy skills are apparent in all year groups. In a mathematics class, younger pupils used a range of resources in order to make accurate calculations involving numbers up to 20 and beyond. The teacher ensured that all pupils, including the more able, made significant progress by providing tasks that were suitably varied in the level of challenge they presented. Older pupils were able to draw different types of triangle to scale and with high levels of accuracy. This was because the teacher made sure that the pupils understood the importance of correct calculation of angles and thoroughly checked their work as they carried out the task. Pupils can apply their numeracy skills in a range of subjects, as seen in a business studies lesson, where pupils compared fixed and variable costs with profit and loss margins, and in a biology lesson, where older pupils discussed the recordings of, for example, light intensity, they had made during a recent field trip.
- 3.8 Pupils show an increasing ability to use information and communication technology (ICT) as they progress through the school. EYFS children rapidly recognised and repeated groups of letters on the screen. In a physics lesson, older pupils used ICT to make notes as well as to perform calculations. All leavers are proficient in using ICT for research and presentation in a wide range of subjects.
- 3.9 Pupils throughout the school develop good and sometimes excellent study skills. This is because, in most lessons, teachers provide activities which fully engage pupils' interest and motivate them to learn quickly. However, in a small minority of lessons, tasks were not sufficiently well tailored to the abilities of different groups, or did not include enough practical opportunities for pupils to apply their skills, including in ICT. Pupils use their initiative and their well-developed reasoning skills in a variety of situations. In a chemistry lesson, the oldest pupils showed highly developed study skills in reaching solutions by using reference materials and evaluating their own and others' work with very little intervention from the teacher. Pupils know what levels they are reaching in their studies and, in general terms, which aspects of their performance they need to improve. This is because teachers give them regular feedback, both orally and in writing. In the junior school, inspectors saw examples of detailed formative comments, very well matched to pupils' ability to understand them. However, especially in the senior school, teachers do not always give pupils sufficiently detailed information to enable them to know precisely what they have done well and what to do to make their work even better.

- 3.10 Pupils show extremely positive attitudes in lessons and around the school. Teachers make clear their high expectations in terms of work and behaviour, and establish an orderly and stimulating environment for learning in and outside the classroom. For example, in an EYFS class, all the children were smiling, and learning, from the beginning right throughout the lesson, following which they marched out of the room, singing in French. In an outdoors 'den-building' activity, older junior pupils learned to negotiate with one another in agreeing the allocation of tasks and use of materials. At the end of the task, pupils responded promptly to the teachers' instructions and were able to explain precisely what they had learned. Older pupils, both in lessons and discussions with inspectors, showed considerable maturity and presence of mind. For example, in an English lesson, the oldest pupils took part in an energetic and dynamic discussion of a poem by Keats, in which they challenged one another's views in a positive manner.
- 3.11 Pupils of all ages make good progress in increasing their knowledge, understanding and skills in a wide variety of subjects and disciplines, including the creative and performing arts. In their responses to the pre-inspection questionnaire, the overwhelming majority of parents agreed that teaching enables their child to make progress. Pupils' achievement is enhanced by teachers' secure grasp of and proficiency in the subjects they teach, as well as their enthusiasm for their subjects and use of appropriate teaching methods. This was evident in many of the lessons observed. For example, in an art lesson, pupils demonstrated an excellent ability to draw buildings, using a variety of materials to add tone and texture to their work. This was because the teacher explained and modelled the task clearly and accurately, as well as encouraging the pupils to explore different media in order to achieve their goals.
- 3.12 Pupils reach high standards in music, including choral singing, and in drama. The junior choir, in practising for a public performance, showed a strong grasp of harmony and could successfully apply musical techniques, such as crescendo and diminuendo. Pupils spoke enthusiastically about the opportunities they have to take part in a range of sporting activities, including martial arts as well as rugby, cricket, and netball. Pupils with SEND make at least as good, and often more rapid, progress than their peers. They benefit from highly expert specialist staff, as well as from the commitment of staff at all levels to realising the school's aim of enabling all pupils to reach their academic potential. The governing body makes a significant contribution to pupils' achievement, by making sufficient funds available for staffing, equipment and facilities, for example for pupils requiring additional support. The governors have also responded effectively to the recommendation from school's previous full inspection, by clarifying leaders' roles and strengthening leadership in specific areas.
- 3.13 Leavers succeed in gaining places on a wide variety of university courses, many of which have demanding entrance requirements, either in the UK or their home countries. Many achieve distinction academically, such as in the UK Maths Challenge, or in sport, music, drama and other fields. Pupils have had their work published in a prestigious national newspaper, following their successful work experience there. Others have been successful in local and national public speaking and debating competitions. A large proportion of pupils succeed in the Duke of Edinburgh's Award scheme, including at the higher levels. Pupils represent their country in national and international sporting events, such as athletics and skiing. The school supports their achievement by providing them with suitable facilities adapting their individual programmes so that they can access the necessary training and environment.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils of all ages show their strong development of self-confidence and self-awareness. Almost all the parents who completed the pre-inspection questionnaire agreed that the school helps their children to be confident and independent. Parents of children in the Nursery classes stated to the inspectors that they are especially pleased with how quickly their children have settled in at school and how much their self-confidence has grown. They praised the staff highly for their caring and welcoming approach. Pupils throughout the school adapt very quickly to new situations because, they say, the staff encourage them to try new things. Pupils adopt a sensible and proportionate attitude to risk, and are not deterred by the fear of failure from adopting untried and unfamiliar approaches to learning. This was exemplified by an outdoors den-building activity for older junior pupils. Older pupils make great strides towards becoming mature, independent and unselfconscious young people. For example, in a lesson, the oldest pupils confidently exchanged their different views on a Keats poem. They faced high levels of challenge from the teacher and one another, but demonstrated both resilience and independence in their responses. Pupils responded extremely positively to a presentation during an assembly, which highlighted a young person's success in overcoming the barriers posed by his particular disability. A small group of pupils told the inspectors of how they and others had been inspired, during the course of the school's recent Remembrance commemoration, by their meeting with the last surviving British participant in the 'Dambusters' raid in 1943. They were also able to make links between the extreme resilience this person had shown and the subjects they were studying, as well as their own intended careers, in law and the armed forces. These examples, and many others, demonstrate the school's success in following its aim to enable pupils to 'grow in wisdom'.
- 3.16 From an early age, pupils learn the importance of the decisions they make, and on what factors these should be based. In the EYFS, children are able to make appropriate choices because the staff give them suitable opportunities to select from a range of stimulating activities, both indoors and outdoors. Pupils, including those in the junior school, develop strong decision-making and leadership skills from the many opportunities the school gives them to do so. These include membership of the school council and of the house leadership teams, as well as the mentoring of younger pupils. The oldest pupils spoke warmly about the encouragement and individual help they have received from boarding and academic staff and how these have helped them make sensible decisions about their choice of universities and other destinations.
- 3.17 Pupils develop a strong spiritual awareness. This is very much in keeping with the school's ethos and aims, which pupils, as well as their parents, fully support. Pupils could explain clearly what they had learned about non-material aspects of life, both from assemblies and during the course of lessons and other activities. For example, in a religious studies lesson, older senior pupils' comments reflected their excellent understanding of the spiritual and emotional elements of grief. They also showed that they fully appreciated the awe and wonder to be experienced in the natural world. Pupils who spoke about the school's Remembrance commemoration reported that they had been deeply affected by the speaker's response to one of the pupil's questions. This reflected his sorrow, in losing so many of his friends, as well as his pride in his own and his comrades' achievement.
- 3.18 Pupils exhibit a strong understanding of moral issues and of the importance of taking responsibility for their own behaviour. Children in the EYFS quickly learn to take turns in using and to share equipment. Older pupils make very good use of the opportunities they have to shape, as well as observe the school rules. One group of pupils have taken on the responsibility of drafting a pupils' charter based on the United Nations' Declaration of Human Rights. In a tutor group meeting, pupils showed that they were acutely sensitive to the needs of blind and partially-sighted people. Staff provide appropriate models for pupils in terms of behaviour and, as a result, pupils behave sensibly and responsibly around the school. In their questionnaire responses, all the pupils agreed that the

school expects them to behave well, and a very large majority agreed that they understand what happens if there is poor behaviour. Parents' responses reflected a similar pattern. While in their responses a few members of staff disagreed, inspectors found that pupils' behaviour is typically at least good and often exemplary. Boarders confirmed that the pupils' strong moral awareness is closely related to the school's atmosphere, which resembles that found in the most close-knit families.

- 3.19 Pupils display an increasingly strong social awareness as they move up the school. They work collaboratively together from an early age. Many lessons were seen in which pupils took the initiative in working cooperatively, with little need for staff prompting or intervention. Pupils of different ages played together very effectively as a team in the 'Ultimate Frisbee' club activity which inspectors observed. Older pupils show care and concern for their younger peers and willingly take advantage of the many opportunities they have to take on responsibility within the school community, including in the boarding houses. Pupils are especially sensitive of and extremely helpful to those among them who have disabilities. They show a respectful and helpful attitude towards members of staff and visitors. Several pupils said they are looking forward to playing an active part in helping to organise the forthcoming school Christmas fair.
- 3.20 Pupils understand the importance of contributing to the community beyond the school, and of helping to ameliorate the situation of people in less favourable circumstances than themselves. They take pride in the considerable sums of money they have raised for a variety of local, national and global charities, including those which they have voted to support. Pupils take part in many activities within the local community. These include choral performances at a cancer care centre and in homes for the elderly. Pupils fully embody the ideal of service to others which underpins the school's aims.
- 3.21 Pupils fully appreciate the value of understanding and respecting their own and other cultures and lifestyles. Pupils take full advantage of their many opportunities to learn about different faiths and traditions, for example by celebrating the festivals of the major religions and of different cultures, such as the Chinese New Year. They also demonstrate in their own attitudes and behaviour that they know and support the key values that underpin life in modern Britain, including democracy and the rule of law. This is because of the emphasis the school places upon these values, which it promotes through assemblies, tutor group and house meetings, and throughout the academic curriculum. Most pupils and almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.22 Pupils, both in their questionnaire responses and interviews with the inspection team, confirmed that they feel extremely safe in school and that they know how to keep themselves safe, including when working online. All the pupils who completed the questionnaire confirmed that they knew what to do if the emergency alarm was raised. Pupils responded extremely promptly to instructions and behaved very well during the unplanned evacuations, caused by an electrical fault, which took place during the inspection. Pupils understand the benefits of the healthy food provided by the school canteen and the extensive opportunities for exercise afforded by the school's indoor and outdoor facilities. This enables them to develop a strong appreciation of the importance of healthy lifestyles. Pupils were especially keen to emphasise how much they appreciated the fact that staff listen to any concerns they may have, know them well and value them as individuals.

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 chair of governors and one other governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and chapel. 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 Robin Gaff	Reporting inspector
Mrs Lynda Corry	Compliance team inspector (Headmistress, GSA school)
Mrs Sylvia Chetwood	Team inspector (Deputy head, IAPS school)
Miss Jacky Gill	Team inspector (Head of department, HMC school)
Mrs Patricia Guy	Team inspector (Former head of department, GSA school)
Mr Francie Healy	Team inspector (Headmaster, Society of Heads school)
Mr Matthew Oakman	Team inspector for boarding (Deputy head, HMC school)