



**ISI** Independent  
Schools  
Inspectorate

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

**Dauntsey's School**

**September 2018**



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### School's Details

<b>School</b>	Dauntsey's School			
<b>DfE number</b>	865/6007			
<b>Registered charity number</b>	309480			
<b>Address</b>	Dauntsey's School West Lavington Devizes Wiltshire SN10 4HE			
<b>Telephone number</b>	01380 814500			
<b>Email address</b>	headmaster@dauntseys.org			
<b>Headteacher</b>	Mr Mark Lascelles			
<b>Chair of governors</b>	Mrs Lucy Walsh Waring			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	829			
	<b>Boys</b>	420	<b>Girls</b>	409
	<b>Day pupils</b>	526	<b>Boarders</b>	303
	<b>Seniors</b>	548	<b>Sixth form</b>	281
<b>Inspection dates</b>	25 to 28 September 2018			

## 1. Background Information

### About the school

- 1.1 Dauntsey's is a co-educational day and boarding school for pupils aged 11 to 18. It is situated in the Wiltshire village of West Lavington. Founded in 1542 by a member of the Mercers' Company, the school is a charitable trust with a governing body, some of whose members are nominated by the Mercers' Company. There are 5 boarding houses: Evans and Jeanne for girls in Years 10 to 13; Fitzmaurice and Mercers' for boys in Years 10 to 13; and the Manor, a house for boys and girls in Years 7 to 9.
- 1.2 In addition to organisational changes and the continuing development of curricular and extra-curricular provision, key changes since the previous inspection have been the construction of a new classroom block, pavilion, dance studio and athletics track, as well as the appointments of two new deputy heads (pastoral and academic) and a head of professional development.

### What the school seeks to do

- 1.3 The school aims to provide a balanced, progressive and innovative academic curriculum, complemented by a wide range of extra-curricular activities and opportunities, designed to develop pupils as adventurous, articulate and responsible individuals ready to take their place in the modern world. It has a strong commitment to boarding and aims to maintain and develop outstanding pastoral care. The school seeks to provide an environment which promotes self-confidence, a feeling of self-worth, and emotional resilience.

### About the pupils

- 1.4 The majority of pupils come from families with professional and business backgrounds, whilst a minority are from families working in the services or foreign office. A small minority of boarders come from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 158 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autism, two-thirds of whom receive additional specialist help. No pupil in the school has an education, health and care plan. English is an additional language (EAL) for 81 pupils, 50 of whom receive additional learning support. Pupils who display particular gifts or talents are provided with additional challenge both within the normal curriculum and through the school's extra-curricular programme.

## 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. 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.](#)

## 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 associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2018, performance has been well above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2015 to 2018 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. 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.
- 2.7 **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

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 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.
- 2.10 **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**

- 2.11 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.
- 2.12 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**

- 2.13 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.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.15 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.
- 2.16 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**

- 2.17 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.
- 2.18 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**

2.19 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.

**2.20 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>
First form	Year 7
Second form	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

## Key findings

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

- Pupils achieve extremely well academically, attaining high grades in their GCSE and A-level examinations and securing places at universities with high standards of entry.
- Pupils develop excellent skills in communication, numeracy and information and communication technology (ICT) and apply these well to their learning in other subjects.
- Pupils develop excellent sporting, musical, artistic and many other skills through an exceptionally wide-ranging and interesting programme of extra-curricular activities.
- Pupils have extremely positive attitudes to learning, are highly motivated and are keen to make the most of all that the school provides for them.

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

- The pupils make rapid progress in developing their self-confidence, resilience, self-discipline, and the ability to make their own decisions to a high level.
- The pupils' excellent moral and social development is reflected in a community which is built on kindness, consideration and respect.
- The pupils collaborate extremely well with each other and their teachers, and make a very positive contribution to the life of the school community and wider society.
- The pupils have an excellent understanding of how to be physically and mentally healthy and put this understanding into practice through their wholehearted involvement in the life of the school.

## Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Exploring further ways to deepen pupils' spiritual development.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 This judgement reflects not only the high academic standards achieved in external examinations, but also the wide range of skills which pupils develop as they move through the school, their achievements in the extraordinarily wide range of activities offered through the school's extra-curricular programme and the excellent attitudes which pupils demonstrate towards learning. The school's leaders have been highly successful in creating a culture in which pupils appreciate learning and engage wholeheartedly with all that the school offers to them and in which staff are prepared to go way beyond their normal classroom teaching duties to support pupils and to provide them with the richest of learning environments.
- 3.6 Since the school's last full inspection in 2012, results in GCSE and IGCSE examinations have been well-above the average for maintained schools, with just over 70 per cent of pupils achieving grades A\* or A, and around 90 per cent achieving grades A\* to B. At A level for the same period, results have been above the average for maintained schools, with around 50 per cent achieving grades A\* to A and over 70 per cent grades A\* to B. As a result, most pupils gain their first-choice places at universities with high standards of entry. During their time at the school, almost all pupils make at least good progress from their different starting points and many make excellent progress. In discussion and in their responses to the pre-inspection questionnaire, pupils were keen to point to the quality of the teaching and the tremendous support they receive from their teachers as key contributory factors to their academic success. Pupils with SEND and those with EAL pointed to the additional support they receive from the relevant departments which enables them to keep pace with their peers.
- 3.7 Pupils develop their knowledge, skills and understanding across a wide range of subjects, achieving well in all subjects and exceptionally well in some, such as: art; design and technology (DT); mathematics; history; and languages. The school's curriculum at A level allows for a greater flexibility of subject choice than is available in many schools, thus allowing science subjects to be combined with humanities or languages for those who wish to maintain breadth. In almost all of the lessons visited during the inspection, pupils were seen to be making excellent progress in developing their knowledge, skills and understanding thanks to high-quality well-prepared teaching, excellent questioning, and high expectations. For example, under the careful guidance of their teachers, pupils demonstrated high levels of competence when working out how to design an experiment to measure the heart rate of daphnia, developed their understanding of demonstrative adjectives in Spanish, and deepened their understanding of character, motivation and choices in *A View from the Bridge*. Academic clinics, use of the library until late in the evening, and the support from tutors in the boarding houses also contribute strongly to pupils' progress. The teaching pushes the most able pupils way beyond the confines of an examination syllabus and enables them to achieve at the highest level whilst providing support and help for any who might be struggling. For example, a group of A-level mathematicians were observed tackling complex problems in preparation for an external mathematics challenge with great determination, whilst individual pupils engaged thoughtfully and deepened their understanding in specifically tailored one-to-one support sessions.
- 3.8 Pupils' communication, numeracy and ICT skills are extremely strong, as a result of high-quality teaching in the relevant subject areas and concerted efforts from the leadership of all departments to contribute where possible to the development of these skills. Pupils are highly competent and confident oral communicators. A vast range of opportunities, including drama, presentations, debate and oral work, helps pupils to develop these skills. For example, all pupils in Years 7 and 10 give presentations as part of a well-established annual programme; younger pupils move from a position of fearfulness about giving their presentation to enjoying the opportunity to talk to an audience of peers and teachers. Sixth formers learn to communicate with younger pupils through mandatory Lower School duty and optional duty at the Manor, the school's boarding house for pupils in Years 7 to 9. This involves staying over for a week to help younger pupils and support in the running of the house. Pupils' writing skills are very well-developed, as seen through, for example, well-written and

carefully presented projects in history, and extensively researched projects for the Extended Project Qualification (EPQ) in the sixth form.

- 3.9 The pupils' well-developed numeracy skills are reflected in the high standards achieved in GCSE and A-level examinations and in the high-quality work observed in lessons. Subjects such as drama, DT, geography, chemistry and physics contribute strongly to the development of these skills. Pupils apply their skills well through activities which require them to measure, calculate, handle data, interpret graphs, and work with co-ordinates and equations. In an A-level chemistry lesson on rates of reaction, for example, pupils were observed applying their mathematical knowledge very skilfully in interpreting graphs of similar but different shapes representing the progress of reactions. Pupils also have highly functional ICT skills, developed well through computing lessons in the Lower School, applied unobtrusively in many subjects, and facilitated by the availability of computing rooms in a number of subject areas. Pupils use presentation software and conduct web-based research with ease and quickly learn the skills, for example, to use more complex software to manipulate images in art and to produce video presentations in drama and visual animations in chemistry.
- 3.10 Pupils' higher-order skills are extremely well-developed through wide-ranging opportunities to extend their learning, thus fulfilling the school's aim to enable pupils to become flexible and intellectually curious thinkers. The ability to analyse, hypothesise and synthesise is developed through subject-specific opportunities such as: image analysis and creative problem-solving in art; the application of previously learned concepts and theories to new unfamiliar problems in business studies; the evaluation of alternative approaches in computing; critical thinking in history; and analysis, problem-solving, extension and application in the sciences. During the inspection, for example, pupils in Year 9 gave lucid accounts of how they had researched, analysed and produced high-quality, imaginative and carefully researched history projects. Pupils in Year 13 explained how their skills had been stretched through involvement in preparing their EPQ projects on topics as diverse as chaos theory, the ethical nature of the fashion industry, obesity and the sugar tax, driverless vehicles, Genghis Khan, and injuries in sport.
- 3.11 Another of the school's aims is to develop pupils as adventurous, confident, articulate, tolerant and responsible individuals. This is fulfilled extremely well through the school's extra-curricular programme, enabling pupils to achieve success and learn new skills in a huge variety of activities. Video evidence of the most recent major drama productions, such as *Billy Elliot* and *Les Misérables*, indicates dramatic and musical performances of the very highest standard involving large numbers of pupils from all parts of the school. Few pupils leave without participating in at least one of these major productions, and many pupils participate in a host of other productions which take place throughout the year. Opportunities to achieve in the sporting arena abound, whether representing the school in major sports such as rugby, hockey, netball and cricket or in more individual pursuits such as shooting, rowing, yoga, cross-country and kayaking. Pupils have achieved international and county honours in a number of sports, including world para-athletics, and have been highly ranked as officer cadets at Sandhurst. Around 20 pupils each year achieve the Gold Award in The Duke of Edinburgh's Award scheme, whilst others complete the gruelling four-day Devises to Westminster canoe race. In 2017, pupils formed the youngest crew in the Tall Ships race on the school's pilot cutter, the 'Jolie Brise', sailing 14,500 nautical miles across the Atlantic, facing all of the inherent dangers involved in such an enterprise. Musical successes abound, such as qualifying for the final of the Barnardo's National Choir Competition, and artistic achievement is evident in the quality of the artwork on display throughout the school and in the securing of places at art schools with very high standards of entry. At the same time, the measure of pupils' additional achievements lies not so much in these headline accomplishments, but in the fact that, through their time at the school, every pupil will try many new activities, develop new skills, and test themselves to the limit in adventurous activities, all of which also contribute in no small measure to their personal development, as explored in the following section of the report.

3.12 Pupils display excellent attitudes towards learning, and wholeheartedly embrace the huge range of opportunities that the school provides for them, to discover new interests and skills. Within the classroom, pupils work co-operatively and collaboratively. They are highly motivated, keen to engage in discussion and the cut and thrust of debate, and are responsive to their teachers' direction. Pupils with SEND and those with EAL are equally enthusiastic, valuing the support they receive and using this productively to ensure they achieve high standards. The most able pupils are keen to extend themselves, and delight in scholarship. During the inspection, many pupils commented on how much the extra-curricular programme and involvement in sport, drama, music, voluntary work, and other interests complemented and contributed to their academic achievement and motivated them to try hard. Older pupils acknowledge that, in their early years in the school, they relied heavily on their teachers' guidance and support, but saw how they were skilfully encouraged and helped to become more independent and take responsibility for their own learning. Overall, the school is highly successful in developing well-rounded, confident, skilled young people who are very well equipped for the next stage in their education.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 As they move through the school, the pupils make rapid progress in developing their self-confidence, resilience, self-discipline, ability to make decisions, and other personal skills. This amply fulfils the school's aim to encourage pupils to believe in themselves and to be confident, and to learn to be individuals, and not to compare themselves to others. The opportunities which have such an impact on pupils' personal development are a result of the clear vision expressed by the school's leaders, very careful planning, the willing contribution of staff beyond the confines of the classroom, and the successful appointment of leaders to oversee key aspects of the life of the school, such as its adventurous activities. The governing body has also been influential in providing full support for what many might consider to be risky activities and for ensuring that the necessary financial backing is provided to allow such activities to take place. The following paragraphs give but a brief glimpse of a community which develops pupils' personal skills and qualities to the very highest level. The inspection findings are entirely consistent with the extremely positive views expressed in the pre-inspection questionnaires by the very large majority of parents, pupils and staff in response to all questions relating to pupils' personal development.
- 3.15 The pupils' excellent progress in developing a high level of self-confidence, self-discipline and resilience, their understanding of how to improve their own performance and their ability to make decisions prepare them extremely well for the next stage of their lives. Through the support of their subject teachers and their boarding house tutors, pupils rapidly develop the ability to understand what influences their own academic performance. Pupils see life in the Manor as especially instructive, helping them to organise themselves and persevere, yet readily providing support should they need it. Pupils understand the behaviours that will lead to academic success: listening in lessons, keeping good notes, focusing on understanding rather than rote learning, and asking for help when needed, even if this may be embarrassing. As they get older, pupils tend to talk to their tutors about how they plan to resolve problems for themselves rather than expecting their tutors to sort things out for them. Senior boarders show particular independence regarding their studies, managing their schedules and demonstrating resilience when disappointments occur.
- 3.16 The pupils' moral and social development is excellent. Despite occasional lapses and very rare occurrences of unkindness, behaviour throughout the school is excellent. The pupils are courteous, confident, and respectful of each other. It is indeed a hallmark of the school that pupils with such diverse talents and interests, such as artists, musicians, dancers, 'First XV' rugby players, academics, mathematicians, and linguists, all get on so well with each other. Pupils believe passionately that their school is a community built on kindness, consideration, and respect. They instinctively think of what behaviour is right in order to benefit the community. Pupils also appreciate the lengths to which the school goes to shake up social units and create opportunities for new friendships. They feel this is effective in breaking them out of their comfort zones and forcing them to engage with a wider variety of their peers, thus promoting their confidence in forming new relationships. For example, academic classes are shuffled annually up to Year 10. In boarding, dormitories change termly and, in many subjects and activities, groups are rotated with regularity. Pupils' excellent social awareness is evident in the ease with which they talk to and interact with adults and in their positive engagement with each other in lessons and activities. The school's leaders place a great deal of trust in the pupils and this is very rarely abused. A walk through the school, for example at long break, reveals small groups of pupils scattered throughout the buildings and extensive grounds, all engaged in purposeful activity or social interaction, enjoying and respecting the freedom they have been given.

- 3.17 The pupils collaborate extremely well with each other and with their teachers, and make a very positive contribution to both the life of the school community and to wider society, thus fulfilling well another of the school's aims. Pupils highlighted with great enthusiasm the role of team sports and other types of clubs in developing a spirit of collaboration. Even solo endeavours, they said, benefit from the support and collaboration of others. The pupils' perspective on team sports is that they are for everyone, not just the elite. Pupils felt they have learned a great deal about teamwork during their time in the school, developing the ability to rely on one another, to be present for one another, and to work consciously together towards a shared aim. The activities in 'Moonrakers', a weekly programme of adventurous activities for all pupils in Year 9, help to develop a strong sense of teamwork. These push the pupils to new limits and, as they are thrown into random groups, they learn to collaborate well with a wide range of pupils, and make new friends. Through the assumption of leadership roles, pupils contribute to the school community in many different ways, for example, through the leadership of committees and teams, mentoring and 'buddy' systems, taking responsibility, and leading on projects such as mental health week. Pupils are given the opportunity to direct plays. All pupils in Year 9, as well as sixth formers, conduct tours for prospective pupils. They enjoy this and appreciate the opportunity of developing their social skills: talking to unfamiliar adults; keeping a conversation going; showing an interest; and asking and answering pertinent questions. After their GCSE courses, pupils acquire skills in different areas that serve the community, such as lifeguarding. Older pupils who contribute to the local community through the voluntary service programme, visiting homes for old people, helping in junior schools, or working with an organisation to help homeless people, said how much such activities have helped them to mature, appreciate their own lives, and develop empathy for others. Further afield, pupils who have worked with disadvantaged children in Romania described the experience as life-changing, teaching them skills and insights into human nature that they could never gain sitting in a classroom. The whole school engages in the choice of the school charity and supports this through various fundraising activities.
- 3.18 As alluded to above, pupils respect and value diversity within both the school community and wider society. This is reflected in the welcome which they extend to international pupils, the enthusiasm they show for the many trips abroad to such places as India, Bhutan, Iceland, and the Western Front battlefields, and their engagement in projects which help those in need. They show respect for, and appreciation of, their own and other cultures through their wide-ranging involvement in the school's artistic, musical, and theatrical activities, special events which celebrate the culture and traditions of the school's international pupils, and the many cultural visits which take place. Such activities also help pupils to develop an appreciation of the non-material aspects of life, although their spiritual development is not as strongly defined or immediately obvious as their moral and social development. Pupils show maturity when given the opportunity to discuss ethical issues and are well-informed about the key beliefs of a number of religions. In their weekly chapel services, they listen and participate respectfully, but perhaps not quite with the same unbounded enthusiasm which is evident in so many of their other activities.
- 3.19 Pupils not only have an excellent understanding of how to stay safe and how to be physically and mentally healthy, but they put this understanding into practice through their wholehearted involvement in the life of the school. The structure of the school day and the huge range of available activities encourage pupils to be fit, active and healthy. Physical activity is an important part of the daily programme for all pupils in the Lower School. For those in the sixth form who do not wish to participate in team sports, choices such as aerobics, yoga, and cross-fit are keenly pursued. A large number of boarders take part in a range of early morning activities, such as swimming and fitness training. The pupils also have a well-developed understanding of the importance of mental health and balance in life, topics which are frequently addressed through the school's complementary curriculum. Tutors for day pupils and in boarding are highly effective in communicating and identifying any pupil who might be at risk, and pupils appreciate the support they receive from their tutors, sixth-form listeners, and the school's counsellors. The excellent variety of food at meal times helps pupils to establish good routines and attitudes towards food, and special diets are very well catered for.



- 3.20 The excellent relationships between staff and pupils, the interest shown by staff for those in their care, the friendly, supportive ethos within boarding, the excellent tutorial system and the mutual support provided by the pupils themselves, all contribute to producing extremely well-rounded individuals. A great deal of thought by the school's leaders and governing body has gone into defining the structures and rich variety of activities which take place each week and over the course of the year. This has provided unparalleled opportunities for all pupils, almost all of whom take full advantage of what is on offer. In response to a discussion on the impact of their experiences on the 'Jolie Brise', one pupil said, 'You discover so much about yourself and you walk off taller than you walked on.' This would be a very apt description for the experience of almost every pupil at the school, which enables pupils to leave it very well equipped for the next stage of their lives.

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

#### **Inspectors**

Mr Graham Sims	Reporting inspector
Mr Alexander Frazer	Compliance team inspector (deputy head, HMC school)
Mrs Christine Cunniffe	Team inspector for boarding (principal, Society of Heads school)
Mr Philip Humphreys	Team inspector for boarding (head of department, GSA school)
Mr Mark Calthrop-Owen	Team inspector (head of department, Society of Heads school)
Mr Michael Punt	Team inspector (head, HMC school)