



ISI Independent
Schools
Inspectorate

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

Leighton Park School

November 2021

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School's Details

School	Leighton Park School			
DfE number	870/6001			
Registered charity number	309144			
Address	Leighton Park School Shinfield Road Reading Berkshire RG2 7ED			
Telephone number	0118 9879600			
Email address	info@leightonpark.com			
Headmaster	Mr Matthew Judd			
Chair of governors	Mrs Jan Digby			
Age range	11 to 18			
Number of pupils on roll	521			
	Day pupils	409	Boarders	112
	Seniors	374	Sixth Form	147
Inspection dates	23 to 26 November 2021			

1. Background Information

About the school

- 1.1 Leighton Park is an independent, co-educational day and boarding school for pupils aged between 11 and 18. It was founded in 1890 by the Religious Society of Friends (Quakers) and is owned by Leighton Park Trust whose trustees are directors of the company and governors of the school. Since the previous inspection a new headmaster and chair of governors have been appointed, senior single-sex boarding has been introduced with one house for male and one house for female pupils, a senior boarding house has closed, and a co-educational junior boarding house has been opened.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.3 No boarders remained on site.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 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.
- 1.6 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.
- 1.7 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 or, in the case of overseas boarders that didn't return home, at the home of their guardians.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.9 In keeping with its Quaker values, the school aims to inspire achievement, with values, character and community, and to develop the qualities in young people that will help them to reach their greatest potential: to become global change-makers of the future.

About the pupils

- 1.10 Pupils come from a range of professional backgrounds from families living predominantly within Berkshire. About a third of pupils are boarders, with 38 nationalities represented. Nationally standardised tests indicate that the ability profile throughout the school is above average. The school has identified 52 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive specialist help. There are 127 pupils who have English as an additional language (EAL), whose needs are supported by their classroom teachers, and 24 receive specialist support from EAL teachers. Data used by the school have identified 79 pupils as the more able in the school's population, and the curriculum is modified for them. In addition, pupils hold scholarships in recognition of their special talents in STEAM, ethical enterprise, art, dance, drama, music or sport.

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. 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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

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 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 2017 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have confirmed 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 and sex education, 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' performance in public examinations has shown significant improvement in recent years.
- Pupils, including those with SEND/EAL, make extremely good progress from their starting points.
- Pupils have very well-developed communication skills; they are articulate and confident speakers, and listen and respond with notable maturity.
- Pupils show extremely positive attitudes to learning and are hard-working and resilient.

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

- Pupils have a highly developed spiritual understanding and an appreciation of the non-material aspects of life which is underpinned by the school's Quaker values.
- Pupils demonstrate extremely well-developed moral awareness in their behaviour and in their attitudes to others.
- Pupils show an outstanding commitment to contributing to their school, including boarding, to local communities and to the wider world.
- Pupils' belief in the importance of respect, tolerance, equality and kindness is strongly evident in their behaviour and relationships.

Recommendation

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

- Enable all pupils to further enhance their ability to make decisions more independently without over-relying on their teachers.

The quality of the pupils' academic and other achievements

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

3.5 The overall achievement of pupils in the school, including those with SEND or EAL, is excellent. Pupils' attainment at A level has shown consistent improvement relative to national trends during the years 2018–2019, with over a third of pupils achieving grades A* or A. Centre-based grades in 2020 and teacher-assessed grades in 2021 have shown this performance to be sustained. Results in International Baccalaureate (IB) have been higher than the worldwide norm. As a consequence,

almost all pupils gain places at universities, both in the UK and abroad, and at art and music colleges with highly selective entry requirements. Pupils' performance at GCSE reflects a similar picture in the years 2018–2019, with over half of pupils achieving grades 9–7, and centre-based grades in 2020 and teacher-assessed grades in 2021 showing similar attainment. Data provided by the school show that almost all pupils attain higher examination grades than expected for their ability, indicating excellent progress. The quality of work and achievement in the Extended Project Qualification (EPQ) is outstanding, and demonstrates depth of argument, the ability to analyse complex issues, and excellent use of numeracy skills.

- 3.6 Pupils with SEND or EAL perform in line with their peers because of the comprehensive attainment and progress tracking system, together with the strong support of teachers and an informed awareness of each pupil's individual needs. In the pre-inspection questionnaires a very large majority of parents agreed that teaching, including any online provision, enables their child to make progress and that their needs are met effectively. In boarding, all parents who responded said that boarding has helped their child progress.
- 3.7 The depth, breadth, volume and variety of knowledge, skills and understanding seen in pupils' learning is outstanding. As confirmed in meetings and observations, pupils are confident and secure in their knowledge which they attribute to the excellent support and guidance of their teachers and school resources. In their responses to the pupil questionnaire most said that their teachers know their subjects well. Sixth form English pupils are particularly skilled and adept at expressing their views of characterisation in novels, whilst in art the development of line techniques with a focus on Picasso's work is outstanding. In design technology younger pupils were excited to be shown the laser cutter and demonstrated excellent analytical skills as they responded to the questions posed by the teacher. Pupils are numerically confident and can apply mathematical techniques across different subjects, as for example in sixth form chemistry. A large majority of pupils leave to study for degrees in science, technology, engineering, arts and mathematics as a result of the high levels of interest and skills fostered in these disciplines, with the school achieving national recognition in this area.
- 3.8 Pupils are excellent communicators both formally and informally. They show confidence without being arrogant and have a distinctive natural, polite and honest way of communicating with each other and with their teachers. They are patient, thoughtful listeners in lessons, boarding houses, monthly meetings, collects and worship. In form period younger pupils gave comprehensive and cleverly delivered match reports, notably demonstrating humour and resilience. In written work there is a plethora of excellence seen across subjects, including an EPQ project which focused on the intricacies of global economic issues and trends and the impact of COVID-19. Pupils are enthusiastic readers. In sixth form French book club and in a GCSE English EAL lesson they read with feeling and great accuracy. The shape and length of the school day provides many opportunities for pupils, both day and boarding, to engage in co-curricular pursuits to enhance their skills such as in debating, where the school was winner of the ISA public speaking and debating competition 2021.
- 3.9 Pupils develop excellent numeracy skills which they are able to apply with confidence when solving problems. Pupils are also able to use numeracy skills in subjects other than mathematics, evident in lessons and in work scrutiny. For example, in physical education younger pupils were able to accurately log, track and analyse data over time, and as a consequence, make improvements in their relevant training areas. Older pupils in mathematics applied their skills and breadth of analysis to successfully solve complex trigonometry, whilst being challenged to so do without a calculator. Numeracy across the curriculum and the many successes in national competitions of UK Maths Challenges and Olympiads strongly reflect the school's commitment to the development of pupils' mathematical skills.
- 3.10 Pupils are highly competent users of information and communication technology (ICT). The work of pupils undertaking EPQ shows high level and confident use of ICT for research. In sixth form music technology pupils' sophisticated use of ICT, alongside excellent resources and outstanding teaching, enabled them to further enhance their independent compositional research. Investment by the

governors in ICT, with the opening of a new music and media centre, enables pupils to use advanced programming and technology in the development of their skills. Younger pupils used ICT highly effectively in a history lesson to access research and videos on the Russian revolution. Pupils with SEND use ICT extremely confidently in one-to-one sessions with their teachers to enable rapid progress.

- 3.11 Pupils' study skills are excellent. Younger pupils enjoy the challenge of undertaking the Fryer Project Qualification, an independent research project, as part of the Approaches to Learning programme which focuses on the development of study skills. Pupils display adeptness at researching, extracting, collating and presenting information and ideas in a coherent manner, evidenced in work scrutiny across different subject areas. In meetings, pupils confirmed the importance the school places on the acquisition of excellent study skills through initiatives such as in house councils, collects, PSHE, academic departments, and co-curricular societies such as sixth form *Aspiring High*. In a GCSE design technology project addressing the needs of people with disabilities, there was outstanding research and thorough analysis undertaken in order to complete an excellent final product. Pupils say they value the library as a place for independent study and enjoy reading both for academic research and for relaxation. In a sixth form extension lesson pupils showed excellent understanding of working memory to inform their study skills and engaged in a discussion on how this knowledge might change techniques to revise more effectively. In science pupils follow a *Philosophy for Children* course, based on discussion and enquiry, with recent focus on the chemistry of plastics and the global impact, which follows the key Quaker principle of sustainability. Almost all parents in the questionnaire responses agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.12 Pupils' academic and other achievements are excellent. Nationally, pupils have been winners of the Award for Outstanding Local Community Involvement two years in succession and winners of the national Award for Excellence in STEAM (science, technology, engineering, arts and mathematics) Education 2020. A majority of pupils learn to play a musical instrument and many are very able musicians, going on to compete in national competitions and gain places in national orchestras. In 2020 the school won the national a cappella contest. Pupils in discussion said they highly value the many musical opportunities there are through orchestras, competitions and music examinations. Pupils go on to achieve places at top conservatoires in the country. Many pupils successfully complete the Duke of Edinburgh's Award (DofE) scheme at bronze, silver and gold levels, with currently over fifty pupils involved. Pupils enjoy performance on stage, with numerous theatre and drama productions throughout the year, including pupil led ones such as *Tartuffe*. A number of pupils have achieved national, regional and county selection in a variety of sports including rugby, canoeing, hockey, climbing, netball, and national Paralympic swimming. In debating, pupils have been runners up in the Oxford Union Debating Matters competition and a pupil reached the finals of the BBC Young Writers Competition in 2019.
- 3.13 Pupils display excellent attitudes to learning. They are passionate and enthusiastic without ever losing sight of the inherent Quaker 'testimonies' principles. Pupils are supportive of each other in their learning and trusting of their teachers. In a GCSE drama lesson pupils' excellent attitudes enabled them to learn rapidly and understand what makes an outstanding samba dance. In pupils' work, teachers provide excellent feedback to which pupils respond extremely positively which in turn enables progress to be accelerated. Pupils' successful achievements in performing arts and sport reflect how effectively they collaborate. Both in and out of class, and in the boarding houses, behaviour is of the highest order and pupils' positive and motivated attitude towards learning is a key feature in their success.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Lessons, pupils' work, pupil meetings and direct observation around the school show that pupils have an excellent, secure and deep sense of their self-knowledge. Excellent pupil and teacher relationships and the exemplary standards of pupil behaviour create the right environment to enable pupils to grow in self-confidence in preparation for the next stages of their lives. In sixth form music technology pupils displayed marked self-confidence in their abilities to understand what morphing is and why would we want to do this for sound design. In textiles younger pupils showed excellent perseverance after making mistakes and a strong understanding of how to improve their sewing skills, ultimately gaining a 'sewing-machine licence'. Pupils understand how to improve their work and are not afraid to make mistakes. This is true of all groups, as for example during a one-to-one session, where a SEND pupil demonstrated significant self-confidence when self-correcting a piece of English work using descriptive language. Pupils speak confidently about their school and cited, in particular, a sleep-out event, which they felt taught them empathy and how to connect across year groups.
- 3.16 Pupils are aware of the importance of the decisions they make and how these affect their future, however for some there is an over-reliance on their teachers, evidenced in lessons and in meetings with pupils. They show sensitivity, care and consideration towards their peers and other members of the school community. Senior pupils spoke enthusiastically about decisions they had made and plans put in place to undertake projects such as directing the Christmas school video and raising funds for the Disabled Association. Sixth form German pupils showed excellent self-understanding and the ability to make individual and corporate decisions, discussing the merits of different opinions and coming to an agreed conclusion as a group, even though opinions originally differed.
- 3.17 Pupils develop excellent spiritual understanding and strongly appreciate the non-material aspects of life. They are highly respectful of other faiths and very much value the opportunities for silent reflection, regardless of faith, that worship offers. Worship and Collects play a significant part in the daily life of pupils and staff at school, underpinning its Quaker values of truth, respect, integrity, peace, equality, sustainability and simplicity. Senior pupils comment that they feel the school helps them to find their own way to think about things through moments of reflection. Younger pupils in drama lessons demonstrated excellent understanding of emotions and how positive emotions might be more important than wealth in life to feel content and fulfilled. In worship pupils understood the significance of the three books placed on the table: the Qur'an, the Bible and the Quaker Faith and Practice were symbolic of the range of cultures, faiths and equality. An acute, tangible deep sense of spirituality, together with the power of silence was apparent through all the year groups.
- 3.18 Pupils' development of moral understanding and taking responsibility for their own behaviour is excellent. They have a deep sense of what is right and wrong. Their behaviour everywhere in the school is exemplary. They show proper and sincere respect for others and know and accept that there are certain school rules which are fundamental to achieving the school's aims. They understand sanctions and view them as fair. In geography younger pupils demonstrated excellent moral understanding that society should take a 'big picture' approach and accept responsibility for choices such as car usage impact on sustainability. In discussion pupils said they are taught not to be bystanders but upstanders, so that they are integral to solutions, reflecting one of the aims of the school: to develop the qualities in young people that will help them to become global change-makers of the future.
- 3.19 Throughout the school, both in and out of class, and in the boarding houses, all pupils across different age groups have excellent levels of social development which enables them to work naturally, happily and effectively with others. As confirmed in meetings with pupils, the school places great emphasis on the importance of the community as a family, providing many opportunities, including in the boarding houses and in clubs such as *Fryer Random Acts of Kindness*, for pupils to develop their social skills. Pupils worked effectively together and with great enjoyment in a large group rehearsing for their

musical theatre production of *Guys and Dolls*. Pupils enthusiastically shared an idea about the need for a pedestrian crossing to be built. They approached the local council with their proposal which resulted in the pedestrian crossing being installed.

- 3.20 Pupils make an outstanding contribution to the outside world, which is in keeping with the school's Quaker ethos. This is because the school provides many opportunities for pupils to positively contribute to the lives of others. This takes place regularly in a variety of areas through the highly successful nationally acclaimed outreach programme. Pupils appreciate lessons on how to help each other and lessons on community service which focus on involvement in local projects for improvement to the environment and people's lives, such as litter picking, helping primary school children to read and pupil sports leaders coaching in primary schools. Pupils also enthusiastically spoke about a new initiative: a reverse advent calendar organised by pupils for the less fortunate. Other projects organised by Amicus, a charity organised by pupils and through boarding houses, work hard to make a difference to those less fortunate. Pupils are passionate about their community and how through discussion and expression of ideas they can help bring about positive changes to the environment, much in evidence in the whole school monthly meeting with staff and senior leaders.
- 3.21 Throughout the school pupils are open and receptive to different cultures. They show an acute sense of respect for each other and, underpinned by its Quaker values, recognise the school's important role in creating a positive, encouraging and welcoming environment where they can develop and flourish as true individuals. Almost all parents in the questionnaire agreed that the school responds effectively when pupils use unkind or use prejudiced language to each other, for example, comments about sex, ethnicity or faith. In an English lesson, younger pupils were highly sensitive to the issues of discrimination and prejudice, linking the poetry they were studying to the Black Lives Matter agenda. In discussion pupils say they have a system of 'polite debating', not arguing, and that they felt they are a culturally diverse school where they learn from each other, allowing them to 'figure out' how to involve and talk to different types of people. Boarding, with its multicultural diversity, is a catalyst for the respect that all pupils show towards each other.
- 3.22 Pupils develop a clear understanding of the importance of ensuring that there is a safe school environment and of being physically and mentally healthy. This is because keeping pupils safe is given the highest priority by the leadership and management. Almost all pupils in their questionnaire responses said the school is a safe place to be. Pupils grow their understanding of how to keep themselves physically and mentally safe. This is because the school has excellent structures and measures for well-being. These include mental health ambassadors, regular online safety training and an informed catering staff which works with the pupil food council to create a balanced and nutritious diet. In interview pupils, including boarders, spoke enthusiastically about food and the quantities and variety on offer and how to make healthy choices, including for those with dietary requirements. In discussion, pupils praised the availability of staff mental health first aiders and valued the opportunities to participate in a multitude of sports and leisure activities. Boarders value boarding staff who have conducted many remote calls to support boarders working from home during times of absence. Limitations on homework and collaborative work are monitored carefully to support a healthy lifestyle for all pupils.

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 a monthly meeting, form meetings, Collect and worship. Inspectors visited boarding houses and 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 John Aguilar	Reporting inspector
Mr Karl Meier	Compliance team inspector (Assistant head, HMC school)
Mrs Rebecca Glover	Team inspector (Principal, HMC school)
Miss Clare King	Team inspector (Headmistress, IAPS school)
Mr Nicholas Marchant	Team inspector (Housemaster, HMC school)
Mr Garry Binks	Team inspector for boarding (Former housemaster, HMC school)