



ISI Independent
Schools
Inspectorate

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

Godolphin School

March 2023

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School's Details

School College	Godolphin School			
DfE number	865/6006			
Registered charity number	309488			
Address	Godolphin School Milford Hill Salisbury Wiltshire SP1 2RA			
Telephone number	01722 430500			
Email address	head@godolphin.org			
Head	Mrs Jenny Price			
Chair of Governors	Lieutenant General Sir Nicholas Pope			
Proprietor	Governors of The Godolphin School			
Age range	3 to 18			
Number of pupils on roll	424			
	Day pupils	313	Boarders	111
	EYFS	3	Juniors	51
	Seniors	282	Sixth Form	88
Inspection dates	28 February to 2 March 2023			

1. Background Information

About the school

- 1.1 Godolphin School is a day and boarding school for female pupils. The school has a Christian foundation with links to Salisbury Cathedral. It was founded in 1726 and occupied buildings in several locations before moving to its present site in 1890. The school is a registered charity with a governing body, which includes former pupils and representatives nominated by the cathedral.
- 1.2 Since the previous inspection further subjects have been added to the sixth-form curriculum, and the facilities for the sixth form have been expanded and refurbished. The staffing of the boarding houses has been restructured. A new head was appointed in January 2023.

What the school seeks to do

- 1.3 The school seeks to instil in its pupils a strong sense of community and to ensure that every pupil will discover their strengths and become confident in their abilities; prepared to embrace the challenges of the future.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds from a wide catchment area around Salisbury as well as other parts of the country. Approximately one-tenth of pupils are from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils in the prep and senior schools is above average for those taking similar tests. The ability profile of pupils in the sixth form is broadly average. The school has identified 98 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and slow processing, most of whom receive additional specialist help. Two pupils in the school have an education, health and care plan or a statement of special educational needs. English is an additional language for 32 pupils, 14 of whom are supported by one-to-one lessons. The school runs a scholarship programme which provides a range of additional activities for those identified as the most able in its population.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a 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, 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 2022, 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 prep, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the prep and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 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. 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 3, 5–12, 15, 16 and 20 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 19 and 22 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 4, 7 and 23 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 14 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 2 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. 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 Year	Year 7
Second Year	Year 8
Third Year	Year 9
Fourth Year	Year 10
Fifth Year	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 of all ages have exceptionally positive attitudes to learning. They are extremely aspirational for themselves and ambitious for those around them.
- Pupils' communication skills are excellent. They are highly articulate, sophisticated writers, learned readers and empathetic listeners.
- Pupils' achievements in external examinations are outstanding.
- Pupils in the senior school expertly apply a wide range of skills in information and communication technology (ICT) to enhance their learning.

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

- Pupils' tolerance, respect and sense of inclusivity are successful in producing a caring and harmonious community.
- Pupils embrace the wide range of opportunities for leadership in the school to make a positive impact on the lives of others.
- Pupils have highly developed social skills and are proud of the culture of kindness which is embedded in the boarding houses and across the school.
- Pupils have a keen understanding of how to stay safe and healthy.

Recommendation

- 3.3 The school is advised to make the following improvement.
- Ensure that pupils in the prep are similarly ambitious to pupils in the senior school in readily applying their ICT skills to their learning.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils display a thirst for knowledge across the curriculum. This is due to enthusiastic and expert teaching which encourages pupils to do well and try new things. Excellent examples of this were seen in pre-prep, where pupils worked together in PE to support and encourage each other when faced with the challenge of moving on a bench without falling off and in art where the pupils were working on moulding clay polar bear heads using their fingers and pencils with dexterity. Pupils showed an excellent understanding of narrative poetry based on *The Highwayman*. In a Year 7 computer science class pupils recalled and understood terms such as iteration, and demonstrated a high level of competence in programming skills to build short programs using conditional statements. Older pupils display very high levels of scholarship. For example, in a history of art lesson, pupils readily explored theology, history, politics, religious imagery and architecture as they deciphered the *Wilton Diptych*. In a lesson on *The Tempest*, pupils discussed with sophistication the way that literary techniques such as ecphronesis and stichomythia contribute to the presentation of gender roles in the relationship between Miranda and Ferdinand, which they were able to set in its historical and contemporary social contexts. Pupils with SEND make particularly strong progress in English, mathematics and science as a result of the support that they receive. This excellent learning flows above all from a culture of ambitious scholarship and dedicated support from expert teachers, who structure the learning in a way that fuels the pupils' appetite for enquiry. As one sixth-form pupil put it, teachers keep examinations in their proper context, recognising that pupils are doing the subjects they have chosen because they love them.
- 3.6 Pupils' performance in public examinations in the years 2020–2022 has been outstanding. At A level in these years, three-fifths of grades have been A* or A, with half of those entries graded A*. At GCSE, two-thirds of the results have been at grades 7–9 with one fifth of the results awarded the top grade. These high levels of attainment represent very rapid progress to both GCSE and A level, including for pupils with SEND and EAL. In the pre-inspection questionnaires, almost all of the parents of boarders who responded agreed that their child's experience of boarding enhances their academic progress. A small number of subjects follow courses other than A level in the sixth form and the results in those represent similar levels of attainment and progress. In the years 2020–2022, most pupils have successfully applied to highly selective courses at university whilst others have chosen a diverse range of other destinations such as art foundation courses and degree apprenticeships. Pupils are guided appropriately to the courses which are right for them as first choice destinations due to the success of the school's carefully planned careers education programme.
- 3.7 Pupils' communication skills are excellent, in speaking, listening, reading and writing. A strong culture of listening was evident in their language learning, notably in a French lesson about making healthy choices. Pupils' wide range of reading was in evidence during a quiz for World Book Day, in which pupils showed excellent knowledge of a wide range of texts. All pupils from the EYFS are highly articulate and can speak confidently and knowledgeably for a range of audiences, for example standing up in assembly in front of the whole school. All pupils express their ideas with much eloquence and accuracy because of their in-depth subject knowledge, skills and the use of subject-specific terminology. As part of the distinctive Godolphin Learning Programme, Year 8 pupils demonstrated excellent communication skills for example when pitching for the chocolate product they have developed by presenting their product in front of a range of audiences, including the school's marketing team. Numerous examples of strong writing skills were seen, as in a well-

constructed essay by a pupil in Year 10 about the history of medicine, and some insightful work on the theme of love and relationships in poetry.

- 3.8 Pupils' mathematical skills and understanding are strong. Pupils in pre-prep demonstrated this by showing a strong appreciation of arrays and the ability to hypothesise and solve problems. Older pupils in the prep develop a high level of competency in their numeracy skills, for example when rounding to the nearest tenth, hundredth and integer. Pupils apply their knowledge successfully across other areas of the curriculum, such as in a Year 5 science lesson where they were able to scale the planets from kilometres to millimetres. Year 7 pupils understand that when taking experimental readings there is a need to take a mean to eliminate anomalies and natural variations. Year 8 pupils accurately constructed graphs in physics to show the relationship between friction and forces for a range of different surfaces, and Year 9 pupils showed agile mental arithmetic skills to confidently work out percentages from a pictogram.
- 3.9 In the prep, pupils' skills in ICT are developing and its use is effective across some areas of the curriculum, for example in a Year 5 science lesson where the pupils used tablet computers to research planets within the solar system. The pupils are confident in using simple ICT to support class-based learning and project work. However, pupils do not regularly have the opportunity to use ICT spontaneously and lack the skills to apply it readily and routinely across their learning. There is a particularly strong and productive culture of using ICT to its best effect in the senior school. This is due to the governors' successful planning and investment in a long-term digital strategy since the previous inspection which has been implemented by the school's leadership through significant staff and pupil training and the development of high-quality infrastructure and resources. Pupils are highly competent in using a wide range of software applications and their online notebooks to enhance their learning. Pupils in Year 7 demonstrated excellent use of split screens to switch between their notebook and the programming software to combine note-taking with the advancement of their programming skills. Lower-sixth pupils made excellent use of their computers to collaborate on a task investigating weathering to enhance their understanding of geomorphological processes in geography. Pupils use various applications to revise effectively for modern languages, English and science. In pupil interviews it was clear that they regard it as a key part of their self-organisation, and the excellent use made of it by the school for deploying resources is recognised by pupils as integral to their learning. The recommendation from the previous inspection to integrate the prep school more closely into the whole school by strengthening links with the senior school has yet to be fully addressed.
- 3.10 All pupils demonstrate excellent study skills. In the prep, pupils develop and apply planning and research skills in English, humanities and many other subjects, and by Year 6 in their independent projects for the Elizabeth Godolphin Award. In the senior school, this is encouraged through use of digital devices in every lesson, and for homework. Pupils enjoy working collaboratively, as seen in a peer-marking exercise in Year 10 classics and a sixth-form drama lesson in which the pupils were reviewing a devised performance of an adaptation of *Oedipus*. When working independently, they readily take on challenge, solve problems and have high expectations for their outcomes. Extended projects successfully draw on multiple sources to come to sophisticated conclusions. Lower-sixth pupils showed excellent independent note-making skills covering key aspects of coastal processes and management with a strong use of technical language.
- 3.11 Pupils' achievements in academic competitions are strong with particularly good performances in mathematics, engineering and robotics. Artwork is exceptional, as evidenced by the many high-quality items displayed around the school. The standard of achievement in LAMDA and co-curricular drama is excellent, and performances in music and sport are routinely at a very high level, while participation is also encouraged. Most pupils engage very positively with the school's extensive sports opportunities with many recently taking on the challenge of the Ten Tors event. Team and individual achievements in sport are excellent. In recent years, hockey teams have gained national recognition and teams in lacrosse, netball, cross-country, tennis, athletics, swimming and equestrianism have experienced

county and regional successes. Individual pupils have represented their country in lacrosse, hockey, equestrianism, athletics and swimming.

- 3.12 Pupils of all ages, needs and abilities demonstrate excellent attitudes to learning and are engaged and productive in lessons and clubs. This exemplary, positive approach comes naturally to them due to the studious and collaborative ethos in the school. They take the initiative with their studies and are highly motivated and aspirational in all areas. Expectations of all pupils are high, support is readily available and pupils embrace the culture of high achievement at all levels.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show an excellent degree of self-understanding. They make very good use of the opportunities given to them to reflect on their own learning, increasing in confidence as they make their way through the school. The use of ICT is particularly successful in facilitating this, as evidenced in a Year 9 drama lesson, where prior targets and a structured grid were deployed to support peer discussion about improvements in their acting. Boarders showed great self-awareness when they reflected on their school life and pointed out how much their levels of tolerance, confidence, respect and independence have increased. Many of them commented how shy they were when they joined the boarding community and how much confidence they have gained because of constant interactions with other boarders and staff. They are strong believers in taking responsibility for their personal development, putting themselves forward and taking advantage of the opportunities that the school provides for them. The school is very successful in meeting its aim to ensure that every pupil will discover their strengths and become confident in their abilities.
- 3.15 Pupils demonstrate a very high level of understanding of the importance of making good decisions and readily put this understanding into practice. For example, upper-sixth pupils explained with clarity the decision-making process involved in making university applications which are ambitious, aspirational and varied. Pupils are effusive about the ways in which the school supports them in such decision-making. This is further demonstrated by the choices pupils make in taking up co-curricular activities such as the CCF which is a real strength of the school. Pupils understand that although this demands time commitment and will involve many challenges, the positive impact it has on their well-being, leadership and teamwork skills is worthy of their time.
- 3.16 From an early age, pupils value the opportunities to be quiet and reflective throughout the school day. They demonstrate an excellent grasp of non-material aspects of life through their learning. In Year 9, a personal investigation in religious studies on a topic of their choice under the theme of animal rights produced work of a very high standard, reflecting a thoughtful and considered approach as evidenced in a discussion about cloning and animal testing. Older pupils who had visited Florence demonstrated a strong understanding of the art works that they had been to view, while the quality of much of the pupils' art demonstrates a very high level of creativity and appreciation of the non-material aspects of life. Boarders' spirituality is excellent. They strike the right balance between being fully engaged with the boarding community and protecting their quiet time to reflect on the day and to understand and process their feelings. They write journals with their thoughts on matters that touch their lives, meditate and often visit quiet spaces to do colouring as part of their mindfulness exercises. Regular 'PJ Prayers' sessions in the boarding houses are used effectively by boarders to find time to pray, reflect and meditate in a safe environment with their friends and staff. Chapel is the spiritual hub of the school and in the school assembly on St David's Day pupils were actively involved in leading aspects of the service, delivering the key theme that small acts of kindness can add up to making a big difference to others.
- 3.17 The pupils have a strong moral awareness and exhibit outstanding sensibilities and behaviour. They understand the consequences if they do not follow the rules. They are very courteous and caring of each other, which makes for a very happy, supportive community. All pupils have an excellent sense

of fairness. The youngest pupils understand that people may have different opinions and that when sometimes people 'fall out', it can be resolved. In class, pupils are highly attentive and focused on doing their best. Whilst moving around the school, they are quick to be helpful by holding doors open. Senior pupils understand they are important role models. Prefects issue cautions to pupils who don't quite get things quite right, such as in the lunch queue, but they also inspire the younger pupils, for example by leading assemblies to raise awareness of positive and influential women in society. Pupils are passionate about causes, promoting LGBTQ+ rights, highlighting the issue of domestic violence towards women, gender inequalities and poverty in the world.

- 3.18 Collaboration comes naturally to all pupils and is a strong feature of the school. In the prep, the pupils demonstrate through the school council and houses a deep understanding of how important it is to work together to achieve goals, for example arranging a cake sale to raise money for the Syria-Turkey earthquake appeal. In sport, pupils acknowledge achievements of individuals but are very quick to point out that every player contributes to the performance of the team and needs to be celebrated. Pupils are quick to offer help. For example when a member of staff was delayed for a steel pan music session, pupils were happily setting things up without being asked to do so. In science lessons, pupils work methodically in a supportive manner, thus ensuring that all pupils are involved. Pupils from across several year groups, including day pupils and boarders, collaborated effectively for an external competition in robotics and product design innovation. Prefects spoke with pride of how they work as a team and share tasks equally amongst the team members. They make positive and highly impactful contributions to the operation of the school, such as changing the arrangements for the school lunch queues, introducing amendments to the school uniform and helping to develop the school's values. Boarders' collaborative skills are outstanding and result in many successful fund-raising and house events.
- 3.19 There is an excellent culture of helping others, both within the school community and beyond. Pupils take great pride in the role of 'godmother', supporting new pupils, and enjoy helping to lead co-curricular activities. Pupils have a strongly developed sense of engaging with the world around them to make it a better place. Their awareness of inequalities and suffering in the world catapults them into action. Donations from regular house fund-raising events are made to charities supporting cancer patients and their families, those affected by Alzheimer's disease, refugees and charities for dogs amongst many others. However, pupils' contributions are not only about fund-raising. They also invest a lot of personal time supporting individuals or groups in need and are emotionally invested in projects that they often initiate by themselves, such as supporting a local charity event at which pupils formed a flash mob, singing to entertain those present. Pupils regularly visit elderly neighbours to keep them company. A group of pupils who took part in a trip to Nepal built relationships with children from a very deprived area by teaching them and by improving the physical condition of their school.
- 3.20 There is a clear understanding of the importance of engaging with all areas of diversity. Pupil groups such as 'Include' and 'Student Voice' set an excellent lead, and one pupil even gave a presentation during a recent Equality and Diversity training session for staff. The pupils demonstrate open and welcoming attitudes as well as a willingness to learn about others, supported by the curriculum, which in areas such as English, drama and history, is adapted to provide a diverse experience. Pupils who took part in the annual Australian exchange programme commented how much they learnt about similarities and differences between the UK and Australian cultures in terms of lifestyle, food, language and architecture. Pupils from overseas have felt able to set up events celebrating their own cultural differences, as well as participating alongside their peers in local cultural events. After studying the text *Roll of Thunder, Hear my Cry* a Year 8 pupil demonstrated a genuine and real understanding of racism and the problems faced by the black communities of 1930s Mississippi. They used this as background and inspiration for an independent research project, leading to a sophisticated piece of creative writing on child labour in Britain in the Victorian era. In their questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.

- 3.21 Pupils have an excellent understanding of how to stay safe. In the pre-inspection questionnaire, almost all pupils agreed that they understand how to stay safe online. Pupils have a strong degree of trust with the staff, including boarding staff, and where they do have concerns about themselves or their friends, they share these readily. Pupils have a very strong sense of the need to lead a healthy lifestyle. Year 9 pupils have an excellent understanding of the importance of a balanced diet and fitness as they consider digestion in science and health-related education in PE.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and chapel. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alasdair McBay	Reporting inspector
Mr Chris Townsend	Compliance team inspector (Headmaster, HMC school)
Mr Edmund Hester	Team inspector (Foundation principal, HMC school)
Mrs Joanna Leach	Team inspector (Headmistress, IAPS school)
Mr Alistair McConville	Team inspector (Deputy head, ISA school)
Mrs Elena Hesse	Team inspector for boarding (Vice principal, ISA school)