



**ISI** Independent  
Schools  
Inspectorate

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

**Oundle School**

**June 2021**

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### School's Details

<b>School</b>	Oundle School			
<b>DfE number</b>	928/6007			
<b>Registered charity number</b>	309921			
<b>Address</b>	Oundle School Oundle Peterborough Northamptonshire PE8 4GH			
<b>Telephone number</b>	01832 277122			
<b>Email address</b>	info@oundleschool.org.uk			
<b>Headteacher</b>	Mrs Sarah Kerr-Dineen			
<b>Chair of governors</b>	Mr Robert Ringrose			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	1100			
	<b>Day pupils</b>	279	<b>Boarders</b>	821
	<b>Seniors</b>	720	<b>Sixth Form</b>	380
<b>Inspection dates</b>	7 to 11 June 2021			

## 1. Background Information

### About the school

- 1.1 Oundle School is an independent co-educational day and boarding school for pupils aged between 11 and 18. The school was founded in 1556, is governed by Royal Charter through a board of governors and has supportive links with the Grocers' Company. There are 14 boarding houses and two day houses, spread across the town of Oundle. Since the previous inspection, a new sports centre has been opened and the science and technology building has been completed.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. During this period of closure, the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 1.6 In 2020 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.

### What the school seeks to do

- 1.7 The aims of the school are to nurture global contributors, to deliver a distinctive and outstanding education that prepares children for their adult lives, and to be associated with the very best of twenty-first century boarding and day education.

### About the pupils

- 1.8 Roughly three-quarters of pupils are full-time boarders, with 22 nationalities represented. National standardised tests indicate that the ability profile of the senior school and the sixth form is above average.
- 1.9 The school has identified 215 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. English is an additional language (EAL) for 15 pupils, whose needs are supported by their classroom teachers and other specialist teachers. Data used by the school identifies those pupils who are more able in the school's population: their needs and those of other pupils with special talents in sport, drama and music are provided for via a variety of extension opportunities on an individualised basis.

## 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 2018 to 2020 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 and pre-U results in the years 2018 to 2020 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 in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

#### **PART 5 – Premises of and accommodation at schools**

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

#### **PART 7 – Manner in which complaints are handled**

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

#### **PART 8 – Quality of leadership in and management of schools**

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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 have excellent communication skills, both orally and in the written word, supported by the early emphasis on and opportunities for reading.
- Pupils achieve a high level of scholarship across a range of academic disciplines and in parallel attain excellent examination results, in response to the high expectations of teaching.
- Pupils' research and analytical skills are exceptional, supported by the school's emphasis on intellectual curiosity and outstanding provision of learning resources.
- Pupils achieve at a very high level in fine arts, technology, sport and the performing arts.

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

- Pupils have an acute self-awareness and self-confidence founded on the strong pastoral support provided by boarding and well-being staff.
- Pupils are passionate about addressing current social issues, including the need to respect those of different gender and race, and provide strong influential leadership.
- Pupils have a highly developed spiritual awareness stimulated by the beauty of their environment and, for many, their collective worship.
- Pupils' contribution to the life of local and overseas communities is outstanding.

## Recommendation

3.3 The school is advised to consider the following:

- Extend the personal development of all pupils further by utilising their excellent communication and leadership skills in creating the agenda for discussion of current social issues.

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

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

3.5 Pupils' attainment at A-level and pre-U has been consistently high during the years 2017-2019, with over half of results achieving A\* or A or the equivalent level in the pre-U examinations. Results in centre-assessed grades in 2020 were similar. As a consequence, almost all pupils achieve places at universities, art and music colleges with highly selective entry requirements in a range of disciplines or on apprenticeships with equally stringent entry criteria. Pupils' performance in GCSE is similarly high, with around a quarter of GCSE results achieving A\* in the years 2017-19 and centre-assessed grades in 2020 showing similar attainment. Data analysed show that almost all pupils attain higher examination grades than expected for their ability indicating excellent progress. The quality of work and attainment in the Extended Project Qualification (EPQ), is exceptional, and shows strength of argument and ability to handle complex ideas. Many of the research essays produced display a good knowledge of statistics. Pupils with SEND achieve in line with their peers because the support provided shows detailed understanding of individual approaches in the teaching these pupils experience. This ensures that these pupils develop confident skills. Pupils will EAL make similar progress, reinforced by teaching that reflects an informed awareness of their individual needs.

3.6 In the pre-inspection questionnaires, the vast majority of pupils stated that their teachers know their subjects well. Inspection evidence supports this view. As a consequence, pupils develop an excellent knowledge in all subjects, and written work shows a high level of understanding. Pupils apply relevant skills confidently and as a result make excellent progress, whatever their ability. Pupils' linguistic fluency and width of vocabulary develops rapidly from a variety of starting points, in the study of a wide range of modern and classical languages. They are numerically agile, and confidently apply mathematical techniques to different subjects. A large proportion of pupils leave to study for degrees in science and engineering as result of the high level of skills and interest cultivated in the new science and technology building, as reflected in the 20 Arkwright engineering scholarships achieved by pupils in the last five years. In theology and philosophy lessons, pupils drew on a wide body of knowledge to respond with passion and commitment to rigorous analyses of theological thought.

3.7 The art produced by pupils is exceptional, both in its quality and variety. At GCSE, pupils develop their enthusiasms, skilfully choosing different media to suit styles and subject. Many of the A-level examination pieces, created during lockdown, are melancholic, such as a sculpture entitled *Screaming Boy* next to finely pencilled portraits of the artist's family reflecting the constraint created by distance from home. A life-size papier-mâché tableau titled *Dysfunctional breakfast* explored an artist's view of male and female tension in a lockdown family using distinctive materials. A set of acrylics reflecting the town's limestone buildings matched the observation of pupils in discussion that they often feel spiritually uplifted by the architecture around them.

3.8 Pupils have outstanding communication skills. They are fluent in discussion and draw on vocabulary that deepens as they move through the school. Younger pupils gave mature responses to questions on Nigel Slater's *Toast*, stimulated by teaching that demanded fully articulated answers. Sixth-form art pupils selected perceptively nuanced language in response to Gentileschi's *Judith slaying Holofernes*. Pupils have a strong command of technical terminology, for example when discussing conjunct and disjunct movement in relation to a Beethoven piano sonata. They are shrewd listeners, drawing on each other's ideas and opinions to frame conversations. The length of the school day for

both boarding and day pupils provides opportunity for regular house debates, and over the last three years school debating teams have enjoyed regular success in national competitions.

- 3.9 Pupils of all ages are enthusiastic readers. They describe the library as a stimulus to their enjoyment of literature, which is further promoted by dedicated reading time in lessons and boarding houses. They choose challenging texts, enjoy them for their own sake, and when appropriate draw out key themes, for example in a sixth-form lesson analysing the *Aeneid*. Pupils master writing early in their lives at the school. Essays, articles, and pieces of research are crafted intelligently, with careful choice of word and meaning. They write with honesty, drawing on valid evidence, and skilfully adapt their style to their audience, for example in the town newspaper produced and edited by pupils.
- 3.10 Many pupils are mathematically very able. Sixth-form pupils demonstrated excellent ability in recalling and adapting formulae and methods of solution with speed and ease. Older pupils applied their skills and demonstrated a breadth of analysis applying trigonometry to questions on vectors. Pupils are all highly competent users of information and communication technology (ICT). The investment by the governors in the engineering centre enables sixth formers to use advanced programming and technology to design a range of products, including a hovercraft and cars. Younger pupils are adept in their application of software to enhance their learning and have seamlessly adapted to remote learning and communication during COVID-19. Although in the questionnaires a very small minority of pupils thought lessons are not interesting, pupils reported that they felt this was because during on-line learning some approaches have been of necessity more presentational than interactive. Both pupils and staff spoke positively in questionnaires about the lasting benefits of some of the approaches used.
- 3.11 The depth of research undertaken by pupils in study outside examination courses is a major strength. Year 9 pupils study the grammar, logic and rhetoric of a range of subjects and disciplines within the Trivium programme, placing learning for its own sake at the heart of the curriculum. In the questionnaires, the vast majority of parents were supportive of the range of subjects offered. Pupils respond with enthusiasm, producing a level of scholarship beyond their years. Year 12 pupils follow with enthusiasm examined EPQs or Quadrivium courses that involve optional, deeper study to supplement their other subjects or to provide a rigorous academic diversion. There are many excellent examples of pupils' sophisticated study skills for their age across multiple year groups. An EPQ essay showed clear and detailed annotation of intellectually challenging research on adolescents maintaining independent thought whilst using social media. In music, SEND pupils studying Lombardic rhythms showed evidence of wider listening outside of the set work. School literature and discussions with pupils provide evidence that they value the first-hand experience and reinforcement to scholarship of the plethora of foreign trips and academic lectures normally enjoyed by pupils.
- 3.12 Pupils are intellectually curious, and extensive bibliographies support their writing. In a theology and philosophy lesson pupils showed tight concentration and sophisticated thought in drawing from different sources, identifying ideas pertinent to the argument. For example, in discussion they observed the link between beliefs linking sin with both sexual relationships and death in discussing aspects of original sin. Pupils achieve success in a broad range of prize competitions, for example discussing the appropriateness of artificial intelligence on a jury, or the mechanical properties of pasta. They regularly gain distinctions in mathematics, chemistry and physics Olympiads; present papers to professional journals, for example on the impact of climate change; and have won online coding contests.
- 3.13 Sports teams enjoy considerable success, underpinned by extensive facilities and coaching resources. Pupils achieve at a high level on land and water in national and regional events for male and female competitors. Many pupils are very able musicians. Those spoken to highlight the value they place on singing in choirs, and over a half of pupils learn instruments. Senior pupils spoke about the finesse that playing in ensembles brings to their performances, many of which were shared virtually with former pupils worldwide during lockdown. Their record in music examinations is strong, with a high proportion achieving at diploma level. Pupils enjoy performance on stage, and evidence seen and

discussions with pupils support the school's assessment of the high standard of drama in the school. Both day and boarding pupils cited that the time available in the boarding routine and the school's systematic organisation of activities allows them to successfully pursue in parallel their music, dramatic, sporting and academic ambitions with success. In the questionnaires almost all the parents were appreciative of the range of extra-curricular activities provided. Pupils are highly successful in The Duke of Edinburgh's Award (DofE) scheme, many achieving gold awards and, in the absence of expeditions recently, the certificate of achievement.

- 3.14 Almost all pupils show exemplary attitudes to learning and become more sophisticated as they move through the school. Pupils set high expectations of themselves, reflecting those of teaching, always asking quickly for clarification of any lost detail or nuance. Their successful achievements in the performing arts and sport reflect how effectively they collaborate. Essays and research demonstrate initiative and independence, and the confidence to adjust initial planning. In the EPQ, pupils reflect honestly on their approach, for example in redesigning their research strategy having identified that reading science can be heavy, or that criminology lacks breadth. Pupils' strong attitudes together with their high levels of knowledge and skills are major indicators of the school's successful promotion of a distinctive and outstanding education.

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

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils of all ages have an acute self-knowledge and an embedded self-confidence without arrogance. In conversation, they often show humility, drawing heavily on evidence and personal experience when discussing current issues, for example experiences of lockdown or respect for those of different background or gender. The school newspaper contains written contributions from pupils in lockdown around the world that are deeply reflective of the contrasting experiences in Dubai, Hong Kong and the outskirts of Moscow. In almost all lessons pupils exemplified an astute awareness of how to improve their understanding of subject material, reshaping and trialling their ideas. They are keen to unpick fallacy or contradiction, for example in sixth-form history retaining a tight focus on evidence in discussing the morality of a war that would bring certain victory.
- 3.17 Pupils are aware of the importance of decisions about careers in affecting their future. Similarly, how decisions about life balances affect their well-being, and how decisions that affect their own behaviour have an impact on their relationships with others. The plethora of opportunities available to both boarding and day pupils necessitates informed decisions about their management of time.
- 3.18 Pupils' highly successful personal development is underpinned fruitfully by the school's *Learning For Life* programme, which integrates smoothly with substantial mental health provision. In the questionnaires pupils and parents reported on the positive impact of regular discussions with pastoral staff. In contrast, in the questionnaires a minority of pupils thought that the school did not listen to their views. Discussions with pupils identified that they thought the school had, for example, taken prompt action over previous concerns about the quality and quantity of food provided for boarders.
- 3.19 Pupils focus hard on ensuring their respect for the diversity of others' backgrounds and traditions moves beyond the superficial. In discussion one group challenged the term tolerance, arguing that they needed to move beyond this basic concept. In lessons pupils address with maturity issues that might be sensitive to other pupils, for example working conditions in China, the impact of slavery on contemporary views of race, and gender differences around migration. Pupils suggested that paradoxically although they had lost human contact, lockdown and online learning had brought the community together.
- 3.20 Pupils have a strong view of morality, of what is right and wrong, and develop an understanding that there is greyness. Pupils can absorb intellectual considerations of morality, for example younger pupils debated successfully why Jesus chose to deny the Devil's seemingly attractive temptations and

discussed with clear understanding the distinction between mischievousness and evil in Keats' *La Belle Dame Sans Merci*. Pupils have moral courage and are unafraid to confront each other or issues.

- 3.21 A minority of younger pupils in the questionnaire felt that pupils do not treat each other with respect and considered that the school does not take bullying seriously. Inspectors raised these issues in discussions with a significant proportion of pupils. The views of almost all pupils in interviews were to the contrary, and senior pupils reasoned that COVID-19 had limited this group's exposure to the positive influence and guidance of older pupils. Some pupils consider that recent initiatives with regard to how pupils treat one another, including relationships between genders, and to improve mental health, were not yet fully effective. Inspection evidence shows that, although there is substance in these views, overall a central school ethos to be kind drives pupils' relationships, as confirmed in observations in boarding houses and lessons. However, in discussions senior pupils felt strongly that the school's prompt and positive reaction to the *Black Lives Matter* and *#EveryonesInvited* movements, including some thoughtful staff and pupil presentations, lacked opportunity for pupils to choose and control the forum in which male and female pupils could exchange views. An article in the school magazine, based on an address to the school from senior pupils about the unacceptability of sending nude images, reflected an acute level of maturity, and included a clearly articulated objective to eradicate what was termed 'a nastily sheltered and hidden culture in society'.
- 3.22 Pupils are socially aware, working closely with and for each other in every sphere of school life. Pupils set great store by the co-operation learnt in the combined cadet force (CCF), DofE award expeditions and outward-bound activity, or broadcasting on the school's radio station, reporting that they help uncover how effective teams need to identify the strengths of individuals. The loyalty and identity cultivated in both boarding and day houses enhance pupils' social development within smaller social groupings. They seek to empathise, for example writing in the school magazine of how lockdown changed one as an individual but that it is more important for everyone to remember that it changed other people too. Other articles give balanced perspectives of the challenges faced by those of different race or gender preference. A newly formed pastoral forum, conceived entirely by and for pupils, is a collective voice for the pupils' myriad interest groups, including those with special enthusiasms in mental health, the environment, LGBTQ and racial equality. It reflects the pupils' capacity to provide influential leadership outside as well as within the hierarchy of formal pupil appointments. In discussion and questionnaires other pupils spoke of the forum's impact and expressed confidence that it will be effective in further improving cultural attitudes for all ages.
- 3.23 The school and town are closely entwined and the contribution of pupils to the life of the community is much greater than mere geographical presence. In normal times, over 300 pupils each year work home and away with residents, the elderly and over 20 primary schools in a wide variety of community activities. The CCF plays an active role on Remembrance Sunday at many local villages. Pupils described the intrinsic importance of such work, but also its influence in honing their own personal skills. Others recalled the perspective they gained from supporting families and children from local special needs schools. In previous years pupils have co-operated successfully in raising considerable amounts for charities at home and overseas. The school's aim to develop pupils into global contributors who understand their place in the world is very successfully achieved.
- 3.24 Pupils develop and show a strong spiritual understanding. Almost all senior pupils described the spiritual uplift sensed by what they termed 'just being' in the school chapel. They focused in particular on the power of the silence encountered there, contrasting it with the equally positive feeling of belonging to something beyond themselves that is engendered by the hymn singing. Pupils also comment on the pertinent decision to place the war memorials to former pupils behind the high altar and on the peace and beauty of the surrounding gardens. Younger pupils wrote about comprehending meaning through the busy blocks of colour and sweeping curves of the windows by John Piper in the chapel. Sixth-form pupils' writing moved persuasively beyond narrative in considering how Malala

Yousafzai's faith influenced her attitude and actions. In a biology lesson, GCSE pupils contemplated with wonder that the eye's structure was a result of natural selection.

- 3.25 Pupils have an excellent awareness and respect for achieving and maintaining mental and physical health. In the school magazine pupils described how, during lockdown, threatened mental health could survive by focusing on small achievements, or how some had found benefit through previously untried meditation. Other pupils contemplated the fragility of humans cut off from face-to-face conversation, and all valued the guidance given by the school's well-being and pastoral teams in enabling them to maintain mental health. Pupils have a high regard for physical fitness. Many seize the chance of regular tailored exercise provided by the new sports facilities. Pupils' concerns about food, effectively addressed by the school, are driven by their informed awareness that a healthy diet needs to match their lifestyle.

## 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 several governors, including the chair. Pupils were watched taking part in music and drama. Inspectors visited a sample of 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 Stephen Cole	Reporting inspector
Mrs Louise Robinson	Accompanying reporting inspector
Mr Ian Silk	Compliance team inspector (Head, IAPS school)
Mr John Aguilar	Team inspector (Former principal, SofH school)
Mrs Christine Cunniffe	Team inspector (Head, SofH school)
Mr Clement Donegan	Team inspector (Deputy head, HMC school)
Miss Phillipa Message	Team inspector (Deputy head, HMC school)
Mr Stuart Thompson	Team inspector (Deputy head, GSA school)
Mrs Anne Wakefield	Team inspector (Deputy head, HMC school)