



ISI Independent
Schools
Inspectorate

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

The Stephen Perse Foundation

October 2021

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School's Details

School	The Stephen Perse Foundation			
DfE number	873/6011			
Registered charity number	1120608			
Address	The Stephen Perse Foundation Union Road Cambridge Cambridgeshire CB2 1HF			
Telephone number	01223 454700			
Email address	office@stephenperse.com			
Principal	Mr Richard Girvan			
Chair of governors	Mr John Dix			
Age range	0 to 21			
Number of pupils on roll	1572			
	Day pupils	1512	Boarders	60
	EYFS	248	Juniors	461
	Seniors	655	Sixth Form	208
Inspection dates	12 to 15 October 2021			

1. Background Information

About the school

- 1.1 The Stephen Perse Foundation comprises a group of seven independent co-educational day schools across Cambridge, Madingley and Saffron Walden, all of which share the same registration. The component schools work together under a one-school Foundation philosophy. The group of schools caters for pupils aged from zero to twenty-one years, with pupils under three years old being accommodated in one of four nurseries across the Foundation, which currently come under the oversight of Ofsted. The Stephen Perse Foundation is owned by a charitable trust of the same name and administered by a board of governors. Boarders, currently mostly sixth form pupils, are accommodated in two boarding houses, located close to the sixth form college. The school is non-denominational and accepts pupils with a wide range of faiths or none.
- 1.2 During the period March to August 2020, all schools remained open only for children of key workers.
- 1.3 A number of boarders continued to be accommodated on-site.
- 1.4 During this period of closure, the schools 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 the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.
- 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 were awarded in 2020 and teacher-assessed grades in 2021.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school aims to prepare young people to be independent thinkers in a global society. Pupils are encouraged to think analytically, logically, creatively and imaginatively to enable the school to develop the unique potential of every child. In this way the Foundation seeks to ensure that pupils are connected to a world of opportunity, encouraging academic, personal, social and environmental responsibility, inspiring them to become confident, independent thinkers in an ever-changing world.

About the pupils

- 1.11 Pupils come from a range of professional and business backgrounds, from families living in and around the city of Cambridge and the town of Saffron Walden. Boarders come from both the United Kingdom and overseas. Nationally standardised test data provided by the schools indicated that the ability of the pupils in the junior schools, senior school and sixth form college is above average for pupils taking these tests. The Foundation has identified 77 pupils as having special educational needs and/or disabilities (SEND), which includes mainly dyslexia, and a small number with autistic spectrum disorder, 29 of whom receive additional support. There are 3 pupils who have an education, health

and care (EHC) plan. English is an additional language for 521 pupils, 14 of whom receive specialist support. The needs of the more able pupils are supported within lessons and through extra-curricular activities.

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](#), [Early Years Foundation Stage Statutory Framework](#).

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 In the junior schools, 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 At GCSE in the years 2020 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2020 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the junior schools and relationships and sex education in the senior school, except in so far as they are lawfully excused. The schools have consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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
- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 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

- 2.21 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.
- 2.22 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>
Lower Sixth	Yr. 12
Upper Sixth	Yr. 13

Key findings

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

- Pupils have excellent attitudes to their studies and engage whole heartedly in all areas of learning demonstrating high levels of intellectual curiosity.
- Pupils of all ages show exemplary attitudes towards their academic endeavours and are highly proficient users of ICT to support their work.
- Pupils of all ages show high levels of perseverance, resilience and confidence in their approach to their studies.
- Pupils make rapid progress and achieve highly in relation to their abilities as a result of being able to use their own initiative to direct their learning.
- Pupils at all levels enthusiastically participate in the extensive co-curricular programme and understand and appreciate such activities support their physical, emotional and intellectual well-being.

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

- Pupils have very well-developed self-awareness, self-confidence and resilience for their age through exceptionally positive and well-developed relationships with staff and each other.
- Pupils demonstrate excellent collaborative skills which enable them to flourish in all areas of school life.
- Pupils celebrate the inclusivity and diversity of their schools as a result of the high level of mutual respect within the community.
- Pupils willingly accept responsibility for their actions and demonstrate excellent behaviour across all schools.
- Pupils are confident decision makers; they are aspirational in their outlook and as a result are well prepared for the next stage of their lives.

Recommendation

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

- Ensuring that pupils' education and welfare continues to benefit from the Foundation's unified 'one school' philosophy across all school settings.

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, both day and boarding, across all age groups, including those with SEND and EAL demonstrate successful fulfilment of the Foundation's aims as they are keen learners who show flair, energy and enthusiasm in their personal drive for success. All pupils feel safe to take risks in their learning and this is supported by pupils' use of the 'learning wheel' and 'learning toolkit', a Foundation wide teaching and learning strategy, which has encouraged pupils to think more independently for themselves. Junior school pupils commented that use of the 'thinking toolkit' prompted them to think about what to do next. Pupils respond well to the balanced curriculum and demonstrate high-level skills of learning as they are able to cross reference across disciplines using technical and specialist vocabulary with ease and accuracy. Pupils in a Year 2 science lesson worked collaboratively together with great enthusiasm, using 'the magnifying tool' to allow them to combine their investigative skills, when exploring seed growth. Pupils in discussion commented that the availability of academic support throughout the week, both formally and informally, especially during enrichment periods, greatly contributed to their academic success. Pupils identified as more able, discussed enthusiastically the additional opportunities they have for extension and challenge. All Year 11–18 pupils contribute to a pupil core competency and activities database which charts pupils' progress through the schools against appropriate age-related targets. This is a useful monitoring process and as a result tutors and guidance team staff and the pupils themselves are highly tuned into the competency culture which focuses pupils' development as they move through the schools. Pupil progress, as evidenced by the school's monitoring and their own opinions, was not impacted by the period of remote learning. This was because the Foundation established the use of learning platforms, accessible by all junior, senior and sixth form pupils prior to Covid. This enabled the transition to remote learning to be seamless for the vast majority of pupils, who commented favourably along with their parents, on the provision made available.

3.6 Pupils' numeracy skills are highly developed, and this supports the science, technology, engineering and mathematics (STEM) ambitions of the Foundation as a whole. Pupils of all age groups across the schools, including in EYFS, apply their mathematical skills very successfully, not only in maths lessons but in other areas of school life, both in and out of the classroom. Pupils in Year 1 working on the concept greater/less showed good levels of understanding and could clearly explain number differences. This is due to the well-pitched learning activities, the focus on number skills and efficient use of digital facilities to support pupils' learning. Year 6 pupils explained that they were confident in using numeracy in scientific and DT projects. For example, they were able to make 'inchworms' using a three-dimensional printer. Take up of mathematics and science in the senior school is especially strong and pupils were able to demonstrate the use of mathematics; for example, in physics to solve problems and calculate the speed of light, in DT to design finger joints and construct them correctly and in chemistry in the use of chemical equations. Pupil discussions indicated that the use of numerical skills on a cross-curricular basis was common-place and integrated into the pupils' skill sets. Pupils use their effective numerical skills to great effect outside the classroom, such as in preparing for adventurous training expeditions, where they are required to estimate route lengths for each section of a hike or fell walk. All IB students are expected to continue their studies in mathematics and science into the sixth form and as a result their numeracy skills are extremely well developed, as demonstrated in the mathematics and further mathematics results achieved in both A level and IB.

- 3.7 The overall achievement of pupils across all schools, including those with SEND or EAL and the EYFS, is excellent. Results in GCSE and A level from 2017 to 2019 have been excellent and those of IB students have been higher than worldwide norms. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 have shown this performance to be sustained. In the EYFS most children are exceeding the expected norms for their ages. Results for pupils with SEND and EAL show that they achieve in line with their peers and in some cases exceed expectations. This is the result of the modified curriculum for these groups, together with the high quality and specialist support offered by the EAL and learning support departments. More able pupils make excellent progress in most teaching where they receive suitably challenging extension work. This is supplemented by the academic and non-academic enrichment programme, which pupils willingly opt into to further enhance their studies. This is particularly the case for those pupils undertaking STEM subjects in the schools, which is a real strength of the Foundation. Sixth form boarding and day pupils contribute significantly to the academic success of the schools showing a willingness to support and academically mentor younger pupils. Pupils' high aspirations are reflected in the places they gain at university, with nearly all leavers proceeding to universities both within the UK and further afield, in countries such as the USA and Canada, with challenging entry requirements. An overwhelming majority of parents who responded to the questionnaire agreed that the schools enable pupils to make good progress.
- 3.8 Pupils' attitudes to learning are exceptional, they take pride in their work and show initiative and independence, whilst being keen to work collaboratively. This was evidenced in the work scrutiny samples seen by the inspectors, in which junior, senior and sixth form pupils were able to show inspectors evidence from their ICT devices of independent learning they had undertaken and the skills they had employed to tackle challenging homework, appropriate to their competency levels. For example, Year 11 drama students were able to show their logs of home study in which they had researched local artists in connection with a project and in a number of cases had personally engaged with these professionals to support their research. In Spanish, English and mathematics, pupils' work observed showed the integral use of digital learning platforms which was shaping pupils' attitudes to completing classwork and homework. As a result, pupils were able to articulate how the use of digital platforms was supporting their creativity, independence and also their initiative and organisational skills. Their passion for learning is embedded in the learning ethos of the schools, promoted effectively by the senior leaders, through the 'learning wheel' and 'toolkit' philosophy, which the pupils have enthusiastically taken onboard. The result of these initiatives has promoted, across all schools, a successful collegiate approach to pupils' learning, which is having a significant impact on pupil attainment.
- 3.9 Pupils' achievements in external competitions, in gaining other academic distinctions beyond examinations, and their success in art, music, drama and the arts are excellent across all schools. Junior school pupils entering the primary maths challenge achieve gold, silver and bronze awards on an annual basis and have won inter-school STEM competitions. Senior school pupils have had both regional and national success in sport, including rugby, netball, cross-country and cricket. Older pupils have achieved individual national success in shooting, cycling, horse riding and rowing and as a result of such high-level participation a number of pupils are now enrolled on an Olympic pathway scheme for archery, equestrian, shooting and roller hockey. Additionally of note are pupils' individual successes in instrumental competitions in music, including the Royal Philharmonic Society Instrumental competitions and a sixth form team reaching the finals of a national French debating competition. Pupils' high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders. Pupils are able to play representative games across many sports and this is as a result of the excellent facilities available, the enthusiastic coaching provided by the staff and the pupils themselves who are driven by a 'can do' culture. Pupils recognise and value the opportunities afforded them, and the rich variety of opportunities means that everyone can become involved. The collective enthusiasm for celebrating success is well illustrated in a concert that took place during the inspection visit in which Year 4–6 pupils took part in an event with singing, ensembles, and an orchestra, supported by a 400-

person strong audience, including senior school pupils, who wanted to support their junior school peers. Pupils in discussions described how taking part in the performance had boosted their self-confidence whilst allowing their achievements to be recognised.

The quality of the pupils' personal development

- 3.10 The quality of the pupils' personal development is excellent.
- 3.11 The schools are highly successful in meeting their aims to nurture and celebrate individuality, well-being, personal development and contribute to the success of others, in order that pupils develop into responsible and confident young adults. The pupils across all schools respond positively to the high standards and expectations set by the leadership, teaching and boarding staff and there is a real sense of community and shared focus. A number of parents in the questionnaire commented positively on the quiet confidence instilled in the pupils and how the Foundation successfully balances academic expectation with a happy, nurturing environment.
- 3.12 Pupils of all ages are extremely self-confident without being overbearing. They show notable resilience and pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in a co-curricular sense. The sixth form boarding pupils feel that their residential experience helps to promote self-confidence and self-reliance, because they experience a level of independence that they do not experience at home. Younger pupils in the junior schools explained to inspectors that they were encouraged to use a 'fix it, it's ok to make mistakes' approach while older pupils explained that they could reach targets as a result of their confidence and readiness to approach staff for help if necessary. Year 11 pupils engaged in 3D design project work showed evidence of resilience when aspects of their project work failed, and other solutions had to be found. There is an accepted culture within the schools that failure may well be the first attempt in learning. The pupils value and seek out opportunities to improve their learning, as shown in the high take up of both academic and non-academic enrichment clubs across all age groups. They speak fluently and with respect in class and are not afraid to voice their opinions, because the school culture encourages them to do so. SEND pupils were very positive about the help they receive from the learning support department because they understood that help offered supported their self-confidence and self-esteem. Year 4 pupils demonstrated that they were competent in expressing what they needed to do to improve further. For example, they referred to additional spelling and music practice and in one case, to 'thinking about thinking' to develop compass skills in mathematics. Conversations with Year 12 pupils regarding university and higher education options confirmed that they felt well prepared for the next stage of their education.
- 3.13 Pupils develop an excellent understanding and appreciation of the non-material and spiritual aspects of life. The presence of an overseas boarding population encourages all members of the school community to be sensitive to and tolerant towards those from different backgrounds and traditions. The 'Inspire Me' 11–18 programme allows pupils many opportunities to hear from exceptional speakers from all walks of life, which pupils felt enriched their spiritual awareness. Pupils felt that assemblies encouraged them to think beyond the school, because they left them feeling more curious and wanting to learn more. Senior school pupils in discussion explained that 'World Faith' assemblies held every term resulted in them being able to share confidently the different experiences of their faith with fellow pupils. In discussions, senior school pupils felt that the spiritual value of togetherness is highly celebrated and has been particularly appreciated by the pupils in a Covid world. EYFS pupils engage in outdoor learning and, as a result, speak respectfully about their responsibility to nature. Explicit use of mindfulness techniques is made by junior school pupils who refer to them as ways of creating a sense of calm, and as a result mindfulness is a concept that pupils are familiar with. Pupils in a Year 11 English lesson demonstrated an excellent understanding and analysis of the poem 'Valentine' that enthused and engaged the pupils and allowed them to see the deeper and spiritual themes inherent within the text.

- 3.14 Pupils demonstrate great respect for the system of rules in school and can distinguish right from wrong from an early age, exemplified by their excellent behaviour. Younger pupils take collective responsibility for their own behaviour, and as a result will often suggest to their teachers that other children should be awarded house points for upholding the school's values. Pupils at all levels demonstrate a very keen sense of fair play and justice, challenging injustice where they encounter it. This is a result of the pupils' clear understanding of their behaviour and code of conduct responsibilities. During the visit inspectors reported behaviour to be very good in lessons and when moving around the school. The personal, social, health and economic (PSHEE) and the relationships and sex education (RSE) programmes, are valued by the pupils, and are well developed across all schools. This was evidenced through pupils' attendance at off-timetable events featuring external speakers on illegal drugs for Year 10 pupils and on knife crime and drugs for Year 12 pupils.
- 3.15 Pupils are highly socially aware, and this is a real strength of the schools. They provide much support to their peers, both academically and in terms of developing wider skills. This is a consequence of the school culture which promotes easy relationships and social confidence. Much of this support is unprompted and spontaneous as seen in older pupils helping to coach younger pupils in sports, music, and in academic and project work. EYFS pupils, at play in the outdoor environment, were seen to take turns and share in the use of resources because they are encouraged by their teachers to negotiate ideas, resolve conflicts and work collaboratively together in social situations. Pupils across the junior and senior schools have a genuine desire to support their school communities and readily seek out opportunities to hold positions of responsibility. This includes roles such as form leaders, members of the school council and as eco team committee members. This arises as a result of their teachers' encouragement, but also as a result of the genuine desire to seek out opportunities to support their school communities. Collaboration is a genuine strength of the schools; pupils work well together in many areas of school life, including during lessons and through enrichment activities. For example, pupils talk enthusiastically about their experiences of the DofE programme and the spirit of collaboration which it engenders. Pupils relish the opportunity to strengthen their schools' social fabric through activities such as the student forum for older senior pupils. Through such activities they understand that they can make a real difference to everyone such as when suggesting improvements to the food offer at lunchtime. Pupils talk enthusiastically about charitable work which extends across all schools and includes, choir singing in local churches and care homes, support for local foodbanks, an African school uniform donation scheme, a student led children's biennial charity day and support for a tree planting scheme in Kenya. Pupils' personal development is greatly enhanced by these opportunities allowing the pupils to take part in largely pupil-arranged charitable events as well as the well-structured outreach programme involving the local community. The Foundation has a well-developed partnership with a local state school academy, which enables staff and pupils to offer additional support in English, mathematics, science and art to the academy pupils. This link has been further extended to offer a number of full bursaries to enable academy pupils to attend the school sixth form.
- 3.16 Pupils across the schools are highly respectful of each other and of the core values of humanity compassion and diversity. This is evident in discussions with pupils and results in them not only respecting cultural and individual differences but also enjoying celebrating them. This is because staff actively promote equality and diversity encouraging pupils across the schools to celebrate the different cultures in their classrooms, supported by advice offered from a number of specialist inclusion support teachers. Pupils are also quick to show initiative in addressing any issues, as seen in the formation of the lesbian, gay, bisexual, and transgender (LGBT) and pride discussion forums. In the senior and sixth form schools their high degree of curiosity in other cultures and how they live is notable. This is cultivated through linguistic enquiry or through 'World Faith' assemblies, or through lively exchange programmes with Japan, France, Germany and Spain. All of these activities result in pupils gaining first-hand experience of different world cultures which results in pupils celebrating diversity and individuality with sincerity and compassion. Pupils speak knowledgeably about the Black Lives Matter movement. They are confident about reporting any type of inappropriate behaviour they

encounter and show a high level of understanding and respect for national campaigns such as ‘#MeToo’ and ‘Everyone’s Invited’. Older pupils feel well supported by their teachers because they are routinely able to discuss and debate topical media matters, in PSHEE and RSE lessons, in a sensitive and constructive manner.

- 3.17 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Pupils’ health and well-being is strongly promoted because the school recognises the possible impact of mental illness and stress on pupils and as a result the schools employ guidance staff, counsellors and consultant professionals with mental health expertise to support the pupils. In the junior schools pupils in Year 1 and 2 have raised their level of alertness and become more safety conscious as a result of attending stay safe lectures. In EYFS, children were allowed, with supervision, to explore tree climbing but only after a clear explanation of the risks such an activity might bring. Pupils in the senior school and sixth form appreciate the opportunity to participate in individual sports and physical activities which extend their skills and allow them to develop an appreciation that an active lifestyle is beneficial to mental well-being. Older pupils value the fact that they have a choice over their physical activities explaining that, as well as the traditional sports, they could opt for, zumba, self-defence, yoga, use of the multi gym, rowing and racquet sports. Pupils in Years 7 to 13 are able to take part in a well-being club, which enables pupils to take time out of the busy school day to experience mindfulness and relaxation activities. In the sixth form pupils benefit from the activities of the President’s Team, well-being group, which works with the school’s curriculum leader for well-being in setting up initiatives for pupils across the college. In the questionnaires, a small minority of pupils felt that the schools do not encourage a healthy lifestyle. Inspectors found that there is much evidence of the schools’ encouragement of a healthy lifestyle and pupils confirmed this in discussions. There was also a recognition that following the appointment of new caterers there had been a noticeable improvement in the lunchtime food offering. Almost all pupils agreed that they felt safe in the schools and knew how to safe online. In discussions they felt that they were well supported in their mental health, citing examples of how they have been supported through difficult times. Pupils said that they felt particularly well supported during the remote learning periods, asserting that the teaching staff made a concerted effort to check and monitor their mental health and well-being during periods of remote learning.

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 and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Gregg Davies	Additional reporting inspector
Mrs Sarah Dunn	Compliance team inspector (Head, GSA school)
Mrs Tania Davidson	Team inspector for boarding (Director of boarding, ISA school)
Mr Richard Dian	Team inspector (Deputy head, HMC school)
Ms Shirley Drummond	Team inspector (Head, IAPS school)
Mr Nicholas Hopton	Team inspector (Head of department, HMC school)
Mr Mark Hoskins	Team inspector (Head, HMC school)
Mr Jonathan Onions	Team inspector (Head of boarding, IAPS school)
Mrs Joanne Taylor	Team inspector (Former deputy head, HMC school)