



**ISI** Independent  
Schools  
Inspectorate

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

**Cothill House**

**February 2023**

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## School's Details

<b>School</b>	Cothill House		
<b>DfE number</b>	931/6075		
<b>Registered charity number</b>	309639		
<b>Address</b>	Cothill House Cothill Abingdon Oxfordshire OX13 6JL		
<b>Telephone number</b>	01865 390800		
<b>Email address</b>	jwoodcock@cothillpst.org		
<b>Headmaster</b>	Mr Duncan Bailey		
<b>Chair of trustees</b>	Mrs Emma McKendrick		
<b>Proprietor</b>	Prep Schools Trust		
<b>Age range</b>	8 to 13		
<b>Number of pupils on roll</b>	164		
	<b>Day pupils</b>	0	<b>Boarders</b> 164
	<b>Juniors</b>	67	<b>Seniors</b> 97
<b>Inspection dates</b>	21 to 23 February 2023		

## **1. Background Information**

### **About the school**

- 1.1 Cothill House is an independent boarding school for male pupils. It was founded in 1870 and moved to its present site near Abingdon in 1879. It is part of the Prep Schools Trust who provide governance, supported by a local advisory group. All pupils board full-time. Since the previous inspection Year 8 boarding accommodation has been relocated and is now within the school grounds. There are two boarding houses; Main House accommodates pupils in Years 4 to Years 7 and Bowlers pupils in Year 8.

### **What the school seeks to do**

- 1.2 The school aims to treat pupils as individuals and encourage them to recognise their strengths and develop independence. It aspires to foster the qualities of leadership, teamwork, personal responsibility, kindness, truthfulness and respect for others. The school's objective is to instil a love of learning in pupils through a broad and interesting curriculum, helping prepare them for their future lives. The school seeks to provide a friendly and caring boarding environment and to promote the holistic well-being of its pupils.

### **About the pupils**

- 1.3 The vast majority of pupils come from families who are based in the United Kingdom, though there is a culturally diverse spread which includes pupils of 19 nationalities. Approximately a quarter of pupils come from overseas. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. No pupil in the school has an education, health and care (EHC) plan. The school has identified 14 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and ADHD, 11 of whom receive additional specialist help. English is an additional language (EAL) for 61 pupils, 18 of whom receive additional support. The rest are supported by their classroom teachers, or have become bilingual.

## 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](#).

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

### PART 1 – Quality of education provided

- 2.2 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 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.
- 2.4 Pupils receive relationships education in the junior school 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. 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.
- 2.7 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

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

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

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

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

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

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

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

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

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

#### Key findings

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

- Pupils have especially well-developed oral communication skills and knowledge of advanced technical vocabulary.
- Pupils' numeracy skills show excellent development across the ability range.
- Pupils' study skills are a considerable strength. They are methodical in their work and display excellent thinking skills.
- Pupils are highly enthusiastic learners, immersing themselves fully in all aspects of school life.

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

- Pupils have a strong sense of themselves and are acutely aware of how they can improve their own performance.
- Pupils display excellent attitudes to those who are different from them.
- Pupils are socially aware and work extremely well with each other to achieve common goals.
- Pupils are wholly committed to contributing positively to the lives of others within the school.
- Pupils understand the behavioural expectations in school and during boarding time, though they do not always fully adhere to them.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Extend senior pupils' information and communication technology (ICT) skills by formalising opportunities for them to develop their coding skills.
- Enhance further pupils' behaviour towards others by embedding the newly adopted rewards and sanctions programme.

#### 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' communication skills are outstanding. They are highly articulate and eloquently express their thoughts and ideas. In a history lesson, Year 6 pupils expressed their views on types of government with confidence. Pupils listen carefully, and this helps them grasp new concepts quickly. This was

noted as a strength in both class and individual lessons. Year 6 pupils listened attentively to definitions of complex words they had identified containing the sound 'ch', noting these down for future reference and thus enriching their vocabulary. Pupils demonstrate a love of reading, often selecting challenging texts for their age. In a Latin lesson, Year 8 pupils discussed what they thought of Cicero, referencing Robert Harris books that they had been reading. Their interest in books is further nurtured in the boarding houses where leaders ensure that time is provided for reading every night. Junior pupils state that they enjoy reading to their Year 7 reading mentors. Pupils' written work is well-presented and carefully crafted. Pupils in Year 4 wrote emotive letters from a soldier serving in World War 1 to his wife. They show great ability when writing for a purpose, as seen in Year 6 pupils' fiction writing or carefully crafted letters by Year 8 mentors to the headmaster about their mentees.

- 3.6 Pupils display high levels of competence and interest in mathematics. They enjoy problem-solving and are quick to grasp new concepts. In lessons they make rapid progress because they are suitably challenged, as seen in a Year 5 lesson on division of decimals. The most able pupils are working at a level that is much advanced for their age, as was observed in a Year 8 scholars' lesson where pupils adeptly applied their skills to solve difficult mathematical problems. Pupils who require support with their numeracy skills explain how teachers make learning fun and how they are supported to acquire a secure understanding of concepts. Pupils readily apply their numeracy skills across the curriculum, such as when Year 8 pupils successfully calculated averages as part of their work on estimating populations in science.
- 3.7 Pupils exhibit excellent study skills. Their higher-order thinking skills are continually strengthened through the open questions teachers pose at the beginning of lessons, such as how ecologists study habitats in a Year 8 science lesson. Pupils confidently reason and hypothesise in lessons. In a Year 8 English lesson, pupils competently identified who was to blame for the death of the dog in *The Curious Incident of the Dog in the Night-Time*, proficiently balancing their argument. Their analytical skills are finely honed. Year 7 pupils expertly broke down English sentences in order to translate them into French and Year 4 pupils capably analysed poetic devices. Pupils demonstrate great initiative when engaging in internet research. Year 6 pupils used their laptops independently to research the differences between democracies and dictatorships, and numerous pupils from across the school were observed undertaking their own research during their free time.
- 3.8 The school is highly successful in fulfilling its aim to instil a love of learning and discovery. Across the age range, pupils demonstrate a great appetite for knowledge, approaching their lessons with enthusiasm. Teachers consult pupils on what they would like to learn and this sustains their interest. Pupils are ambitious and keen to give of their best. They take immense pride in their work and respond positively to teachers' comments, as evidenced in pupils' exercise books. Pupils are seen to push themselves out of their comfort zone when learning, encouraged by the good mark rewards system that celebrates pupils' improved work or work that shows understanding to a high level. They are comfortable working independently and diligently complete tasks with great focus. In a Year 7 geography lesson pupils ably created their own spider diagrams on factors affecting population density. When working on collaborative tasks they demonstrate great leadership and a willingness to listen and work as a team. In a musical group, Year 5 pupils worked collaboratively to a high standard, performing *These Boots Are Made for Walkin'* with style and quality.
- 3.9 Pupils develop outstanding levels of knowledge, understanding and skills across the curriculum. Their scientific aptitudes are strong. Year 5 pupils showed a highly methodical approach during a science investigation on friction involving shoes and five different surfaces. Pupils' linguistic skills are well-developed. Across the age range they eloquently explained their learning during discussions. They have an excellent knowledge of subject specific vocabulary, for example in a geography lesson where Year 4 pupils confidently used technical vocabulary such as 'river bed' and explained the meaning to one another. Pupils display great ability in the creative arts, with most pupils learning a musical instrument. They take delight in performing in assembly either as individuals or as part of an ensemble. Pupils' artwork displayed around the school is of a high standard, notably the pottery, which shows

advanced levels of creativity and detail. Outside the classroom pupils' physical skills are well-developed, helped by the focus leaders place on this both during the school day and during their free time. They display competence in a range of sports, including table tennis and climbing. Very high levels of motivation and engagement on the games field ensure that the development of the pupils' rugby skills is advanced for their age. Pupils recognise that skills are often transferable and are quick to apply their learning in different situations, for example when Year 8 pupils used their numeracy skills to calculate averages as part of a science experiment.

- 3.10 Pupils' attainment across the curriculum is above average and, in many cases, well above average, as evidenced by standardised test results and internal assessment. This represents excellent progress over time, especially for those with EAL who often make rapid improvement. Pupils with SEND achieve well, benefiting from careful assessment and ongoing specialist support. Pupils with SEND or EAL speak highly of the support they are given and are clear that this has helped them make progress. Pupils identified as being more able or talented work at an exceptionally high level; they are keen to embrace challenges presented in lessons and extension activities. Parents who answered the inspection questionnaire all agreed that teaching enables their child to make progress. Pupils are extremely successful in Common Entrance examinations at 13+. Most pupils gain places at their chosen senior school, with a number gaining scholarships to senior schools with competitive entrance requirements, including some who join the school with limited English language skills.
- 3.11 Pupils' academic and other achievements are excellent. Whatever their level of ability, they participate wholeheartedly in a diverse range of activities including sport and the arts. In rugby matches, they display great levels of skill and an excellent understanding of sportsmanship. They are extremely proud of successes, such as in sports matches and in music exams. Pupils' achievements in a wide range of sports outside the core curriculum, such as sailing, golf, skiing and polo are outstanding. In music, pupils' interest and ability are fostered through the opportunity to try a wide variety of instruments. The brass ensemble performs at a high level. Pupils achieve great success in LAMDA examinations. They are accomplished actors and perceptively explained their roles in a forthcoming production. Pupils are equally successful in areas that hold a specific interest for them. For example, in the woodwork workshop they make high quality objects, such as bedside tables and a wooden briefcase. Some pupils show considerable talent in activities such as snooker and table tennis. All this is possible because the school provides opportunities for pupils to follow their own interests through the Cothill Activity Programme, providing the resources and knowledgeable staff to help them fulfil their aspirations.
- 3.12 Pupils have strong ICT skills. They are competent and regular users of technology across the curriculum. This is possible due to the decision of school leaders to ensure that every pupil has their own device. Junior pupils are adept at programming, using coding skills to develop successfully their own games, websites and apps. Senior pupils use devices with high levels of competence to enhance their learning across the curriculum, such as conducting independent research. In a pottery lesson, Year 6 pupils ably used their devices to research the artistic styles of Picasso. Pupils in Year 7 displayed excellent proficiency in the use of ICT to assist with their Latin homework. There are limited opportunities for pupils in Years 7 and 8 to develop their coding skills in lessons and there is an appetite amongst the pupils to expand their knowledge in this area. Older pupils recognise the importance of acquiring advanced skills in ICT due to the huge part this will play in their future lives.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are well-rounded, confident and happy individuals. They embrace the school's golden rules of 'be kind, be responsible and be busy'. Pupils have a strong sense of self and display high levels of self-esteem, explaining that this is how they value themselves and how it is important to have enough, but not too much. They demonstrate remarkable tenacity and resolve in their learning, persevering with

tasks even when they pose a significant challenge. In a Year 6 English lesson pupils showed great resilience when having to edit their work several times, managing to do this with good humour. There is a genuine culture of a desire for improvement, with pupils understanding the need to reflect on their work in order to progress. This is a product of the supportive and nurturing ethos within the school. Pupils are clear about areas they need to develop due to the successful implementation of the school's marking and assessment policy. Pupils say that the boarding experience helps them to become independent and well-organised and that this helps prepare them for their future senior schools.

- 3.15 Pupils demonstrate great respect for the diverse world in which they live. The fact that they come from many different backgrounds, some from abroad, contributes greatly to their strong cultural understanding. It is wholly evident that they enjoy learning about others' experiences and are deeply respectful of different traditions to their own. In a Year 4 PSHE lesson, pupils showed great respect and appreciation for other cultures, demonstrating sensitivity and tolerance to those from different backgrounds and traditions. During assembly, international pupils' achievements in rugby were celebrated as being notable as the sport is rarely played in their country of origin. Through the RE curriculum pupils gain a secure knowledge of different religions. When discussing these they maturely identify differences between their own and others' beliefs. Pupils keenly participate in celebrations and events linked to different cultures. In the boarding house, pupils live harmoniously alongside each other, helping those who initially struggle with English or who are not used to British customs or school routines.
- 3.16 Pupils' social skills are of a high standard. They develop strong friendships and can work extremely well together. During the activity programme, junior pupils co-operated effectively to code and play their games. In a guitar ensemble, pupils concentrated hard and worked well to produce a strong performance of a Bond theme tune. Pupils display a clear sense of belonging to the Cothill House family. Year 8 pupils act as responsible mentors for those who are younger, which promotes inclusivity and helps them settle into the school. Pupils fully embrace teamwork, a successful fulfilment of one of the school's aims. In the boarding house, tidying-up in dormitories is always achieved as a team as pupils keenly aim to be awarded the 'dorm prize'. As a result, all try and keep their areas very tidy and help each other by making beds or undertaking other common tasks. Pupils' excellent social skills extend to showing kindness to those who are not members of the school, as seen when Cothill House rugby players offered to play for the opposition in matches against another school, quickly forming friendships with their new team members.
- 3.17 Pupils are extremely clear that they all play an important role in shaping their community. Representatives from across the year groups collaborate on the school council with a view to enhancing their environment, such as by improving the dining ambience or enhancing the outdoor climbing equipment. Council members take their responsibilities seriously and complete the tasks given to them extremely well, for example to research and cost future projects. Senior boarders listen to the ideas of their peers and pass these on to the boarding staff, maturely discussing the options and negotiating where possible. They take great pride in the responsibilities placed upon them, such as being prefects and reading buddies. Pupils are acutely aware of the good that they can do in the wider world. They fully engage in national events, such as anti-bullying week and mental health week. They initiate fundraising for charities, such as when Year 8 pupils worked together to create a coffee cart to raise money for Children with Cancer UK.
- 3.18 Pupils show an excellent awareness of how to keep safe. When playing outdoors, they make sensible judgements and are aware of the rules. Pupils develop a greater understanding of safety by being involved in the creation of guidelines, such as when Years 4 and 5 helped teachers develop rules for the school BMX bike track. Pupils of all ages are well versed in online safety and are clear about what to do should they encounter a problem on their devices, explaining how they have regular reminders about this. Pupils have an excellent awareness of the need to adopt a healthy lifestyle. They make sensible selections at mealtimes, understanding the need to include different food groups, explaining

that they need sufficient energy for their sporting activities. Pupils frequently engage in physical activity, both in lessons and during their free time. They understand the need to take time to rest, pointing out that sometimes they like to sit quietly reading. They enjoy visiting the school café that leaders installed to provide them with a space to unwind. Pupils know who to turn to should they have any concerns and say that there are always staff members that they can turn to. During PSHE lessons and boarding time, pupils embrace opportunities for meditation and listening to music to relax.

- 3.19 Pupils make well-informed decisions and are encouraged to do so on a daily basis. They make excellent use of their free time, choosing worthwhile activities that enrich their boarding experience. They value the opportunity to select what they would like to do, with some actively deciding to choose different activities to those of their friends in order to broaden their friendship group. Pupils in Year 8 described how they are fully involved in making decisions regarding their studies, explaining how modern foreign language options work. Pupils are sharply aware that they are responsible for their own decisions and understand the importance of learning from mistakes. Pupils in Year 6 explained how teachers encourage them to reflect on the consequences of the choices they have made.
- 3.20 Pupils have a secure awareness of right and wrong. They understand how adopting the school values helps them to become the best version of themselves and this is apparent in the way pupils engage politely with visitors. Pupils recognise the need for rules to create a safe and harmonious environment, both within school and life in general. However, although they understand the behavioural expectations in school and during boarding time, these are not always fully adhered to. In the pre-inspection questionnaire a small minority of pupils felt that not all pupils are kind or treat others with respect. Similar comments were made by pupils who spoke to inspectors. Behaviour and relationships observed by inspectors were of a high standard. Examples of pupils being kind were plentiful and such acts are celebrated through assemblies as well as a termly award to pupils who help others without looking for recognition. The work currently undertaken by the boarding staff to enhance behaviour and further the development of respect is being strengthened through the introduction of a new rewards and sanctions cascade programme. This is supporting the boarders in consistently making the right behavioural choices, although it has not yet been fully embedded.
- 3.21 Pupils display great appreciation for the non-material aspects of life. They value nature, taking full advantage of the woodland areas within the school grounds. Pupils say how the outdoor environment improves their mood when they feel down. They demonstrate awe and wonder of the natural world, excitedly explaining how they found ammonites in the nearby quarry. Year 4 pupils demonstrated a heightened understanding of how spending time with family at Christmas is more important than money. Pupils are generally kind and caring and show empathy for others less fortunate than themselves. They exhibit a strong spiritual awareness. They can articulate how religious messages translate into their own beliefs. During assemblies they are quietly reflective, absorbing the words of prayers. The pupils enjoy the opportunities given to them to discover a range of faiths and are appreciative of the opportunity to share their lives with such a diverse community.

## 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 member of the trust, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a school council meeting and assemblies. Inspectors visited boarding houses and 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

Miss Jacqueline Scotney	Reporting inspector
Mr Adrian Dellar	Compliance team inspector (Senior deputy head, HMC school)
Mr Alex McCullough	Team inspector (Headmaster, IAPS school)
Mrs Karen Pickles	Team inspector for boarding (Director of education, GSA school)