



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

For Schools with Residential Provision

St John's School, Leatherhead

May 2022

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School's Details

School	St John's School, Leatherhead			
DfE number	936/6070			
Registered charity number	312064			
Address	St. John's School Epsom Road Leatherhead Surrey KT22 8SP			
Telephone number	01372 373 000			
Email address	school@stjohns.surrey.sch.uk			
Headteacher	Mrs Rowena Cole			
Chair of governors	Mr John Willis			
Age range	11 to 18			
Number of pupils on roll	834			
	Day pupils	622	Boarders	212
	Seniors	578	Sixth Form	256
Inspection dates	10 to 13 May 2022			

1. Background Information

About the school

- 1.1 St John's School is an independent day and boarding school in Leatherhead, founded in 1851. It is owned and governed by the governing council of Saint John's School Foundation and is now fully co-educational. Since the previous inspection, the school has opened new boarding and day houses and a sports centre, and has restructured its senior management team. The school comprises the lower school for pupils aged 11 to 13, the upper school for those aged 13 to 16 and the sixth form for pupils aged 16 to 18. The school is predominantly a day school; a few pupils board weekly, others doing so on a fixed night or nights each week.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school sets out to provide a caring pastoral environment in which each pupil feels supported. It seeks to inspire a life-long love of learning and the confidence to aim high, equipping pupils with the knowledge, skills, resilience and optimism they need to thrive in society. The school promotes academic excellence within a rounded education which values co-curricular opportunities and an appreciation of the arts.

About the pupils

- 1.4 Most pupils come from a range of professional and business families who live within a 15-mile radius of the school. Some weekly and flexi-boarders come from further afield. Nationally standardised data provided by the school indicate that the ability of the students is above average. The school has identified 258 pupils as having special educational needs and/or disabilities (SEND), including medical conditions, dyslexia, dyspraxia and autism, of whom 63 receive regular additional support. No pupil has an Education, Health and Care (EHC) plan. English is an additional language (EAL) for 3 pupils, 2 of whom receive specialist and classroom support. The school has identified 310 pupils as more able, gifted or talented pupils either academically or in music, art or sport. Support beyond the classroom for these pupils is provided through an extended curriculum and enrichment 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.

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 2015 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 GCSE and A-level results in the years 2019 to 2021 confirm 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.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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. 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 17 and 19 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 and access to a programme of activities. 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, 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

- 2.11 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 14 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 5 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 18 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 well-being 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 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 Third	Year 7
Upper Third	Year 8
Fourth Form	Year 9
Lower Fifth	Year 10
Upper Fifth	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 achieve particularly well in an extensive range of extra-curricular activities, including in sports.
- Pupils achieve excellent results in many of their subjects at A level and GCSE but achievement in some subjects is less strong.
- Pupils' competence in communication (speaking, listening, reading and writing) and its application to other areas of learning is a strength of the school.
- Pupils exhibit excellent attitudes to their learning.

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

- Pupils develop a mature self-confidence which strengthens the strong relationships between pupils and teachers.
- Pupils show high levels of understanding with regard to their own social development and work together to achieve common goals.
- Pupils are mature and reflective in their decision making and carefully consider alternatives before coming to sensible conclusions.

Recommendations

3.3 The school should make the following improvements.

- Improve pupils' attainment in some subjects so that they achieve at the highest level in all curriculum areas.
- Enable all pupils to prepare more fully for the next stage in their life by continuing to develop the school's careers provision.
- Enable pupils to contribute more fully to the life of the school through increased opportunities for their views to be heard and acted upon by school leaders.

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 has been strong in relation to national trends. Nearly half of grades were awarded at A* or A in 2019 and nearly 80 per cent of grades were awarded at A* to B. Pupils' attainment in GCSE examinations reflect a similar picture with nearly 80 per cent of grades awarded at grades 9 and 8 in the years 2018 to 2019. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 for both A level and GCSE show results that improved on these levels of attainment. Attainment is promoted by teachers who set clear learning objectives and use a range of well-produced and varied resources to teach with pace and energy. Almost all pupils go on to higher education, with most securing places at their first-choice university. Data provided by the school indicate that pupils of all abilities make good progress from entry to A level. Standardised test scores across the school show notable improvements in English, drama, history and German, but progress in other subjects is not always as strong. Pupils with SEND make similar progress to their peers; however, female pupils make better progress than male pupils at GCSE and at A level.

3.6 The development of pupil's knowledge, understanding and skills across all areas of learning is excellent. Pupils regularly display an ability to work at levels higher than would be expected for pupils of similar ages. In a Year 7 theology lesson, pupils showed an excellent understanding of theological concepts such as polytheism, the Trinity and resurrection. In a Year 11 chemistry lesson, the high level of scientific knowledge and understanding was evident as pupils successfully tackled questions which had been deliberately chosen for their level of complexity. Pupils' knowledge and understanding in many subjects is supported and developed by skilful questioning from teachers and consistently high expectations. In the scrutiny of pupils' work, inspectors found that detailed guidance from teachers furthered pupil understanding, but this level of high-quality feedback in marking was not consistently present. In response to the questionnaire, a very large majority of pupils replied that their skills and knowledge improved in most lessons. Pupils' physical skills are excellent; they train and perform at a high level in games lessons and demonstrate a considered and nuanced understanding of what they need to do to reap the benefits of training drills and exercises. Pupils spoke with surety and confidence about the role that sport plays in their education. Pupils' attainment is supported by a whole school culture which enables them to share errors and also explain their mistakes and how they will rectify them, as seen in a Year 11 French lesson.

3.7 Pupils' oral and written communication skills are highly developed. In discussions, pupils were highly articulate and made considered comments in response to inspectors' questions. This was also seen in lessons, particularly in older year groups, where pupils are regularly asked to make presentations. Older pupils also lead form assemblies and speak in chapel, and activities such as debating and a pupil-run politics magazine extend persuasive, creative and analytical speaking and writing. In a Year 13 politics lesson, pupils expertly discussed their opinions on the differences between conservatism and liberalism. Pupils were eloquent in expressing ideas and thoughtful about their measured responses. Inspectors noted a warmth of relationship between pupils and their teachers, whose encouragement and skilfully managed class question and answer sessions greatly contributed to pupil confidence and

promoted excellent communication. Pupils accurately use technical vocabulary to discuss topics ranging from polyrhythmic drumming in music to set notation in maths. They convey their knowledge and their enthusiasm in conversations as evidenced by the impressive and fluent description of an extended project qualification (EPQ) project by a Year 12 pupil and the lunchtime conversation of Year 8 pupils discussing the impact of hosting a Ukrainian family.

- 3.8 Pupils are competent users of numeracy, readily transferring their mathematical knowledge and understanding effectively to other areas of the curriculum. Links between different subjects provide opportunities for pupils to develop numeric concepts, such as scale drawings and proportion in design and engineering. The sciences and mathematics departments combine resources to allow for consistency when teaching graphs to the lower school and Spanish and mathematics concurrently teach pupils to tell the time, thus ensuring understanding and strengthening outcomes for pupils. In a Year 7 maths lesson, pupils demonstrated an excellent understanding of vectors, applying their new learning to more sophisticated tasks using four quadrants as the lesson progressed. More able pupils quickly moved onto the more complicated tasks of describing translations, whilst the teacher's swift response to pupils' individual needs enabled all pupils to make very good progress.
- 3.9 Pupils are confident in the use of information and communication technology. They appreciate the opportunities given to them to use professional level software which they may encounter in the wider world and which they use to great effect in subjects such as art and design and engineering. In a lesson to support pupils in their EPQs, Year 12 pupils confidently worked on their own devices to complete their logs and finalise work, including using online resources. In a Year 10 English lesson, pupils successfully used an online dictionary to explore vocabulary to describe characters in Macbeth and used their new-found terminology effectively. Presentation skills, such as those seen in a Year 9 computing lesson, are particularly strong. Pupils produce presentations that are polished and of a professional appearance. Pupils and parents commented that these presentation skills had improved during opportunities provided to use them during the lockdowns.
- 3.10 Pupils' independent study skills are strongly developed in the school and pupils show steadfast determination to succeed. Most parents agree that the school equips their child with the team-working, collaborative and research skills they need in later life. Pupils are encouraged to express their opinions and discuss, question and debate with confidence. Pupils develop excellent research and higher-order learning skills because of the support of an excellent school library and opportunities in personal, social and health education (PSHE) lessons to reflect on learning styles and effective revision techniques. In a Year 10 chemistry lesson, pupils effectively synthesised their knowledge of chemical reactions to predict how a reversible reaction using a bunsen burner and various chemicals would work and what they might observe. Inspectors saw pupils using their study skills in almost all lessons observed. For example, in a Year 10 design lesson, pupils listened attentively to instructions on how to draw freehand parallel lines accurately, then successfully implemented this advice, and extended it to draw 3D representation of a cube. In a Year 12 history lesson, pupils demonstrated higher-order study skills, through researching, analysing and evaluating the relative threats posed by the different rebellions during the Tudor reigns.
- 3.11 Pupils' academic and other achievements are excellent, in confirmation of the school's success in achieving its aim to promote academic excellence within a framework of a rounded education. Pupils attain at a high level in an extensive range of extra-curricular activities, benefiting from the school's strong promotion of co-curricular opportunities in areas such as sport, art, music and drama. Inspectors noted in particular that pupils achieve excellent results in music, speech and drama examinations, The Duke of Edinburgh's Award scheme, and in many competitions. A team of pupils won the national CANSAT competition, in which they successfully launched a can two kilometres into the sky, and they will represent the UK in the European finals. Pupils enjoy considerable success in sports teams at local, county and national level, and individual pupils have participated at national level in netball, swimming, cricket, football and rugby, some having secured professional contracts in recent years. Many pupils participate successfully in the cadet force, where awards have included the

accolade of *Master Cadet* and an army scholarship. Pupils achieve well in national mathematics challenges and in physics and chemistry Olympiads. They have enjoyed success in a wide range of writing and debating competitions, a group having won the national *Rotary* debate competition in 2022.

- 3.12 Pupils have excellent attitudes to their learning. They take part in lessons and activities with enthusiasm and are keen to develop their skills and knowledge. They understand the importance of their own efforts and appreciate the support provided by their teachers. They enjoy working together but can also complete tasks independently. In a Year 8 computer science lesson, pupils worked independently to gain a full understanding of machines and the ethical issues that arise with artificial intelligence, and a lower school *Rocket to Mars* competition produced excellent and varied projects. In a Year 12 maths lesson, pupils continued to persevere with a difficult topic to gain understanding. All of the pupils were confidently able to solve quadratics in sine using radians by the end of the lesson and genuine pleasure was evident from one pupil on mastering the concept. Inspectors noted a real enjoyment of learning in many of the lessons observed, fostered by teachers who positively reinforce success, and also encourage pupils to 'have a go'. Boarders were effusive in explaining how they felt boarding helped them to develop their individual study skills and highlighted that they felt more confident in completing work effectively and were better organised as a result of boarding.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show high levels of self-understanding for their age. They are extremely self-confident and independent. Pupil leaders articulated with enthusiasm their enjoyment of, and loyalty to, the school and this positive view was shared by the vast majority of pupils interviewed. This is because the school's culture of strong pastoral care, through which pupils' progress and well-being are carefully monitored, means that pupils are well-known by their teachers and are given time to develop and express themselves. The school fully meets its aim to provide a caring pastoral environment in which each pupil feels supported. Inspectors observed the development of self-confidence, self-esteem and self-discipline in the well-equipped gym as pupils persevered with individual fitness training and saw many examples of confident oral contributions to lessons. In a tutor lesson during mental health awareness week, pupils showed good understanding of themselves and their feelings in relation to loneliness. They spoke confidently of their own experiences and how they coped with them in order to develop resilience. In a Year 10 French lesson, pupils demonstrated a good understanding of how to improve their own learning by questioning the teacher on exam technique. During interviews with inspectors, pupils expressed the view that the school does not always listen to them. Responses to the pupil questionnaire showed that a small minority of pupils expressed the same view and the school is aware that its response to pupil concerns could be improved. Pupils recognised that the appointment of a new specialist teacher has recently improved careers advice in the school but inspectors agreed with the views of a small minority of pupils in the questionnaire who did not agree that they received helpful advice about careers or subject choices.
- 3.15 Pupils are mature and reflective in their decision-making. Supported by the encouragement and guidance of teachers, they are active learners and independent thinkers, considering alternatives carefully before coming to sensible conclusions. They understand how their decisions affect those around them and how poor decisions, especially about behaviour, will have consequences for themselves and others. In discussions with inspectors, pupils spoke about how they had the option to make good decisions about study habits and time management. Boarders highlighted how boarding itself was evidence of them making mature decisions as most boarders live close to the school and boarding is therefore an active choice. Boarders were complimentary about the experience of discussing future course choices with older pupils which gave them insights into different avenues of study. In a Year 10 games lesson, pupils reflected upon some excellent tactical decisions taken in their recent cricket match, where the captain retired a batsman early. Decision-making by pupils is

strengthened by an effective PSHE and relationships and sex education (RSE) programme which helps pupils to reflect on outcomes when making life choices.

- 3.16 Pupils have a highly developed spiritual understanding and can give convincing reasons for the values they espouse, responding with enthusiastic arguments in discussions. This spiritual development is nurtured through assemblies in the chapel; through boarding, where they are encouraged to be reflective in services led by the on-site chaplain, and through 'Wednesday wanders', when phones are abandoned. Pupils are encouraged to appreciate the world beyond their technology; for example, to celebrate *National Walking* month, boarders walked to local beauty spots. In a Year 10 theology lesson, all pupils discussed the different moral arguments for gene editing at a sophisticated level. They demonstrated an excellent ability to think for themselves and collaborate with their peers, providing deeply thoughtful answers to help develop their own moral compass. Pupils have a well-developed appreciation of the non-material aspects of school life and they are able to enjoy and experience the many opportunities on offer. They are grateful for the privileges they enjoy and expressed this during their tutor time.
- 3.17 Pupils have high standards of behaviour in class and around the school. They are supportive of the school's values and appreciate the way in which their teachers deal promptly with any behavioural issues. They understand the importance of rules and laws, accept responsibility for their own behaviour and show a keen sense of fair play in sports. In their questionnaire responses, an overwhelming majority of pupils agreed that the school expects pupils to behave well. Pupils show respect for each other in lessons as they work together. In a Year 10 drama lesson, for example, pupils worked in groups to develop a drama scene. They offered acceptance and support for the ideas of their peers and made rapid progress because of their excellent behaviour. In a Year 10 theology and philosophy lesson, pupils showed an excellent understanding of the ethical and moral dilemmas that come with the advancement of the science of gene editing. Pupils provided coherent and insightful arguments to explain their points of view and listened well to each other, respecting their different beliefs.
- 3.18 Pupils show high levels of understanding with regard to their own social development. Pupils enjoy the opportunities to take part in group activities and collaborate exceptionally well in games lessons when undertaking training drills. Pupils regularly provide encouragement, advice and guidance for each other in lessons. In a Year 10 English lesson, pupils worked in groups to annotate their texts of *Macbeth*, sharing ideas and responses to questions; all contributed but the more confident pupils took the lead, resulting in a set of excellent shared notes. Boarding house life itself was seen as a collaborative activity by the pupils who were committed to the community and actively looked for what they might do for others. Pupils told inspectors that they take part in house activities, which involve group problem-solving challenges and write letters to residents of local old people's homes which further develop their social awareness and development. In a lunch time public speaking activity, pupils worked together to provide effective, mature and supportive feedback for each other and engaged in a mature discussion about next week's current affairs focus.
- 3.19 The strong bonds engendered by the house system help pupils to meet common goals, such as when raising funds for charity or helping with the local cat rescue cattery on site. Younger pupils, who were not boarders, spoke fondly of the opportunity to arrange a tutor group charity competition for which they researched a charity, presenting why and how they would support the charity in order to win funds. Younger pupils highlighted the way older pupils explain school transitions and how their peers are always there to offer support. Pupils work well together in and out of lessons. For example, Year 12 language pupils visit a local primary school to teach French and Spanish lessons which they have planned together. Year 10 design and engineering pupils designed a garden for a local charity and were excited that funding had been secured to allow parts of the design to be implemented.
- 3.20 Pupils' show a strong respect for both cultural and gender diversity in school and in society as a whole. Where they have the opportunity to show respect for, and appreciation of, their own and other cultures, pupils generally act positively and most pupils of minority cultures feel safe and included.

Pupils demonstrate sensitivity and tolerance to those from different backgrounds and traditions. In a Year 8 tutor lesson, pupils listened respectfully and in a supportive manner to their peer group accounts of dealing with loneliness. Pupils how to actively listen and respect the values and diversity of the group without making negative judgements. They are empathetic and offer advice to each other in a skilful manner. Boarders explained that they are tolerant of people of different opinions, backgrounds and beliefs. They understand that theirs is not the most diverse school but believe they are well informed and that the communal living arrangements help them develop tolerance. In pupil discussion groups, pupils felt that the school 'gets it right' and cited examples of black history month and LGBTQ month as means through which their own understanding had grown.

- 3.21 Pupils have a well-developed appreciation of how to stay safe and healthy, being supported to do this through lessons in science and physical education. They make good decisions about their diet and exercise and know how to stay safe online. Boarders maintain their personal fitness through the games provision and by using the sports facilities in the evening. They explained the importance of this for their mental as well as their physical health; they could exercise to relieve stress or as a reward for working hard. Pupils are very aware of the importance of mental health – two pupils examining mental health as an EPQ topic explained how their understanding of the issue had been enhanced as a result of information available at school. General health, and particularly mental health outcomes for pupils, have been strengthened by the governing body's support of the appointment of a mental health lead. Pupils show a high level of resilience to be able to cope with the complexities of modern society which is supported by an effective PSHE/RSE programme. Thus, the school meets its aim to equip pupils with the knowledge, skills, resilience and optimism they need to thrive in society.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. 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

Mr Michael Goodwin	Reporting inspector
Dr Gerard Silverlock	Compliance team inspector (Former head, IAPS school)
Mrs Wendy Barrett	Team inspector (Head, GSA school)
Mrs Melanie Pople	Team inspector (Former deputy head, GSA school)
Mr Nicholas Roddis	Team inspector (Deputy head, IAPS school)
Mr Ian Vallance	Team inspector (Deputy head, SoH school)
Mr James Jones	Team inspector for boarding (Deputy head, HMC school)
Mrs Wendy Martin	Team inspector for boarding (Former head, SoH school)