



**ISI** Independent  
Schools  
Inspectorate

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

**Summer Fields School**

**June 2022**

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## School's Details

<b>School</b>	Summer Fields School			
<b>DfE number</b>	931/6067			
<b>Registered charity number</b>	309683			
<b>Address</b>	Summer Fields School Mayfield Road Oxford Oxfordshire OX2 7EN			
<b>Telephone number</b>	01865 454433			
<b>Email address</b>	office@summerfields.com			
<b>Headmaster</b>	Mr David Faber			
<b>Chair of governors</b>	Mr Andrew Reekes			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	340			
	<b>Day pupils</b>	162	<b>Boarders</b>	178
	<b>EYFS</b>	14	<b>Pre-prep</b>	59
	<b>Prep</b>	267		
<b>Inspection dates</b>	14 to 17 June 2022			

## 1. Background Information

### About the school

- 1.1 Summer Fields School is an independent day and boarding school for male pupils. The school was founded on its present site in 1864 and is a charitable trust administered by a board of governors. Boarders are allocated to one of six lodges on site, according to their age. In 2018, the school opened a pre-prep on the same site for pupils aged between four and eight years. The school comprises the pre-prep for pupils aged from 4 to 8 years and the prep for those aged 8 to 13 years.
- 1.2 Since the previous inspection, the school has also created a new library, refurbished the chapel, constructed three new classrooms and landscaped the playground.
- 1.3 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

- 1.4 The school aims to provide education of the highest quality, whether it be intellectual, moral, technical or physical. It seeks to instil a love of learning in its pupils, and to endeavour to offer them the fullest opportunity to stretch the boundaries of their individual ability.

### About the pupils

- 1.5 The majority of pupils come from professional families, mostly from British backgrounds with a small number from overseas. Standardised data provided by the school indicate that the ability of the pupils is above average when compared with those taking the same tests nationally. The school has identified 52 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 35 of whom receive additional specialist help. English is an additional language (EAL) for 43 pupils, 10 of whom receive additional support. Data used by the school have identified 137 pupils as being the more able in the school's population, and the curriculum is modified for them and for 94 other pupils because of their special talents in sports, music and drama.

## 2. Regulatory Compliance Inspection

### Preface

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

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

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 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.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8, 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, 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**

- 2.11 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'.**

#### Key findings

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

- Pupils' communication skills are outstanding; they use wide-ranging vocabulary in their speaking, reading and writing and are excellent listeners from a very young age.
- Pupils demonstrate strong knowledge, skills and understanding across the range of subjects and apply them extremely effectively.
- Pupils' attitudes to all areas of learning are excellent.
- Pupils have highly developed study skills and analyse, synthesise and hypothesise data and material confidently.

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

- Pupils have a deep understanding of the non-material, speaking with ease and insight about music, art and the beauty of their surroundings.
- Pupils have excellent levels of perseverance and resilience and respond to challenges at all levels with commitment and enthusiasm.
- Pupils collaborate extremely well, demonstrating strong social skills and a deep moral awareness.
- Pupils are confident decision-makers and value the opportunity to exercise their skills.

#### Recommendation

3.3 The school should make the following improvement.

- Increase opportunities for pupils to identify and take a leadership role in community and charitable activities.

#### 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, including those with SEND, EAL and the more able, make excellent progress from their starting points, through the successful fulfilment of the school's ambitious aims, to provide education of the highest quality, instilling in pupils a love of learning so that individual achievement is maximised. Pupils' extremely high levels of success are well-supported by the quality of teaching they receive and because planning builds on highly effective assessment and tracking systems and targeted support when required. Evidence from lesson observations, scrutiny of pupils' work, and the school's own assessment data, show attainment to be well above average in relation to national age-related expectations. As a result, pupils are successful in gaining entry to highly selective independent senior



schools, and a significant number gain a variety of scholarships and awards. In the EYFS, children make rapid progress, so that all reach the expected levels of development for their age by the end of Reception. Responding to the pre-inspection questionnaire, the overwhelming majority of parents agreed that the school enables their children to make progress, and that their individual educational needs are met effectively. Almost all parents of boarders agreed that the boarding experience has helped their child's progress. Inspection evidence supports these views.

- 3.6 Pupils show excellent knowledge and understanding across the curriculum and apply them extremely effectively. Pupils with SEND and EAL feel well-supported, saying teachers help them see that they can achieve well, even in subjects where they perceive they are 'weaker'. Boarders commented that the boarding experience made them more effective learners because it built their confidence and supported them. Strong relationships between teachers and pupils create a purposeful and productive environment for learning. Challenging activities ensure pupils of all abilities develop their skills to a high level and enable them to demonstrate them in lessons. Year 2 pupils confidently used descriptive language, adjectives and expanded phrases when writing about life on the River Nile. Pupils in Year 6 composed their own pieces for performance, demonstrating strong knowledge of scales, types of notes and musical phrases. In a Year 7 history lesson, the targeted language of teaching prompted pupils to show excellent levels of knowledge and proficiency in historical terminology, with particular reference to the Jacobite rebellion. In their responses to the pre-inspection questionnaire and in interviews, the overwhelming majority of pupils agreed that their skills and knowledge improve in most lessons. All parents who responded agreed that the range of subjects, including any online learning, is suitable for their children.
- 3.7 Pupils are outstanding communicators, insightfully and confidently sharing their views using wide-ranging vocabulary. They delight in participating in class discussion and expressed their opinions with maturity and confidence in interviews and informal conversations. Pupils develop their communication skills from an early age. In a pre-prep assembly, children in Reception presented their recent study of animals to an audience, with great confidence and aplomb. In preparation for making a set of 'character' Top Trump cards, pupils in Year 5 accurately discerned the characteristics of different characters when reading *The Wolves of Willoughby Chase*, finding quotes within the text to support their opinions and showing high levels of comprehension for their age. In a French lesson, Year 7 pupils worked at an advanced level when translating a complex passage from French, identifying verbs and sorting them into their correct tenses. From the EYFS pupils gain a strong phonic knowledge, and progress rapidly, becoming excellent readers and writers for their age. Pupils are provided with opportunities to develop their speaking abilities in many ways, such as year-group debates, assemblies, class discussions, the annual public speaking and poetry reading competitions.
- 3.8 Pupils' numeracy skills are outstanding. Across the curriculum, imaginative lessons which give mathematics practical relevance consolidate pupils' learning. Pupils in Year 6 interpreted and communicated numbers in different ways, in geography mapwork through grid references and measuring distances, and Year 7 pupils made effective use of graphs in a science lesson. Similarly, children in the EYFS used their knowledge of time to work out when they could get their pudding at lunch time. Pupils display excellent reasoning skills to solve advanced problems and can articulate their understanding of different methods, successfully applying them to increasingly challenging work. Pupils in Year 4 worked confidently and independently to find the median and mean of groups of numbers. In a Year 7 lesson, pupils demonstrated strong mathematical understanding of the methods used to work out simultaneous equations. Responding to their teachers' high expectations, pupils discussed their understanding of the basic principles and successfully applied them to the increasingly complex problems. Suitable levels of challenge to match the high level of ability and focused discussion ensured that all pupils gained a strong understanding of the subject matter. More able pupils are challenged in advanced mathematics and a significant number are highly successful in challenging national mathematics competitions.

- 3.9 Pupils have well-developed information, communication, technology (ICT) skills which effectively support their progress in other areas of the curriculum. Coding is taught from Reception and pupils make excellent use of their ICT skills for multi-subject research, developing transferable skills because of it. Year 6 pupils utilised their skills effectively when designing templates for the 3D printer on desktop computers for different shaped boxes. Pupils independently produce *Summer Fields on the Sofa*, a series of news and culture broadcasts, using their knowledge of video production to good effect. Governors' investment in a large number of tablets and desktop computers impacts significantly on pupils' development in this area.
- 3.10 Pupils have highly developed study skills, analysing, synthesising and hypothesising confidently across the curriculum in response to the positive, highly supportive learning environment. Inspectors noted many opportunities for, and examples of, higher-order thinking in challenging lessons, which encouraged pupils to evaluate and reflect upon information, to predict outcomes and solve complex problems. In a Year 4 humanities lesson, pupils drew upon their prior knowledge to demonstrate depth of thinking, to understand how desert animals have adapted to their environment. Compelling written discourse in Year 8 history books assessed the effectiveness of Nelson's leadership in the battle of Trafalgar. Governors' recent investment in the large, well-equipped school library has furthered opportunities for all pupils to extend their skills, playing an important role in promoting a culture of wider reading and motivating pupils by providing a space for creativity and literacy skills.
- 3.11 Pupils consistently achieve outstanding success in a range of non-academic activities, commenting in interviews that the school always helps them to discover their own strengths. The school's ethos supports sport for everyone, encouraging and enabling pupils to participate and develop skills in their sports of choice. Pupils spoke proudly about their successes in a wide variety of sports, including in local and national competitions. In recent years, pupils have been national champions at prep school level for Eton fives, and a number of senior school sports scholarships are awarded each year. Considerable success in art, drama and music reflects pupils' interests, and those who work towards national speaking examinations achieve outstanding results. Pupils of all ages and abilities participate in a wide variety of music groups, choirs, orchestras and several instrumental ensembles. This includes the chapel choir, which sings regularly at major venues such as Westminster Cathedral, Saint George's Chapel and many Oxford Colleges, and also tours abroad.
- 3.12 Pupils' attitudes to learning are excellent, benefiting from the culture of mutual respect between teachers and pupils. Pupils are motivated, curious and work together extremely successfully, benefiting from excellent relationships with their teachers which creates secure foundations for their success and achievement. They readily reflect on their learning and adapt their approach in a working environment in which mistakes are seen as learning opportunities, with teachers and leadership committed to this approach. Pupils commented in interviews that they feel supported and are prepared to attempt tasks that might seem difficult because they are unafraid of getting things wrong. This was seen in a design and technology lesson where pupils used analytical skills to refine their designs for a flat-pack stool or chair, developing a clear understanding of how to build a strong, self-supporting shape through trial and error. In a Year 7 art lesson, pupils working in groups to produce murals to surround the swimming pool, discussed, negotiated and compromised, as they chose shades of colour for their part of the mural. In a theology, philosophy and religion (TPR) lesson Year 6 pupils worked effectively in pairs to produce speeches to support or challenge the statement: 'Humans are naturally selfish, if they can get away with it.' Pupils take great pride in their excellent written work, appreciating helpful marking and feedback from teachers. Inspectors noted particularly strong outcomes in Year 8 personal, social, health and economic education (PSHE) and science workbooks, which were beautifully produced with a great deal of careful work, attention to detail, cogency and depth and breadth of understanding.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-knowledge, self-esteem, self-confidence and self-discipline are outstanding. This reflects the commitment by governors and leadership to the school's ethos which values each pupil as an individual within a highly supportive community. Pupils' extremely well-developed personal skills benefit from their warm relationships with staff, who know their pupils well and encourage them to share their ambitions or any concerns. Pastoral care of all pupils, boarding and day, is extremely strong. This results in pupils who are confident, well-rounded and eager to learn and enables them to develop into respectful young people who are self-assured yet possessed of humility. Pupils demonstrate excellent levels of perseverance and resilience and respond to challenges at all levels with commitment and enthusiasm. In the EYFS, children show strong self-confidence and individuality in their activities and play, responding to gentle encouragement from their teachers. In interviews, older pupils said that they value the support and advice given by the staff and feel well-prepared for the next stage of their education. Boarders commented that the boarding experience helps them to have confidence in their own abilities, because they are well-supported and encouraged by the staff and their peers. During the inspection, Year 8 pupils returned from a residential trip to Ypres and told inspectors that they value the independence and opportunities for self-organisation offered by such trips.
- 3.15 Pupils demonstrate a particularly strong understanding of the importance of making wise decisions on matters which will impact on their well-being. Older pupils commented that making choices that support their health and well-being are amongst the most important decisions that they can make. There are many opportunities available to them to develop this skill from an early age, such as when choosing their activities in the EYFS. Children in Reception building a model city, made careful individual choices about which facilities they wanted to include in their areas and reminded inspectors not to go near the park because the fire service was dealing with a fire. Pupils are prepared to take risks and will 'have a go', unafraid of making mistakes. The wide choice afforded by many extra-curricular activities enables them to discover new interests and abilities and offers opportunities to make decisions about which ones they will attend. Boarders said that they value opportunities to decide how they spend their time at the weekend.
- 3.16 Pupils' spiritual understanding and appreciation of the non-material aspects of life is excellent. This was apparent in interviews when they commented about happiness and kindness being vital aspects of life. Many faiths are represented within the pupil body, with the principles of kindness and tolerance consistently emphasised by teachers and pupils alike. Pupils appreciate the importance of the religious aspects of life, both their own and those of others, and have great respect for the Christian ethos that permeates the school. As well as the school's Christian chapel, a number of pupils choose to attend services and meetings for other faith groups. Pupils say they appreciate the opportunity to do so, and to reflect upon spiritual matters in assemblies and chapel services. On these occasions, pupils participate wholeheartedly, through singing or reading, along with quiet times where they can pray, think and reflect, further enriching their spiritual understanding. In a pre-prep assembly, children in Reception displayed posters and talked animatedly about climate change and outcomes for animals, sensitively describing an imaginary submarine journey. Pupils appreciate nature and beauty and the aesthetic aspects of life, and they make excellent use of opportunities to appreciate music and to compose their own. In interviews they commented on how much they value the school surroundings and grounds. Thoughtful displays throughout the school reveal the pupils' appreciation of art, poetry, literature and the school's traditions and history. Boarders said they enjoy the pleasant, quiet areas in their boarding houses and creating and tending their own gardens.
- 3.17 Pupils demonstrate extremely strong moral development and are deeply respectful of each other. Pupils say they regard members of staff and older pupils as role models and very much look up to and respect their moral example. They have a strong understanding of the school code of conduct and its values, which are regularly referenced and discussed in form times, PSHE lessons and assemblies,

enabling pupils to understand expectations and behave accordingly. Pupils understand the rewards and sanctions that are in place and this supports them in making appropriate choices. In their questionnaire responses, all pupils agreed that the school expects pupils to behave well. A number of pupils disagreed that pupils are kind and respect each other, however, in interviews and observations of break times and lunch, inspectors observed pupils readily embracing the school culture of kindness. Through the embedded school values from pre-prep onwards, pupils take responsibility for their own behaviour and any consequences, with an excellent understanding of being fair and respecting others.

- 3.18 Pupils form highly effective relationships with each other and their social skills are notably strong. They understand the value of respect, collaborating effectively in their lessons and their play. In the EYFS children play happily together, learning to take turns and to share equipment. Pupils are very loyal to their houses, known as leagues, and show great team spirit to achieve success in house competitions. Food council and school council representatives were articulate in explaining what they achieve when working together in representing the views of pupils. Through many opportunities to collaborate, boarders develop a healthy loyalty to their houses and work together to ensure their dormitories remain presentable. Within the classroom, pupils work effectively with their peers and teachers, showing a genuine interest in others' points of view. For instance, in a humanities lesson, Year 4 pupils thoughtfully listened to the views of others when discussing how desert animals have adapted to their environment. In their questionnaire responses, almost all parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.19 Pupils make positive and meaningful contributions to others in the school and the wider community. The school council is well respected, and pupils spoke about how, as a result of the intervention of the council, the school had instigated a one-way system to ease congestion on the stairs. Weekly class awards recognise the importance of contributing to others. Pupils are keen to take on leadership roles, including becoming peer mentors and prefects, and older pupils were very positive in interviews about helping and supporting younger ones. A number of prefects are appointed each year, a role that enables them to assist teachers in the running of the school, such as helping to organise entry to the servery at mealtimes, or organising ingress and egress from chapel. Pupils regularly perform at local old peoples' homes and invite the residents to tea and a concert twice a year. Pupils undertake litter-picking as part of their social responsibility and regularly take part in activities to raise money for charity, although some commented that the charities are chosen by the teachers. A number of pupils indicated that they would like more say in the school's generous support for local and national charities and to be involved in choosing how they can raise the money through their own initiatives.
- 3.20 Pupils' respect for diversity and cultural understanding is excellent. Pupils appreciate their own and other cultures, demonstrating an abundant tolerance and respect towards those from different backgrounds. They celebrate all members of the school community, regardless of background, race or belief, appreciating the insight that this diversity brings. Pupils were very clear that they respect and try to understand important aspects of other pupils' cultures particularly through their TPR lessons, where they learn about different religions and philosophies, and pupils from different cultures are encouraged to contribute and explain their experiences. Pupils explained that learning about Hinduism led them to have more respect for Hindu pupils in the school. Pupils' understanding of world affairs is highly developed, as evidenced through older pupils' incisive and sensitive responses to debates around the Ukraine crisis in a PSHE lesson.
- 3.21 Pupils' understanding of how to stay safe is excellent, and well-established within the culture of the school community. Pupils make sensible life choices which demonstrate their appropriate understanding of healthy eating, exercise and how to maintain a balanced lifestyle. Regular PSHE lessons ensure that pupils have a clear understanding of how to stay safe and to keep each other safe. In interviews, boarders commented that one of the best things about the school is its motto, *Mens Sana in Corpore Sano*, or 'a healthy mind in a healthy body,' supporting the culture of physical and mental health. Older pupils recognise that mental health is vital in ensuring their well-being as well as physical fitness. In their questionnaire responses almost all pupils agreed that the school encourages

them to be healthy and teaches them about safety including how to stay safe online. This was confirmed in interviews, where pupils were adamant that they feel safe and happy in school.

## 4. Inspection Evidence

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

### Inspectors

Mrs Loraine Cavanagh	Reporting inspector
Mr Philip Barr	Compliance team inspector (Head, IAPS school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mr John Bond	Team inspector for boarding (Head, IAPS school)
Mr Peter Thacker	Team inspector for boarding (Head, IAPS school)