

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

FOR SCHOOLS WITH RESIDENTIAL PROVISION

LINCOLN MINSTER SCHOOL

OCTOBER 2017



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SCHOOL'S DETAILS

School	Lincoln Minster			
DfE number	925/6012			
Registered charity number	1016538			
Address	The Prior Building Upper Lindum Street Lincoln Lincolnshire LN2 5RW			
Telephone number	01522 551300			
Email address	senior@lincolnminsterschool.co.uk			
Headmaster	Mr Mark Wallace			
Chair of governors	Mrs Linda Heaver			
Age range	2 to 18			
Number of pupils on roll	526			
	Boys	274	Girls	252
	Day pupils	473	Boarders	53
	Pre-Preparatory	90	Preparatory	96
	Seniors	264	Sixth Form	76
Inspection dates	10 to 12 October 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Lincoln Minster School is an independent, non-academically selective, co-educational day and boarding school for pupils aged between 2 and 18 years. It is part of United Learning and is governed by United Church Schools Trust (UCST). The school also has its own local governing body with specific areas of responsibility delegated to them by UCST. The current headmaster has been in post since September 2015.
- 1.2 Since the previous inspection the preparatory school has moved into larger accommodation. The Harper Building housing the music school was developed further in 2016 to include a drama studio, office, classroom space and accommodation for computer science. The school leadership team has been restructured. A number of appointments have been made to enlarge the local governing body in the last two years.
- 1.3 Lincoln Minster School was formed with the merger of Lincoln Cathedral School, St Joseph's School for Girls and Stonefield House School in 1996. In 2011, St Mary's Preparatory School merged with Lincoln Minster to form Lincoln Minster Preparatory School. The pre-preparatory school then moved to the former St Mary's site.
- 1.4 Lincoln Minster comprises a pre-preparatory school for Early Years Foundation Stage (EYFS) to Year 2, a preparatory school for Years 3 to 6 and a senior school and sixth form for Years 7 to 13 on three sites in Lincoln's historic quarter. The Mount House was opened in June 2015 as the school's junior boarding house for pupils from Years 3 to 8. The senior boarding houses were reconfigured in 2016; Eastgate House accommodates boys from Years 9 to 13 and Hillside House, girls from Years 9 to 13.

What the school seeks to do

- 1.5 The school aims to provide an inspiring 'Education for Life', from two years of age through to the sixth form in an environment that sets high expectations, facilitates challenge, develops resilience, and stimulates each pupil to fulfil their potential in preparation for the next stage of their lives. It seeks to put pupils first in order to ensure that their talents and abilities are nurtured and encouraged to flourish in an atmosphere of support and appreciation. The school aims to encourage pupils of different abilities and interests to test new skills and grow in self-esteem.

About the pupils

- 1.6 Pupils come from a range of professional, farming and air-force backgrounds, mostly from white British families living within a 40-mile radius of Lincoln. Boarders come from the UK and overseas. Nationally standardised data indicates that the ability of the pupils is above average in the preparatory and senior schools and broadly average in the sixth form. The school has identified 77 pupils as having special educational needs (SEND), which include dyslexia, dyspraxia and dyscalculia and 61 receive additional specialist help. There are nine pupils with an Education, Health and Care (EHC) plan. English is an additional language (EAL) for 41 pupils, whose needs are supported in separate EAL lessons, some on a one to one basis. The school has identified 145 pupils as the most able or talented for whom the curriculum is modified and extension activities provided.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas.

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 full regulations 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 In the preparatory school, the school measures attainment using national curriculum tests. In the years 2014 to 2016, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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>
Nursery and pre-preparatory	EYFS and Years 1 and 2
Preparatory School	Years 3 to 6

Key Findings

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

- The pupils' overall achievement is good, supported by a broad curriculum and extra-curricular offer that allows pupils of all abilities to discover and nurture their skills and talents.
- The pupils make good progress overall although in some lessons observed in the senior school, teaching lacked pace and did not provide sufficient opportunity to challenge all pupils to develop independence and higher order skills in their learning.
- Pupils with SEND make very good progress that is, at least, in line with their peers. EAL pupils make good progress, but individual programmes to meet their specific needs require further development.
- Pupils of all ages have excellent communication skills particularly in speaking and listening.
- Pupils have excellent attitudes to learning. They work well collaboratively, show great enthusiasm, and are highly productive in their individual work.

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

- Pupils of all ages show high levels of self-understanding. They are confident, resilient and prepared to take risks without fear of failure and learn from their mistakes.
- Pupils show a strong appreciation for the non-material aspects of life, particularly aesthetic and cultural.
- Pupils have a highly developed moral understanding. They take responsibility for their actions to ensure excellent behaviour and display high levels of kindness towards each other.
- Pupils have excellent social skills and work effectively together in an atmosphere of support and mutual respect.
- Pupils show great tolerance and respect for people from different cultures and backgrounds. UK and overseas boarders live together in harmony and integrate well into the life of the school.

Recommendations

3.3 The school is advised to make the following improvements:

- Continue to share best practice available within the school to ensure that all teaching provides sufficient challenge and promotes the development of the pupils' higher order skills.
- Further develop programmes for EAL pupils to balance access to the mainstream curriculum with specific activities to meet their needs.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 Pupils' overall achievement is good supported by a broad curriculum and extra-curricular offer, and a focus on the individual which represents a successful fulfilment of the school's aim to provide an inspiring education for life. The following analysis uses the national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. In EYFS most of the children meet expectations in all the learning areas and a small proportion exceeds expectations. In 2017, children achieved particularly well in communication and language, physical development, reading and mathematics. In the prep school results in standardised tests in English

and mathematics have been above or sometimes well above the national average. Results in 2017 are above or well above the national average for age related expectations in all areas. The percentage achieving higher scores was particularly strong in reading and writing. Results at GCSE have been above the national average for maintained schools. In 2017, over 90% of pupils gained grades A*-C or equivalent with almost a third of entries at A* and A grades. Almost 90% of grades were at A*-C including mathematics and English. All these results show an improvement on the preceding year. Results at A level have been above the national average for maintained schools. In 2017, almost 60% of entries gained A* to B indicating an improvement on the preceding year.

- 3.6 Pupils of all ages and abilities make good progress from different starting points, achieving good and, on occasions, high levels of attainment regardless of ability. Pupils make good progress overall between Year 2 and Year 6 with particularly rapid development in reading and writing. In the senior school and sixth form, evidence gathered during lessons and work scrutiny found considerable variation in the progress made by pupils to GCSE and A level in different subject areas. The best teaching challenges pupils of all abilities and results in strong progress. This was illustrated in the senior school in geography when pupils successfully modelled the behaviour of buildings in an earthquake using structures made of marshmallows and spaghetti placed on a land surface made of jelly. However, in a few areas, teaching lacks pace and does not provide sufficient opportunity for pupils to develop independence and higher level skills in their learning.
- 3.7 The majority of pupils obtain the A level grades required for their choice of course at college or university, many with rigorous entry requirements. The achievements of pupils with SEND and EAL are good in relation to their abilities and at least in line with their peers. The majority of pupils with SEND make excellent progress at all ages. They are helped by highly effective learning support that provides focused intervention for them on a modified curriculum and assistance in lessons. Pupils with EHC plans make strong progress. Pupils with EAL are well supported in preparation for external English language assessments, and the school is beginning to develop a tailored curriculum to balance access to mainstream lessons with a programme of activities to meet their specific needs. Pupils of all abilities are able to achieve well supported by a broad curriculum that is increasingly personalised to nurture the strengths and talents of each individual.
- 3.8 Pupils of all ages have good knowledge and understanding across the full range of subjects and activities. The skills of the more able pupils in creative areas are at a particularly high level. In lessons, the pupils' learning is well supported by robust monitoring and a focus on the learning requirements of each pupil. In their responses to pre-inspection questionnaires, almost all pupils and parents agreed that the school enables pupils to learn and make good progress.
- 3.9 In the EYFS, children show excellent communication skills. They can sound out words from pictures and write them phonetically. Throughout the pre-prep, prep and senior schools, pupils are highly articulate and confident in expressing their learning orally and in writing. This was illustrated when prep school pupils showed great enthusiasm and skill in successfully planning the start to a detective story. Senior school pupils in history asked questions to enhance their learning and expressed their thoughts clearly when debating the challenging topic of poverty, vice and anti-Semitism in Victorian London. More able pupils in the sixth form used high level technical vocabulary very effectively when discussing their plans for their extended projects. Throughout the school pupils' highly developed communication skills are enhanced by teaching that encourages debate, a culture of discussion, and the ability to listen.
- 3.10 Pupils have good mathematical skills that are well developed in the pre-prep and prep, and applied effectively in a number of curricular areas in the senior school. In EYFS, children were able to order three items by length, identify the longest and shortest, and explain how they knew. In the pre-prep, pupils were able to add and subtract with confidence and used numeracy skills effectively to construct climate graphs for India in geography and for chronology in history. In the senior school, pupils apply their numeracy skills competently in several subjects. This was illustrated by geography fieldwork that had used correlation coefficients to analyse trends in stream velocities. The most able

mathematicians and physicists in the senior school achieve well and enjoy success in winning places to study various types of engineering at university ranging from civil to electrical and robotics.

- 3.11 Pupils of all ages are competent users of ICT which supports their progress across many areas of the curriculum including research or accessing on-line text books. Prep pupils experimented successfully with coding and research topics in their own ICT room. Graphics pupils in the senior school use a dedicated suite of computers with confidence to produce designs and manipulate images. Sixth form pupils use well-developed ICT skills to manage their extended projects.
- 3.12 Pupils' good progress is supported at all levels by effective marking and tracking that enables them to recognise their strengths as well as areas for improvement. Strong senior leadership and governance is focussing on driving up standards through a rigorous programme of quality assurance and the setting of ambitious targets at all levels. A very large majority of students responding to the questionnaire agreed that they knew how well they were doing in their work and that marking helped them to improve.
- 3.13 Pupils in the pre-prep and prep apply comprehension and reading skills effectively to analyse a range of sources. Pupils in the senior school have effective study skills for their age. They concentrate well and plan and organise their work effectively. Pupils respond positively when opportunities are provided to hypothesise and synthesise information in project work. More able sixth form pupils have highly developed thinking skills. They read critically, reflect on their knowledge and make good links with other areas of study.
- 3.14 Day pupils and boarders of all ages achieve well in a wide range of extension activities to support the curriculum, and in extra-curricular activities, trips and overseas visits. Achievements in art, drama, music and sport are recognised to national level. Squash teams achieve highly with the U19 girls team being placed 8th in the country. Hockey teams are successful in county and regional tournaments. Individual pupils compete at national level in cross country, athletics and show-jumping. In the prep school, rugby teams enjoy conspicuous success in local fixtures and the girls' cross-country, netball and hockey teams have been highly successful in the county league and tournaments. Business and enterprise teams regularly win company awards in Young Enterprise competitions, and a team were semi-finalists in the London Institute of Banking Student Investor Competition. Good numbers of pupils are successful in achieving DofE silver and bronze awards for which the school is an assessment centre. A high proportion of sixth form pupils complete the Extended Project Qualification successfully researching topics as diverse as mental health, space travel or the manipulation of light to influence our perception of the built environment.
- 3.15 Pupils achieve at a high level beyond the classroom in art, drama and music. In art, pupils have exhibited their work and enjoyed success in national and international competitions ranging from a visit to Japan as winners of the international art festival, to selection for a photography exhibition in London. Sixth form artists enjoyed success when an exhibition at a local gallery sold out, and pupils were winners in the young designer award. In both prep and senior schools, choirs, orchestras and ensembles are highly successful in the Lincoln Music Festival. Individual pupils achieve well in external music examinations and have won places in the National Youth Orchestra to perform at the Royal Albert Hall, sing in the Eton Choral or as Lincoln Cathedral Choristers.
- 3.16 The pupils' attitudes to learning are excellent. Pupils relish challenge and work very effectively, collaboratively and independently. They are eager to learn and are strongly supported by the encouragement and high expectations of teachers. In the pre-prep and prep, pupils are keen to share their enthusiasm for their work. They take responsibility for their learning, checking their objectives and assessing their progress at the end of lessons. Senior pupils develop good skills to take control of their learning. Pupils are confident to take risks and mistakes are seen as a way to improve and not a sign of weakness. Senior school pupils spoke positively about attempts to build night lights. Those that, upon completion, would not turn off were re-branded as night and day lights.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.17 The quality of the pupils' personal development is excellent.
- 3.18 The school is highly successful in meeting its aim to bring out the best in everyone by encouraging pupils to test new skills, develop resilience, grow in self-esteem and be equipped to face the challenges that lie ahead. Pupils of all ages develop self-confidence and display excellent social skills in their interactions with each other or adults. They are highly self-aware and resilient, supported by an excellent pastoral care system for day and boarding pupils. Senior leaders and governors promote an environment which treats each pupil as an individual, meets their pastoral and welfare needs effectively, and supports their excellent personal development. In the pre-prep and prep, pupils embrace opportunities and are fully prepared to attempt new challenges supported by the growth mind-set that is carefully nurtured by staff. Pupils are well-prepared for the next stage of their lives, and during inspection, senior school pupils spoke highly of the well-crafted careers, enrichment, enhancement, tutorial and personal social education (PSE) programmes. An overwhelming majority of parents in the questionnaire agreed that the school promotes an environment which successfully supports their children's personal development and meets their pastoral and welfare needs effectively. In interviews, boarders strongly endorsed the view that boarding has helped them to become more confident and independent.
- 3.19 Pupils fully understand the consequences of their actions and this informs their decision making. From the youngest upwards, pupils are encouraged to take responsibility and a high degree of self-regulation is evident. Pupils appreciate the level of challenge in many activities as a means to boost their self-confidence and sense of achievement. In EYFS, children take full advantage of the well-developed outdoor learning programme to actively explore the secure natural environment outside their classrooms, and even the youngest can put on their own wellington boots. The pre-prep has fully met the recommendation from the previous inspection to provide challenging learning tasks for the EYFS in the outdoor area and encourage risk taking. In the prep school, pupils choose individual challenges during lessons, and house captains plan and lead house challenges and competitions. Pupils are empowered to make informed decisions through the school council and the charity committee chooses the charities to support. In the senior school, pupils make informed choices about GCSE, sixth form and university programmes based on appropriate advice they receive from teachers in a well-structured careers programme. In a tutor period, pupils reflected with great maturity on the need to gather information and take control over the important decisions that shape their futures, including preparation for forthcoming examinations and their intentions for post 16 education. The overwhelming majority of parents and pupils in questionnaires agreed that pupils receive good advice about their choice of subject or career.
- 3.20 Pupils have a well-developed sense of the school's values which encourage them to develop an understanding of those things that enrich life beyond material possessions such as the exploration of the creative arts, religious truths, the natural world and relationships with others. In the prep school pupils were able to reflect well in a range of contexts and showed a heightened awareness of issues including why there is so much suffering in the world, how to stop bullying and how to welcome new pupils into the school. In the senior school pupils' excellent understanding of spiritual and aesthetic aspects of life is promoted by artwork and corridor displays and by themes developed in assemblies, tutor periods and PSE lessons. Senior pupils showed an excellent awareness of the spiritual dimension when discussing their work in art and photography. In a religious studies lesson, older pupils showed a mature appreciation of philosophy when discussing the writings of Plato.
- 3.21 Pupils have a very good understanding of right and wrong and their behaviour is excellent. They respect their teachers and each other, show compassion and feel that they can have their own opinions about moral issues, and that their views are listened to without any fear of negative peer pressure. Pupils in the prep value the house credit system and their behaviour reflects the advice to 'treat others as you would like to be treated'. They were able to link a talk from a local MP about democracy and voting to the workings of the school council. Boarders manage their daily lives in the

houses in harmony with each other. Pupils' highly developed sense of morality has allowed them to embrace the recently revised school rules. Pupils are fully conversant with the systems that underpin society through activities such as mock elections, discussion of British values in assemblies and PSE, and the operation of pupil and boarders' councils. All pupils in the questionnaire agreed that the school encourages them to behave well and that they understand the sanctions for poor behaviour.

- 3.22 Pupils' social development is excellent. They are confident in their dealings with adults, show high levels of empathy when supporting and collaborating with each other, and their teachers. They appreciate opportunities to work with other year groups through the newly invigorated house system, and work co-operatively in productions, orchestras and in other sporting or non-sporting competitions. Numerous examples of excellent groups working together were observed in the pre-prep and prep, whether in outdoor learning activities, with partners in English, problem solving in mathematics or working together to build a skeleton in science. Pupils exhibit excellent team-working skills in the senior school in almost all areas observed. They accept responsibility readily and develop strong leadership skills through the opportunities provided in their roles as prefects, peer mentors, learning leaders, subject ambassadors or reading buddies. Older boarders act as buddies for younger pupils new to the boarding houses, in some cases acting as translators to help them develop their skills in English and to understand new routines and systems. Sixth form pupils readily support Year 7 and 8 pupils during a range of enrichment or enhancement activities. Senior pupils enjoy the opportunity to work with prep pupils as junior sports leaders. Pupils work together very effectively in fund-raising events in support of charitable links with Romania and Tanzania. Throughout the school, pupils actively support productive links with the local community through contributions to the creative life of the city, links with local colleges and universities, work experience or charitable work.
- 3.23 A well-developed respect of other faiths and beliefs is embedded throughout the school and is nurtured through visits by external speakers and the active celebration of festivals. Prep school pupils responded positively to a joint visit by a Jewish Rabbi and a Christian Minister to plan a combined Hanukkah and Advent service. Boarders embrace opportunities to share their diverse backgrounds and traditions through activities such as themed meals or visits to local restaurants. An overwhelming majority of parents and pupils in the questionnaires agreed that the school actively promotes respect and tolerance for those with different faiths and beliefs.
- 3.24 Pupils of all ages understand how to stay healthy and safe, including online, and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. They keep fit and develop healthy lifestyles through participation in a wide range of games and activities which include team and individual sports and pursuits strongly. This is supported by access to excellent sporting facilities in school and nearby in the local community. Pre-prep pupils develop their excellent physical skills in the recently refurbished play areas that are adjacent to their classrooms. Healthy lifestyles are encouraged as fresh and nutritious lunches are provided for all and suppers and snacks for boarders. Pre-prep and prep pupils learn to make informed choices about their diet supported by the provision of their own catering facilities.

4. INSPECTION EVIDENCE

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

Inspectors

Mr Roger Tapping	Reporting inspector
Mr Neil Smith	Compliance team inspector (Deputy head, HMC school)
Mrs Jane Crouch	Team inspector (Head, IAPS school)
Mrs Sue Freestone	Team inspector (Principal, HMC school)
Mr Andrew Ireson	Team inspector (Head of department, HMC school)
Mr David Morgan	Team inspector (Deputy head, HMC school)
Mr Garry Binks	Team inspector for boarding (Retired housemaster, HMC school)