



ISI Independent
Schools
Inspectorate

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

S. Anselm's School

December 2018



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School's Details

School	S. Anselm's School			
DfE number	830/6004			
Registered charity number	527179			
Address	Stanedge Road Bakewell Derbyshire DE45 1DP			
Telephone number	01629 812734			
Email address	office@anselms.co.uk			
Headmaster	Mr Peter Phillips			
Chair of governors	Mr Richard Bowker			
Age range	3 to 16			
Number of pupils on roll	238			
	Boys	130	Girls	108
	Day pupils	218	Boarders	20
	EYFS	18	Pre-Prep	31
	Prep	147	College	42
Inspection dates	4 to 6 December 2018			

1. Background Information

About the school

- 1.1 S. Anselm's is a co-educational day and boarding school for pupils aged from three to sixteen years. It was founded in 1888 as a full-boarding, boys' preparatory school, although currently less than one-tenth of pupils are boarders. It became fully co-educational following the opening of the pre-preparatory department in 1976. The Nursery, catering for children aged from three to four, was added in 1992, and in 2015 the school extended its upper age range to sixteen in a separate facility known as S. Anselm's College. The school is set in extensive grounds on the edge of Bakewell within the Peak District National Park. The school is a charitable trust administered by a board of governors; the current chair was appointed in September 2018. Boarders, aged from seven to thirteen, are accommodated on the upper floors of the main school building. New facilities opened since the previous inspection include an innovation centre, library and all-weather games pitches. In addition, boarding houses have been refurbished and the extra-curricular activities programme has been revised.

What the school seeks to do

- 1.2 The school aims to encourage individuality, creativity, perseverance and tolerance; develop inquisitive thinking and a love of independent learning; and foster self-awareness. It seeks to instil in pupils the values of moral courage and inner strength to connect with, and succeed in, the modern world and to make things better for those around them.

About the pupils

- 1.3 Day pupils come from a range of professional and farming backgrounds, mainly from white British families living in the local area. Twenty pupils are boarders and they come from within the UK, Europe and the Far East. Nationally standardised data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 54 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 21 receive additional support for their learning. One pupil has an education, health and care plan. English is an additional language (EAL) for eight pupils, seven of whom receive additional support for their English. Data used by the school have identified twenty-one pupils as being the more able in the school's population and the curriculum is modified for them and for ten other pupils because of their special talents in music and art.

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 un-met 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. 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 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 prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 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

- 2.7 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.
- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 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 any 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, 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.

2.15 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

2.16 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.

2.17 The standards relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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>
Kinder	Year 9
Derwent	Year 10
Arkwright	Year 11

Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils of all ages have excellent attitudes to learning and take great pride in their work.
 - Pupils have high levels of oral, listening and presentation skills.
 - Pupils with specific educational needs make good progress as a result of excellent individualised learning support.
 - Pupils do not always make the progress of which they are capable because they are not always challenged sufficiently or given consistently effective feedback on how to improve.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils of all ages display exemplary behaviour in all areas of the school.
 - Pupils enjoy excellent relationships with all members of the school community, and high levels of collaboration are shown across the school and within the boarding house.
 - Pupils show very high levels of self-respect and respect for others, together with great pride in their school community.
 - Pupils of all ages have a very good understanding of how to stay safe and be healthy.
 - Pupils respect diversity, show zero tolerance of any form of discrimination and appreciate their own and other cultures.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Raise pupils' achievements by ensuring consistently high levels of challenge for pupils of all abilities across the curriculum.
 - Enable pupils to maximise the progress of their learning by providing consistently effective feedback in line with the school's marking and assessment policy.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils join the school with a wide range of abilities. Attainment is at least in line with the national average for those of similar age, and for some it is above the national average, as indicated by results in standardised tests and confirmed by the observation of pupils' performance in lessons. In the Early Years Foundation Stage (EYFS), and throughout the pre-prep, children secure strong progress in all learning and development areas as a result of teachers' excellent knowledge, encouragement and support. Their progress is further strengthened through participation in a comprehensive programme of activities and challenges appropriate to each individual child. Pupils in Years 1 to 6 show good development of basic skills across all areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative, as a result of a carefully planned, cross-curricular, project-based learning programme. The achievement of pupils with SEND or EAL is good and in line with their potential because their individual needs are identified promptly, disseminated clearly to relevant teachers, addressed effectively, and monitored carefully by the learning support department. Boarders with SEND enhance their understanding and achievement through the support of resident staff with specialist qualifications. In June 2018, all pupils in Year 8 passed their Common Entrance examinations and gained places at their first choice of senior school. The first cohort of pupils in Year 11 secured GCSE successes in line with their ability and needs in

summer 2018. 'Move-up' days throughout the school enable smooth transition to the next year group for pupils across the age range. Pupils in Year 11 spoke confidently about the next steps to further education and the progress they had made in college. A very large majority of pupils responding to the inspection questionnaire agreed that their teachers help them learn and make good progress, and give them help if they have problems with their work.

- 3.6 Pupils show a love of learning and achieving from the EYFS upwards, encouraged by a school focus on celebration of success. During the inspection, for example, pre-prep pupils declared themselves proud to be 'thinkers' and 'risk takers' and this was clearly evidenced in classroom displays. Pupils in Year 4 busily and happily engaged in project work on the Romans in the innovation centre, explaining enthusiastically and clearly what they were doing. Throughout the prep school and the college, pupils are articulate and personable and supportive of each other in class. In the most successful lessons, stimulating teaching focuses on setting high expectations with challenging activities and open-ended questions, enabling pupils to make rapid progress in their knowledge, skills and understanding; examples seen include music, where pupils explored and analysed tempo, rhythm and harmony, and English with critical analysis of poetry, contextual understanding, and high levels of correct terminology. Good development of linguistic skills is also evident in Spanish, with teaching setting a challenging pace in the target language and activities requiring application of knowledge thus ensuring pupils are motivated, engaged and active throughout and make rapid progress. Pupils occasionally demonstrate the ability to think inquisitively, learn independently and use their initiative in line with the school's aims to develop inquisitive thinking and a love of independent learning. Too often, however, they are passive learners and do not push the boundaries of their learning. This is because much of the teaching is content-heavy with closed, rather than open, questioning of pupils and tasks such as completion of worksheets or copying information with insufficient purpose or challenge across the ability range.
- 3.7 Pupils across the school make good progress in relation to those of similar ability and enjoy applying their knowledge and understanding across the curriculum. For example, in their project work on the Bronze and Iron Ages pupils in Year 3 demonstrate very good understanding of the eras, artefacts, and living conditions and clear development of their ability to analyse and hypothesise. Their preparation of a presentation to give to pupils in Year 2 is enhancing their confidence and skills in public speaking. Pupils' strong creative skills are exemplified in textiles, where they confidently explain their independent investigations and associated processes; in the successful creation of a physical garden; and in the very high standard and variety of artwork on display in the school. Their creative writing skills have been enhanced through the schools' creative literary festival where pupils who participated achieved success in workshops given by published authors and shared ideas with peers from 12 local junior schools.
- 3.8 Pupils across the school are confident in expressing themselves and they develop notably strong communication skills in response to opportunities to contribute within and outside lessons. Children in the Nursery learn their parts in the nativity play very effectively and contribute with enthusiasm; pre-prep pupils share stories they have researched at the weekly news assembly, speaking up with confidence, clarity and genuine passion. Pupils with SEND read aloud confidently and make positive contributions to class discussion with full support from their peers. Pupils express their views with energy, eloquence and enthusiasm, while acknowledging that listening to the opinions of others is important, as seen during weekly form debates. Further development of their debating skills occurs through extra-curricular debating societies. At all ages, pupils' strong communication skills are supported by the fact that they feel well known as a result of the warm and supportive atmosphere in all areas of the school, small class sizes, and house and college systems that facilitate collaboration across Years 3 to 8, and 9 to 11, respectively.

- 3.9 Pupils across the school show good numeracy skills. Prep school and older pupils make good academic progress in mathematics with opportunities for the most able to attend challenging extra lessons and thus compete successfully in external competitions. They apply their numeracy skills well across the curriculum, notably through project-based learning, but also in Years 8 to 11, for example, in analysis and presentation of data from scientific experiments and geography fieldwork. Pupils display good skills in information and communication technology (ICT) and use these for presentation of work and research of information for projects in Years 1 to 6 and for coursework from Year 7 upwards. Application and further development of pupils' ICT skills, as seen in the creation by pupils in Year 4 of a 3D printed chess set linked to a history project, and the assembly by pupils in Year 5 of programmable toys to demonstrate chimney sweeping in Victorian times, are facilitated by imaginative teaching and very good use of the excellent resources in the innovation centre. Pupils in Years 1 to 9 are confident in computer coding as a result of timetabled coding lessons, and boarders achieved success in a high-altitude balloon project which required programming of micro-bit resources.
- 3.10 Pupils achieve well in a range of non-academic areas through participation in the extensive programme of extra-curricular activities offered by the school. Almost all pupils play a musical instrument, and many achieve great success in external examinations. Regular high-quality performances are given by junior and senior choirs, string groups, wind band, and drummers. The music department is vibrant, and the inspirational teaching encourages participation, enjoyment, and progress. Pupils also achieve success in external drama and English speaking examinations, with many gaining distinctions. Sport is a major and very popular part of the school's culture, and pupils enjoy and achieve individual and team successes in matches and regular training sessions across a range of sports. In one PE session, senior girls demonstrated an exceptional recognition of physiology, cardiovascular fitness and general health and safety. In addition, the school supports other sporting activities that take place out of school, such as horse riding and fencing, and celebrates pupils' successes in these. Every college pupil takes part in an activities course through which some have gained qualifications in areas such as kayaking, sailing, and scuba diving. They also achieve success in the Young Enterprise and Duke of Edinburgh's Award (DofE) schemes whilst developing teamwork and leadership skills. Individual achievements in external academic competitions and challenges are supported through science, technology, engineering and mathematics (STEM), coding and drone clubs.
- 3.11 The pupils' positive attitudes towards their learning, together with their consideration of others and high-level collaborative skills, play a significant part in their progress, particularly in subjects such as English, biology, chemistry, physical education and Spanish, where they receive effective feedback which informs them how to improve their progress. Despite their positive attitudes, progress in other subjects is inconsistent because teachers do not provide them with sufficient feedback and guidance in line with the school's marking and assessment policy. Boarders enjoy doing supervised homework in school and improving their academic and other skills through after-school clubs, thereby improving their confidence and overall academic progress.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 In line with the school's aims, pupils show very high levels of self-awareness, self-confidence, self-discipline and resilience. All pupils are encouraged to reflect on their own performance, and they share their feelings about their strengths and areas for improvement at the beginning and end of term through self-assessment forms which accompany their reports and which facilitate self-improvement. Pupils regularly and very effectively reflect on their progress and accurately record achievement of goals during project-based work, and in a PE lesson for pupils in Years 6 to 8, pupils reflected on their practice and discussed ways to improve circuit exercises in a mature and productive manner. The development of their strong self-esteem and self-understanding is supported by age-appropriate topics in the comprehensive personal, social, health and economic education (PSHE) programme, timetabled from Years 1 to 11. Pupils have excellent relationships with their peers and teachers and, therefore, feel happy and safe and very well-known within the school community and secure in their own self-knowledge. The confidence displayed by children in the EYFS grows steadily as pupils progress through the school as a result of the high levels of pastoral support and encouragement given to each individual pupil. The careful management of transition across all year groups enables pupils to feel very well prepared for the next stage in their education, including transfer to new schools at the end of Years 8 and 11. Boarders recognise that they have additional opportunities for supporting others and that the boarding experience encourages their self-reliance and maturity. Pupils are invariably cheerful and delight in new challenges such as those on offer through college activities, including DofE expeditions. The strong resilience and determination of pupils was exemplified by girls from B and C hockey teams who successfully battled through the rain against another school's A team.
- 3.14 Pupils across the school are confident decision-makers and show a clear awareness of the potential impact of the decisions they make on their future success and well-being. In the Nursery, pupils decided on their individual nativity characters with conviction, leading to a bespoke and unusual show for their parents and carers. In the prep school, individual pupils make appropriate decisions about methodology, for example, drawing, model-making or writing, within their allocated projects. Pupils in Year 9 make very good decisions about their subject choices in the light of advice from their teachers and, in subjects such as art and textiles, they make personal decisions on processes, materials and techniques for their GCSE coursework. Pupils' mature understanding of the impact of decisions on social relationships, conflict and conflict resolution is enhanced through the PSHE programme, and they confidently decide on roles, responsibilities and priorities through the school council and house systems. Activities such as DofE and Young Enterprise further enhance college pupils' strong decision-making, teamwork and leadership skills. Boarders readily make decisions about duty rotas and learn how to prioritise their time and take responsibility for their community and surroundings; the boarding committee enables them to make sensible decisions affecting their provision.
- 3.15 Pupils' deep appreciation of non-material aspects of life develops across the school through timetabled PSHE, religious studies, drama, art and music lessons and numerous school concerts, plays, and trips, for example to the Yorkshire Sculpture Park. Their clear knowledge and strong understanding of spiritual and moral issues is enhanced through topics raised in the weekly form debates. The development of spiritual understanding starts with the youngest pupils as seen in preparation for the Nursery nativity production and in pupils' excellent writings in Year 2 about the Christmas story, using knowledge gained from preparation for their performance and literacy lessons. Pre-prep pupils show a strong appreciation of their natural setting within a National Park as a result of their outdoor activity programme which also contributes towards their excellent teamwork, personal, social and emotional skills and self-reliance.

- 3.16 Pupils across the school behave impeccably; they are polite, courteous, and respectful towards staff, other pupils and visitors, for whom they invariably open doors with a cheerful greeting. They are very clear about what constitutes unacceptable behaviour and its consequences. They readily accept sanctions for minor infringements of school rules and take responsibility for, and learn from, their actions. Starting in the Nursery with discussion of right and wrong, and concomitant celebration of children's positive decision-making, there is highly effective promotion of positive behaviour at all ages within a caring school culture that identifies and responds to individual needs. All pupils and parents responding to the inspection questionnaires agreed that the school promotes good behaviour, including the appropriate and consistent use of rewards and sanctions. Boarders' clear respect for self and others helps to engender a family atmosphere within the boarding house.
- 3.17 Pupils work together extremely effectively to solve problems and achieve common goals. For example, children in the Nursery and pre-prep showed excellent collaboration with their teachers and other children as they listened carefully to instructions, awaited their turn to speak patiently and showed genuine appreciation of others' performance. In project-based learning sessions, pupils in Year 4 worked together highly effectively to prepare a master-class for their parents on the digestive system. Their collaborative skills are also enhanced through working alongside pupils from other local schools, for example in an annual STEM challenge held in the school's innovation centre and laboratories. The ethos of boarding prioritises teamwork and helping others; positive relationships between the school and the local community are enhanced through boarders' participation in events such as well-dressing, the carnival boat race and the Chatsworth Horse Trials. Boarders learn to share space and be part of a family-type community, and older boarders willingly help new pupils settle in to the house and guide them through its routines. The school's house system involves pupils collaborating not only to achieve in inter-house competitive events, such as sport and quizzes, but also to successfully raise money for their chosen charities. From the pre-prep upwards, there is a culture of older pupils supporting those younger than themselves, for example, pupils in Year 8 taking a science lesson in Year 2. All year groups take a school assembly once a year and pupils give presentations on topics they have researched, such as re-cycling, thus enhancing their public-speaking skills. Pupils are highly aware of, and sensitive to, the needs of those less fortunate than themselves. They respond willingly and effectively to the many opportunities for positions of responsibility, from classroom monitors to librarians, house and sports captains, and prefects, thereby contributing positively to the lives of others within the school.
- 3.18 Pupils respect difference, and this is especially notable in the boarding house where pupils recognise the positive impact of diversity and treat peers with equal respect. Boarders speak highly of opportunities for building friendships within the boarding house and state that boarding mimics home outside school. Pupils in the pre-prep note that the world would be a boring place if all people were the same, and the culture of respect matches the school's aim to build strong relationships in its community and to make things better for others. The few overseas boarders quickly become fully integrated and valued within the school community. Although the school is not itself strongly multicultural, pupils display, in line with its aims and ethos, zero tolerance to discrimination of any kind, and clear appreciation of their own and other cultures. This appreciation is developed through participation in a number of multicultural celebrations such as world music day. Pupils' good knowledge of, and respect for, different faiths and beliefs is supported by the curriculum, for example, discussion of religious conflicts in geography and study of various religions and visits to different places of worship in religious studies. For example, in an English lesson in Year 11, discussion of the poem *Tissue* allowed pupils to extend their knowledge and understanding of different cultures and backgrounds. Pupils' evident understanding of British values is developed through the PSHE programme, school trips, for example to the Houses of Parliament, visiting speakers and role models within the school.

- 3.19 Pupils know how to stay safe and understand how to be physically healthy, particularly in terms of diet, exercise and a balanced lifestyle. A nurturing and caring ethos is embedded in all aspects of school life providing an effective support network for the safety and well-being of pupils. Boarders comment without prompting that the boarding house feels safe and like a family at school. In PSHE and science lessons, pupils study the importance of a healthy diet and regular exercise. Family dining enables staff to ensure that all pupils enjoy a balanced diet at school, and the extensive and varied games and activities programmes, together with the leadership and management's commitment to providing top-quality resources, support their physical fitness.

4. Inspection Evidence

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

Inspectors

Mrs Janet Pickering	Reporting inspector
Mrs Melanie Pople	Compliance team inspector (Deputy head academic, GSA and HMC school)
Mr Matthew King	Team inspector for boarding (Headmaster, IAPS school)
Mr Daniel Cross	Team inspector (Senior deputy head, HMC school)
Dr Pamela Edmonds	Team inspector (Head, IAPS and ISA school)