



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

KIMBOLTON SCHOOL

NOVEMBER 2017



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SCHOOL'S DETAILS

School	Kimbolton School			
DfE number	873/6012			
Registered charity number	1098586			
Address	Kimbolton School Kimbolton Huntingdon Cambridgeshire PE28 0EA			
Telephone number	01480 862204			
Email address	reception@kimbolton.cambs.sch.uk			
Headmaster	Mr. Jonathan Belbin			
Chair of governors	Mr. Charles Paull			
Age range	4 to 18			
Number of pupils on roll	979			
	Boys	485	Girls	494
	Day pupils	939	Boarders	40
	Reception	25	Preparatory school	275
	Seniors	486	Sixth Form	193
Inspection dates	14 to 16 November 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Kimbolton School is an independent day and boarding school in Cambridgeshire for pupils aged between 4 and 18 years. It is a registered charity, of which its governors are trustees. The school was founded in the early 17th century and maintains its Christian beliefs and traditions while valuing those of other cultures. In 1951 the senior school moved to its present site at Kimbolton Castle. The preparatory school is a short walk away in Kimbolton village. There are two boarding houses which provide for pupils from Year 7. Both houses are in Kimbolton village, in close proximity to the school site.
- 1.2 Since the previous full inspection in 2011, the school has constructed a new science and mathematics centre in the senior school.

What the school seeks to do

- 1.3 The school sets out to create a caring, challenging environment in which all pupils are given the opportunity to flourish and fulfil their potential through a wide variety of curricular and extra-curricular opportunities. It aims to enable pupils to develop tolerance, respect for others, self-discipline, integrity and a sense of social responsibility, and to challenge pupils to discover their talents, develop socially and excel.

About the pupils

- 1.4 Nationally standardised test data provided by the school indicate that the ability of pupils throughout the school is above average. Pupils are drawn from surrounding counties; some members of the boarding community are from overseas. Pupils come mainly from professional families and reflect the ethnic composition of the local area. The school has identified 131 pupils as having special educational needs or disabilities (SEND), including dyslexia and dyspraxia, 40 of whom receive additional support. Two pupils have Educational and Health Care (EHC) plans. Eighteen pupils have English is an Additional Language (EAL), all of whom receive extra support. The school provides extra activities aimed to extend the learning of those identified as the most able but open to all pupils.

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. 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 preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 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 standards 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, 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.
- 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>
First form	Year 7
Second form	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key Findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Progress is good in the senior school and excellent in the preparatory school.
 - Pupils' attitudes to their learning and their extra-curricular activities are consistently excellent, encouraged by teachers' high expectation.
 - Pupils' understanding of their own progress is good overall, although that of senior school pupils is sometimes hampered by the variable effectiveness of marking.
 - Pupils' progress in some senior school lessons is limited because they are not given sufficient opportunity to think for themselves or to take control of their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are highly self-confident, sure of their own worth as individuals and respectful of others.
 - Pupils undertake responsibility willingly, taking pride in carrying out duties to the best of their ability.
 - Pupils are socially mature, often beyond their years, instinctively helping each other and valuing others regardless of any differences.
 - Pupils grow into mature, multi-faceted and empathic young adults with a strong awareness of their social responsibilities.

Recommendation

- 3.3 The school is advised to make the following improvements:
- Increase the progress of senior school pupils by giving them more informative marking and more opportunities to think and question independently in lessons.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils throughout the school achieve well in their academic endeavours and often excel in activities beyond the classroom. Almost all parents who responded to the pre-inspections questionnaire agreed that the school meets their children's educational needs effectively. The school is highly successful in meeting its aim to provide a supportive environment and challenging opportunities in which pupils are encouraged to aim for excellence.
- 3.6 Pupils' communication skills are extremely well developed across the school. Writing skills are excellent, from children in the Early Years Foundation Stage (EYFS) proudly displaying how they can write their initials to the oldest pupils constructing lengthy essays phrased with sophisticated vocabulary. Pupils listen to each other attentively and are, throughout the age range, extremely articulate. EYFS children are able to explain clearly what they are doing and to recount the plot of the story they had been read. Throughout the preparatory school, pupils exhibit a maturity of expression and vocabulary beyond their years. Senior school pupils are similarly excellent communicators, able to maintain assured conversations with visitors. They use subject specific language accurately, argue their viewpoints eloquently and explain their thinking clearly. For example, older pupils talked expressively and confidently about a range of techniques and styles in work on Escher etchings. In an A-level lesson on poetry, pupils discussed the works of Duffy in a lively and engaging manner, posing questions and drawing on their knowledge of historical events to

inform their understanding. Pupils' outstandingly well-developed communication skills are encouraged by the school's provision of numerous opportunities for them to speak in public, such as in assemblies, school competitions and involvement in external debating competitions. Pupils relish these challenges and rise to them.

- 3.7 Numeracy skills are also well developed across the full age range. The younger pupils confidently and accurately count aloud. They understand mathematical concepts and can estimate accurately. By the time they reach the top of prep, pupils' numerical skills are excellent and in many cases are well above what would be expected of their age group. Similar indications of highly developed numerical skills were seen in the senior school, including some younger senior pupils tackling mathematical work expected of much older pupils. The oldest pupils confidently applied a complex mathematical addition formula to generate an exact value. Numeracy skills are used effectively by pupils across the curriculum, including in the sciences, history and design technology. Many pupils throughout the school told inspectors how they had grown in confidence in mathematics because of the encouragement and support of their teachers who, they say, willingly give them extra support and explanation. Pupils throughout are confident and highly competent users of information and communication technology (ICT), for example in the use made of computer assisted design (CAD) programs in design technology. Their abilities have been enhanced by the school leadership's emphasis on promoting digital literacy, with a consequent investment in tablet technology. Both in the preparatory and senior schools pupils use technology routinely in research and recording their work. Their confidence in more sophisticated usage is emerging.
- 3.8 Pupils' academic attainments are good. The following analysis uses the data for 2014 to 2016, the most recent three years for which comparative data is available. Results of nationally standardised tests in mathematics and English for the preparatory school have been above the average of those for pupils of similar ability in maintained schools. GCSE results have been above average for all maintained schools and in line with those of maintained selective schools. Results at A-level have been above the national average. The school's own data indicates that this level of attainment is also reflected in results for 2017. These results, scrutiny of work and inspection observations show that pupils identified with SEND or EAL achieve in line with their peers, and that the most able pupils attain results in line with their ability. The vast majority of leavers are awarded places at universities of their choice, studying a wide range of subjects including medicine, stage management, law and modern languages. They are helped to achieve their ambitions by the school's comprehensive tracking systems which are being used with increasing confidence by teachers to help identify and support any pupil who is under-performing.
- 3.9 Pupils, including those in the EYFS, make good progress overall. The progress of pupils in the preparatory school is excellent, especially in English and mathematics. They quickly assimilate new information and apply it confidently, encouraged by their teachers to persevere. Their learning is supported by effective marking and careful selection of tasks appropriate to their ability. In the majority of lessons in the senior school, progress is good and pupils develop new understanding. Boarders appreciate the extra support provided by their houseparents in dealing with homework problems. Progress is uneven across subjects, however. On occasion, lessons are excessively dominated by teacher exposition with little opportunity for pupils to become anything other than passive note-takers. When this happens, pupils' progress is more limited than in lessons in which they are required to think and question for themselves. In the questionnaire a very small minority of pupils said that marking does not help them to know what to do to improve. Inspectors judged that this is a valid concern in some subjects in the senior school; examples of careful marking and setting of clear targets were apparent in many but not all areas.
- 3.10 Across the school, pupils' knowledge, skills and understanding develop well across the required areas of learning. They are articulate, apply numeracy skills well across the curriculum, use ICT to research and organise their work and are creative in their thinking. When they are given the opportunity, pupils demonstrate that they are well able to synthesise material and apply high-order

thinking skills. This was seen, for example, in a preparatory school mathematics lesson in which pupils created their own ways of ordering the capacity of containers and then set problems around them for themselves. Young senior pupils engaged in lively discussions on the likely behaviour of wood lice in the maze to be constructed for them. In a GCSE history lesson, pupils thoughtfully discussed various statements about global economic and political activities in the wake of the Great Depression before setting out to categorise and prioritise their impact on the work of the League of Nations. Outstanding examples of innovative and independent thinking by pupils were evident in the sixth form period specifically set aside for extension activities. For example, design technology pupils used ICT to model different curves in order to create a roller coaster; politics pupils wrote thoughtful and well researched papers on topics such as sexism or the relationship between the United States of America and North Korea, which were then published in a blog.

- 3.11 Pupils' genuine wish to succeed and their excellent attitudes to learning are evident from the EYFS upwards and are supported by the school's high expectations. There is very little time wasted in lessons and pupils of all ages quickly settle to work in a purposeful manner. They are very good at working collaboratively with others. Pupils in the preparatory school are vocal in expressing the pleasure they get in mastering new material, seen for example in design technology lessons. Prep pupils delight in the fact that often they are told what to do by their teachers but then expected to decide for themselves how to complete the task. They relish the challenge and are proud of what they achieve as a result. In the senior school, there was equal pleasure felt by pupils when they discovered a different mathematical solution than that proposed. Sixth-form pupils worked energetically when composing a musical phrase with step-wise motion, clearly finding the intellectual problems enjoyable and deriving satisfaction from their solutions.

The resilience, determination and focus which characterise pupils' attitudes also contribute to the quality of what they do in activities beyond the classroom. The restructured curriculum and a system of late buses enables pupils to participate in the full range available, meeting a recommendation of the previous inspection. Several pupils have achieved success in academic challenges and Olympiads, in applications for externally awarded scholarships and in music examinations. Large numbers of distinctions have been gained in the music examinations. Sports successes proliferate, as pupils take advantage of the school's commitment to providing opportunities for all to participate. Preparatory pupils have been highly successful in regional sporting and inter-school competitions especially in cross country, athletics and swimming. Senior pupils are proud of their successes in county hockey, equestrian events and the Devizes to Westminster canoe race. The numbers involved in the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award Scheme (DofE) are high, many pupils choosing to continue these activities into the sixth form. Several pupils complete their Gold award while still at school and the Royal Air Force contingent has been highly successful in the national Skill at Arms competition. Pupil teams have won or been finalists in Young Enterprise, Model United Nations and European Youth Parliament competitions. All of this is evidence of the pupils' perseverance, determination and willingness to challenge themselves to achieve excellence.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils throughout the school show outstandingly mature self-assurance devoid of any hint of precocity. They engage easily in friendly conversation with visitors, cheerfully asking, "How was your day?" or if any help is needed. Their excellent relationships with their peers and their teachers are evident in classrooms and in boarding houses. They trust their teachers and are keen to take advantage of all that the school offers; this attitude strongly underpins the school's atmosphere and the growth of pupils' self-confidence. Boarders appreciate the support of their boarding staff and fellow boarders. A very large majority of boarders who responded to the questionnaire said that the boarding experience has helped them to become more confident and independent. Most parents

who responded to the questionnaire agreed that the school promotes an environment which successfully supports their children's personal development.

- 3.14 Pupils develop excellent self-knowledge, with an awareness of their personal strengths and what is needed to improve further. Preparatory school pupils showed autonomy in working out how to retrieve information which they appear to have lost on a computer; EYFS children removed their shoes for a dance lesson without needing to be told. Members of the CCF said that the precision, self-discipline and pride in their appearance expected of them actively contribute to their enjoyment. Pupils develop the key personal and learning skills they need to make a success of their futures thanks to the many and wide ranging opportunities, curricular and extra-curricular they are offered. Their self-esteem is bolstered by the school's practice of giving generous public praise to success in all spheres of school life, not just to academic or sporting achievement.
- 3.15 Pupils understand that the choices they make will directly affect their daily lives and their futures. Preparatory school pupils imbibe this from the start; in Reception they are encouraged to make sensible choices about their activities, just as older pupils in the preparatory school are encouraged and able to discuss choices, such as the tactics needed when playing a football match. In the senior school, involvement in selecting activities, in working for charities, CCF or in DofE, all hone their decision-making skills. They draw on these in academic areas, too; in discussion pupils wisely acknowledged the struggles involved in deciding to resist the temptation of becoming over-involved in activities to the detriment of study.
- 3.16 Pupils' excellent awareness of a non-material dimension of life is evident in their creativity, their vibrant artwork and their sensitive appreciation of music. For example, there was a palpable tingle of awe in the preparatory assembly as the choir began to sing a descant to the hymn, mirrored by the response of the congregation in senior assembly to a sung anthem. Pupils seek tranquillity in the beauty of the school site; they told inspectors that seeing the changing of the seasons in the trees while walking in the grounds brings them quiet contentment. Pupils' awareness of values beyond the material was apparent in a GCSE class discussion of the differences between the celebration of Christmas in the Victorian period and in the 21st century. The pupils' understanding of spirituality is supported by their careful attention in chapel services and assemblies, and their involvement in activities such as the philosophy club or the Christian union.
- 3.17 Pupils' moral codes are very well developed. They have a strong understanding of the importance of doing the right thing. Reception children spontaneously offered to help each other and to share equipment. Preparatory pupils discussed why it is important to tell the truth and senior school pupils expressed strong views on what constitutes morally laudable or unacceptable behaviour. Pupils have the integrity to acknowledge when they are in the wrong and to apologise.
- 3.18 Pupils show exceptional social awareness. They know that an empathic understanding of the needs and rights of others is the glue that holds the harmonious school relationships together. There was excellent team spirit generated by mutual support during a preparatory school sports fixture. The humorous presentation and film in a senior school assembly led by the newly appointed prefect team reminded the pupils of the importance of accepting responsibility and working together to uphold the school's values and traditions. Pride in belonging to the school and commitment to living up to its values of personal and social responsibility are evident throughout.
- 3.19 This commitment is evident in the pupils' principled approach to undertaking responsibilities in school and the wider community. Throughout the school, pupils undertake responsibility roles willingly, even eagerly. They are proud to be members of the preparatory school council or the senior pupil forum; to work on charity committees; to be sports captains, house captains, heads of boarding or prefects. The gown prefects and Ingrams prefects are very aware that their status makes them mentors and role models to their juniors and they live up to these responsibilities. Pupils spoke of the impact on their understanding of responsibility and privilege of their involvement in mentoring primary aged pupils in a local maintained school or visiting homes for the elderly and

disabled as part of the school's community service unit. National and international charities are well supported. The preparatory pupils demonstrate sensitive understanding of the impact of disability, as shown through their particular commitment to supporting a muscular dystrophy charity. The partnership with a school in Ghana was mentioned frequently by pupils as something that matters to them and for which they initiate activities that raise large amounts of money.

- 3.20 Pupils' understanding of the importance of respecting diverse cultures and faiths is strong. Most pupils and almost all parents who responded to the questionnaire agreed that the school actively encouraged pupils to be tolerant of those with different faiths and beliefs. Preparatory school pupils enjoyed learning how to celebrate Diwali and hearing about Caribbean carnivals. Overseas boarders are welcomed by their peers, who enjoy hearing of their cultural and culinary traditions. Throughout the school pupils show a firm belief in the importance of respect and tolerance for others, regardless of gender, origin or beliefs. Pupils' conviction that every member of the school is a valuable human being was made explicit when they said to inspectors that although pupils all wear the same uniform, each of them is a unique individual.
- 3.21 The pupils live active, busy lives, and are aware of the importance of maintaining a balance between work and play to ensure a healthy lifestyle. They enthusiastically take advantage of the many sporting activities open to them. When they feel the pressure of academic demands, they have strategies to cope, supported by the mindfulness programme in the preparatory school and the easy accessibility of support from tutors or counsellors in the senior school. They appreciate the school's provision of healthy food and understand why a healthy diet is important. Pupils know how to keep themselves safe in both the physical and the virtual world, showing characteristic common sense when discussing such issues. In the questionnaire, almost all pupils said that they understood how to keep safe on-line. Pupils' attitudes and their absorption of the school's clearly stated values ensure that they develop as confident, multi-faceted and mature individuals, well-prepared for the next stage of their lives.

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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and 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

Mrs Colette Culligan	Reporting inspector
Mr Graham Gorton	Accompanying inspector
Mrs Diana Robinson	Compliance team inspector (Bursar, HMC school)
Mrs Kerry Cooke	Team inspector (Deputy head, IAPS school)
Mr Matthew Judd	Team inspector (Second master and executive head, HMC school)
Mr Steven Pearce	Team inspector (Head of faculty, HMC school)
Miss Lucy Pearson	Team inspector (Head, HMC school)
Mr Richard Feldman	Team inspector for boarding (Director of data, HMC school)