



**ISI** Independent  
Schools  
Inspectorate

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

**Rendcomb College**

**May 2022**

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## School's Details

<b>School</b>	Rendcomb College			
<b>DfE number</b>	916/6017			
<b>Registered charity number</b>	1115884			
<b>Address</b>	Rendcomb College Rendcomb Cirencester Gloucestershire GL7 7HA			
<b>Telephone number</b>	01285 832320			
<b>Email address</b>	info@rendcombcollege.org.uk			
<b>Head of College</b>	Mr Rob Jones			
<b>Chair of governors</b>	Mr Nicholas Ford			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	398			
	<b>Day pupils</b>	340	<b>Boarders</b>	58
	<b>EYFS</b>	45	<b>Juniors</b>	92
	<b>Seniors</b>	191	<b>Sixth Form</b>	70
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 Rendcomb College is an independent boarding and day school situated approximately six miles from Cirencester. It was founded in 1920 to provide a holistic boarding education for male pupils. The school became fully co-educational in 1997, with the junior school being added in 2000 and the nursery in 2005. There are four boarding houses situated on the campus.
- 1.2 A board of trustees is responsible for the assets of the school, whilst oversight of strategy and day-to-day management is provided by a board of governors.
- 1.3 The current chair of governors was appointed in 2021.
- 1.4 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.5 The school aims to develop thoughtful, adventurous and academically ambitious young people who are life-long learners through preparing them with the character and skills to succeed in the ever-changing world after school.

### About the pupils

- 1.6 The majority of day pupils come from a range of professional and business backgrounds. The vast majority of boarding pupils come from overseas, with the most significant numbers coming from the Far East, Germany and Spain. The school's own assessment data indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 119 pupils as having special educational needs and/or disabilities (SEND), predominantly mild forms of dyslexia. Most of these pupils receive additional specialist help. Three pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 42 pupils within the senior school, of whom two receive additional support. Data used by the school have identified 53 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

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

## Key findings

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

### PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 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, 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 and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 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 published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and 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.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Pupils' achievements in creative subjects such as music, art and drama are outstanding.
- Pupils' knowledge, skills and understanding in the sixth form are excellent.
- Pupils throughout the school have excellent attitudes to learning and are very keen to succeed.
- Pupils carry out a wide range of high-quality independent work well whilst readily supporting the endeavours of others.
- In some lessons below the sixth form, pupils do not make as much progress as they could because of a lack of academic challenge.

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

- Pupils are self-confident and have high levels of self-esteem.
- Pupils embrace the nurturing ethos of the school as they readily listen to, care for and support one another.
- Pupils' social skills are highly developed. They work effectively with others to solve problems and to achieve a wide range of ambitious common goals.
- Pupils have an excellent understanding of equality and diversity and readily celebrate the value and achievements of others.
- Pupils have an excellent understanding of how to stay safe, fit and healthy.

#### Recommendations

3.3 The school should make the following improvements.

- Ensure that all pupils make as much progress as possible by ensuring that lessons more frequently involve greater challenge and ambition.
- Ensure that pupils have a clear understanding of how to make progress by more systematically including advice for improvement in pupils' work and academic reports.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 In the nursery, data provided by the school indicates that those leaving the EYFS setting have developed well ahead of national averages. At the end of the junior school, pupils attain highly in standardised tests in mathematics and English compared with those who take the same tests nationally. At GCSE, in 2018 and 2019, around two-thirds of the pupils were awarded grades 9 to 6. At A-level over half of the grades achieved in 2018 and 2019 were grade A\*, A or B. Results in centre-assessed grades in 2020 and in teacher assessed grades in 2021 are consistent with these high levels of attainment. The results represent rapid progress. Pupils with SEND and EAL make at least as good progress as their peers due to the individualised support which they receive. Although in previous years, female pupils had made more progress than their male counterparts, this gap is no longer significant due to close monitoring and targeted support by leadership. In 2020 and 2021, around three-quarters of pupils progressed to their first-choice university destination, with over half of them securing places on courses with rigorous entry requirements or to centres of excellence in the performing arts.
- 3.6 Across the age and ability range, pupils demonstrate at least good and often excellent knowledge, understanding and skills in all areas of the curriculum. In Reception, children enthusiastically display their knowledge of letters and sounds with care and accuracy. In a Year 4 music lesson, pupils displayed a good understanding of pitch and tone and their contribution, along with choice of instrument, to mood. In a Year 8 geography lesson, pupils demonstrated detailed knowledge of the factors that affect microclimates, exhibiting understanding of valid and anomalous data. In Year 8, pupils carried out a physics experiment involving moments with care and patience in order to produce accurate results. Year 9 pupils demonstrated nuanced and analytical judgement through extended history essays on topics such as the collapse of the Russian Monarchy and the economy of the 1920s. In a Year 10 English lesson, pupils showed sensitive and detailed understanding of the character of Mr Birling from *An Inspector Calls*. In a Year 12 lesson in chemistry, pupils carried out advanced independent research and skilfully completed complex experiments involving the chromatography of a mixture of amino acids. Throughout the school, pupils' creativity and work in music, art and drama are notably strong. The quality and breadth of achievement of pupils with SEND has developed through the governors' support in enhancing the facilities for these pupils. In the questionnaires, almost all parents agreed that teaching enables their child to make progress.
- 3.7 Some pupils do not make as much progress as they could because of a lack of challenge for the more able in some areas. Some pupils are also unclear of how to make progress because of a lack of consistent and regular marking in some subjects and some reports which are largely congratulatory rather than analytical and lack useful advice as to how pupils can improve.
- 3.8 Throughout the school, pupils show highly developed communication skills both within and outside lessons. They read fluently and clearly, answer questions articulately, and listen carefully and respectfully to each other. Pupils speak confidently and fluently as they are encouraged by their teachers to express themselves with detail and precision. International pupils demonstrate very good progress in the fluency of their communication during their time in the school. Boarding pupils are confident in speaking about their experiences in the houses. Pupils write imaginatively and to practical purpose and develop a good understanding of how the English language works. In the junior school, Year 2 pupils made good progress in their creative writing on an engaging task about being on safari, using commas and the past tense effectively. These writing skills are developed in the school such that pupils in A-level history create excellent examples of writing, such as carefully articulated arguments. More able pupils engage with the school's enrichment groups, through which they have confidently presented to their peers on topics such as crypto-currency and exotic stellar objects.
- 3.9 Across the school, pupils develop good numerical knowledge, skills and understanding, although the most able occasionally work within their capabilities. For example, in a Year 3 mathematics lesson,

pupils showed a secure understanding of ordering fractions and associated terminology. Pupils are secure in the application of their knowledge of number to many subjects such as estimation in geography, data analysis in psychology and graphical skills in science. In a Year 8 geography lesson, pupils interpreted data drawn from a recent field trip and produced accurate graphs to represent the relationship between different environmental factors such as wind speed, humidity and distance from rivers whilst in a Year 12 lesson in economics, pupils were readily able to accurately describe relationships between different macro-economic quantities in different countries.

- 3.10 Pupils in all year groups are highly competent and confident in their use of information and communication technology (ICT), for researching independent tasks, checking factual learning and communicating with their teachers and boarding house staff. This was seen particularly in the junior school with Year 4 pupils expressing a clear understanding of the contribution of ICT to their lives. In the senior school, pupils readily apply their skills in ICT across the curriculum. Pupils collaborate and access their learning through online sharing platforms and demonstrate very strong competency in the use of a range of software. During a Year 10 art lesson, pupils were competent researching and then editing digital resources. Pupils embrace opportunities to develop their technology skills, such as the popular coding club, in which pupils undertake ambitious projects such as designing their own video games and building a tabletop computer console. Pupils manage their digital lives well and demonstrate clear capability to learn and operate in a digital world.
- 3.11 Pupils display very good study skills. In lessons across the curriculum, pupils synthesise information and readily speculate. This was especially evident in a Year 4 geography class where pupils hypothesised about how to strengthen coastal defences and applied their knowledge of the wider world to the problem. The pupils take advantage of a broad range of opportunities to work independently on stimulating projects. For instance, pupils in Years 7 and 8 research and present on a topic of their choice. Similarly, in design and technology (DT), Year 8 pupils designed and built models of houses that could float on water. Many older pupils successfully complete extended independent projects, such as the design and production of a car jack, or in sports leadership or the creative arts. In preparation for examinations pupils organise their work well in order to have effective revision resources. Pupils' ability to analyse questions is strong. For example, Year 12 pupils read rapidly through two pieces of contrasting writing to critically formulate a sense of the layout, style and content of each piece. Boarding pupils demonstrate excellent study skills and clearly benefit from the structured and supportive environment of the houses.
- 3.12 Across the school pupils achieve well beyond the curriculum. They excel in music or drama performances and in matches and tournaments. In drama, there are regular ambitious productions which is encouraged by the professional standard theatre at the heart of the school. There has been individual success in professional drama writing and production. In music, 120 pupils take individual instrumental or singing lessons. In recent music examinations, pupils gained the highest grades in piano, oboe, singing and the clarinet. Musicians have performed with the Gloucestershire youth jazz band and have achieved the Gold Arts Award. Around 10 pupils annually achieve gold in The Duke of Edinburgh's Award scheme. In hockey, teams regularly experience success at county level and in lacrosse, the U18 team have won and defended the national championship for small schools. The school supports around 25 pupils who are regional competitors in a wide range of sports and some who compete internationally. Medals in Olympiads in each of the sciences have been awarded to pupils. In the questionnaires, almost all parents agreed that the school provides a suitable range of extra-curricular activities.
- 3.13 Pupils show excellent attitudes to learning, successfully embodying the aims of the school. They engage in collaborative work with ease and are clearly very comfortable working with each other. Pupils often provide mutual support and exchange ideas, but they also respect those who need time to work on their own. Pupils are keen, enthusiastic and naturally curious, readily showing initiative and independence. They wish to do well and look forward to their lessons and activities. All members of the school work together in an atmosphere conducive to learning. In the boarding community,

pupils support one another with their learning in house and collaborate often on work, an approach encouraged by the collegiate and respectful culture cultivated by the boarding team.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils show excellent levels of self-understanding and are disciplined and resilient. This was particularly evident in a Year 3 mathematics lesson where pupils attempted examples confidently and ambitiously. They were happy to make mistakes without fear of failure and made rapid progress because of the safe and secure classroom atmosphere. In the senior school, pupils support one another to develop an atmosphere and culture that allows for effective learning in the classroom. Pupils display great self-confidence and empathy explaining their own views and when listening to others and are patient and understanding of an alternative view. Pupils demonstrate excellent understanding of self, and consistently show that they are reflective and determined in their outlook, which is reinforced by a school culture that promotes discussion and open dialogue between teachers and pupils. The pupils are confident and articulate and speak maturely about the ways in which the school is helping to prepare them for life. Boarders take opportunities to prepare for their next stage of life. For example, senior pupils often cook for themselves and organise their own laundry daily.
- 3.16 Across the school, pupils make excellent decisions. In the nursery, pupils choose their activities well in the time they have to play together. During lessons, in play times and in clubs, the pupils choose to behave well and be nice to each other. This was most evident in discussions with pupils and in the scrutiny of pupils' work, as well as in a Year 4 mathematics lesson where pupils chose to work hard, apply themselves and show determination to improve. Pupils understand the link between their attitudes and industry and their success at school, and they expressed and demonstrated their desire to learn, please and succeed. These excellent standards are achieved because of strong teacher-pupil relationships, with both working together for progress, success and fulfilment and a rigorous application of the school's values. In a Year 13 geography lesson pupils expressed a clear understanding of the possible impact of their actions upon the coastal environment. They were able to evaluate the impact of probable solutions and understand the severity of the dilemma if a neutral position is adopted. Pupils in the senior school make judicious and well-informed choices regarding their courses at school and life beyond. Boarding pupils have a strong sense of their own agency and take advantage of the opportunities they are given to make decisions about their academic and personal lives. Boarders embrace the options available at weekends and make conscious choices about how best to spend their time to manage their well-being and their academic and personal development.
- 3.17 Pupils have an excellent grasp of non-material aspects of life and take great interest in caring for others and the environment. This was particularly evident in a Reception lesson, where children showed much curiosity, awe and wonder at the extraordinary diversity of life on Earth, as they learnt about minibeasts. The pupils value their friendships and understand how they can help improve the lives of others by their kindness, tolerance and respect, as well as their practical actions such as raising money through charitable endeavour. Older pupils understand the many personal and spiritual benefits of their immediate surroundings. Year 8 pupils described how the natural landscape provides opportunities for them to take fresh perspective on their lives. Pupils describe the chapel as an important reflective space, appreciating and taking advantage of the opportunities provided to reflect on spiritual matters. Year 12 pupils described a recent vigil held in response to the conflict in Ukraine as particularly moving. During a Year 13 physical education (PE) lesson, pupils spoke with considerable understanding about the values and aesthetic feelings associated with performance. They explained how taking part in sport enables participants to become less dependent on material aspects of life and more focused on an inner feeling of contentment by fulfilling an ambition.

- 3.18 Pupils develop outstanding levels of moral understanding. In discussion, pupils from Years 3 and 4, showed excellent moral understanding and respect the school rules and ethos. They conveyed how important it is to behave well, and attested to most children being well-behaved in most situations. Many pupils, particularly those who are members of the pupil-led Equality, Diversity and Inclusion (EDI) group, demonstrate a highly developed understanding of the relationship between attitudes and behaviour. They expressed an insightful and articulate analysis of the progress the school continues to make towards the development of consistently positive and inclusive values across the school. The pupils clearly respect school systems and speak warmly and respectfully about authority figures in their lives. Pupils have a strong moral sense and principles to do with fairness and justice are important, and part of their daily experience. In lessons and more widely across the school, behaviour was observed to be almost universally excellent. These standards are reached because of high expectations of the teaching staff and the rigorous attention throughout the school to its values and ethos.
- 3.19 Pupils demonstrate excellent social skills and interact positively and supportively with one another. In a Year 1 French lesson pupils collaborated successfully in the parachute game to learn their colours, and in a Year 2 art lesson pupils tidied away sensibly and without complaint. Pupils are very proud of their achievements and how they work together, either in class, in house, in a school team, solving problems, gaining enjoyment, confidence or combining skills to achieve more. In a Year 7 drama class all pupils worked with great awareness of the strengths of those around them, readily supporting those struggling. In the boarding houses, pupils live together with respect and are generous in their approach to one another.
- 3.20 Across the school, the pupils' contribution to the lives of others, the school and the community are excellent. Pupils speak enthusiastically about the roles of responsibility they hold and aspire to, such as looking after the younger pupils, becoming house and sport captains and participating on the successful school council. This is because the school places a high importance upon promoting service and responsibility, as well as enabling the pupils to have and express a voice. Pupils are keen to play whatever part they can in improving their school and their environment. They are active in charitable fundraising, such as organising a bake sale for a dementia charity and a pupil-led fun run in aid of a charity concerned with youth mental health. Pupils throughout the school demonstrate a clear care and concern for one another. Boarding pupils describe a cohesive boarding community in which they make positive contributions to one another's lives, such as supporting one another with difficult homework or helping one another through challenging periods, such as examination time. In Year 12, pupils participate enthusiastically in the community through visiting local primary schools and care homes.
- 3.21 Pupils demonstrate excellent respect and cultural understanding through their interactions and their descriptions of the community as one of empathy and tolerance. They express the importance of kindness and respect despite religious or cultural differences. These standards are reached because the teachers promote respect and the need to celebrate the contributions of all to the happy and successful life of the school. The pupil-led EDI group, along with the separate LGBTQ+ group, informs school policies and promote awareness amongst other pupils about issues affecting minority groups. Female pupils produce podcasts which raise awareness of women's issues and 'Choc and Cheer' is a forum in which female pupils enthusiastically discuss issues which are of importance to them. These groups are actively encouraged by the school which promotes pupils having a voice and listens to and acts upon their views. The school is rich in its international diversity and all groups of pupils enjoy learning about the language, culture and background of all around them. Such learning is promoted through a host of international events and more informally in the boarding houses.
- 3.22 Pupils' understanding of their own health and well-being is excellent and pupils are confident discussing their worries and concerns with a range of trusted adults. Pupils in the junior school show an excellent understanding of how to choose healthy food, and the need to have a balanced diet, including an understanding of balancing food groups. Participation levels in activities and sport are

notably high. Pupils relish opportunities to represent the school in sports fixtures and tournaments, understanding the need to keep physically healthy. Pupils understand the need to remain mentally healthy. They make excellent use of the school's open spaces, sports and arts facilities and quiet spaces to look after their own mental health. All groups of pupils have an excellent understanding of measures to take in order to stay safe online. Older pupils thoughtfully described the impact that talks about sexual health have made on their awareness of the importance of this. All parents who responded to the questionnaire agreed that the school's relationships and sex education programme prepares their child effectively for life in modern society.

## 4. Inspection Evidence

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

### Inspectors

Mr Alasdair McBay	Reporting inspector
Mrs Samantha Ransom	Compliance team inspector (Assistant bursar, HMC school)
Mr David Edwards	Team inspector (Director of studies, IAPS school)
Mr Stephen Hardy	Team inspector (Head of department, HMC school)
Mr John Davies	Team inspector for boarding (Deputy head, HMC school)