



ISI Independent
Schools
Inspectorate

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

Ryde School with Upper Chine

May 2022

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School's Details

School	Ryde School with Upper Chine			
DfE number	921/6002			
Registered charity number	307409			
Address	Ryde School with Upper Chine Queen's Road Ryde Isle of Wight PO33 3BE			
Telephone number	01983 562229			
Email address	school.office@rydeschool.net			
Head Master	Mr Mark Waldron			
Chair of governors	Mr Christoph Lees			
Age range	2 to 18			
Number of pupils on roll	822			
	Day pupils	769	Boarders	53
	EYFS	53	Pre-Prep and Prep	189
	Seniors	425	Sixth Form	155
Inspection dates	10 to 13 May 2022			

1. Background Information

About the school

- 1.1 Ryde School with Upper Chine is an independent co-educational day and boarding school, situated on the Isle of Wight and overseen by a board of governors. The school was founded in 1921 and merged with Upper Chine in 1994. The school comprises three sections; nursery and pre-prep, including the Early Years Foundation Stage (EYFS), for pupils aged two and a half to 7 years; prep, for pupils aged 7 to 11 years; and the senior school, including the sixth form, for pupils aged 11 to 18 years.
- 1.2 Since the previous inspection the school has developed a new gymnasium and netball courts and other prep, pre-prep and sixth form facilities. The two boarding houses have been relocated to the school campus.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to nurture the character, skills and values of boarding and day pupils. It seeks to help them to make a positive difference and to embrace the opportunities of the wider world.

About the pupils

- 1.5 Pupils come from across the Isle of Wight, and across the Solent. There are a very small minority of international pupils from a variety of countries. Nationally standardised data provided by the school indicate that the ability of the pupils is broadly average compared to those taking the same tests nationally. The school has identified 200 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, slow processing speed and autism spectrum disorder, of whom 39 receive additional specialist support. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 45 pupils, of whom 21 receive additional help for English. The school modifies the curriculum for those pupils it identifies as the most able in the school's population.

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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

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 A-level, IB and BTEC results in the years 2020 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 which facilitate the personal development of pupils as responsible, law-abiding citizens are not always actively promoted. Homophobic and sexist comments made by a small minority of pupils are not consistently challenged by school staff. 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 NMS 17 and 19 are met, but that relating to spiritual, moral, social and cultural development [paragraph 5] is not met.**

Action point 1

<p>The school must ensure that staff consistently encourage pupils to treat each other with respect, including pupils with protected characteristics. [paragraph 5(b)(vi)]</p>

PART 3 – Welfare, health and safety of pupils

- 2.9 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 Arrangements to safeguard and promote the welfare of pupils do not always pay due regard to current statutory guidance. In particular, suitable references have not always been obtained for staff before they begin work. The school does not prevent discriminatory behaviour against pupils because of their protected characteristics, contrary to the Equality Act 2010.
- 2.12 **The standards relating to welfare, health and safety [paragraphs 9-16], the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–4, 6–10, 12 and 15 are met, but those in paragraphs 7 and 8, NMS 11 [safeguarding], NMS 14 [staff recruitment and checks on other adults] and NMS 16 [equal opportunities] are not met.**

Action point 2

The school must ensure that a sufficient number of suitable references are obtained for all staff before they commence working at the school [paragraphs 7(a) and (b), 8 (a) and (b); NMS 11.1 and 14.1; EYFS 3.9].

Action point 3

The school must ensure that inappropriate language about pupils with protected characteristics is not tolerated [paragraph 8(b); NMS 16.1].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.13 Visitors to boarding accommodation are appropriately supervised.
- 2.14 The school does not always carry out further checks on staff who have lived or worked abroad before they commence working at the school. The school does not always check the medical fitness of staff before they commence working at the school. The single central register of appointments does not always record, as required, the dates of pre-employment checks.
- 2.15 **The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18, and 21 [suitability of staff] and NMS 14 [staff recruitment and checks on other adults] are not met.**

Action point 4

The school must ensure that further checks are undertaken on staff who have lived or worked abroad before they commence working at the school [paragraphs 18(2)(e), 18(2)(f) and 18(3) NMS 14.1; EYFS 3.9 and 3.10].

Action point 5

The school must ensure that staff are checked for medical fitness before they commence working at the school [paragraph 18(2)(f) and 18(3); NMS 14.1; EYFS 3.9].

Action point 6

The school must ensure that the single central register of appointments records as required the date on which pre-employment checks are completed [paragraph 21(1), 21(3)(a)(viii) and 21(6)].

PART 5 – Premises of and accommodation at schools

- 2.16 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.

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

PART 6 – Provision of information

2.18 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.

2.19 The standards relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.20 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.

2.21 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

2.22 The proprietor does not ensure 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. The leadership and management of boarding do not ensure that all required policies and records are maintained and effectively monitored.

2.23 The standard relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.

Action point 7

The school must ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge and fulfil their roles effectively so that the independent school standards are met consistently, and the school actively promotes the well-being of pupils [paragraph 34(1)(a), (b) and (c); NMS 13.1, 13.3 – 13.5, 13.7 and 13.8].

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 are highly successful collaborative and independent learners both inside and outside the classroom.
- Pupils are articulate communicators who listen well and express themselves clearly, both orally and in writing.
- Pupils throughout the school have excellent mathematical skills; they calculate with confidence and apply their knowledge effectively when solving problems.
- Pupils' higher order thinking skills are well-developed and are utilised effectively to enhance and extend their learning.
- Pupils excel in a wide variety of sporting, creative and academic extra-curricular activities.

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

- Pupils make rapid progress in developing their self-confidence, resilience, and the ability to make their own decisions.
- Pupils have a strong sense of community and are supportive of each other.
- Pupils have an excellent understanding of how to be physically and mentally healthy and put this understanding into practice through their wholehearted involvement in the life of the school.
- In the senior school, some pupils do not demonstrate a strong understanding of how their own use of language can reflect and convey disrespect and discrimination.

Recommendation

3.3 The school should make the following improvement.

- Strengthen further senior school pupils' understanding of how their use of language can reflect and convey disrespect and discrimination.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' acquisition and development of numeracy skills is excellent. This is due to the provision of well-pitched and enjoyable learning activities and the focus on number skills throughout the pre-prep and prep to support pupils' learning. In discussions, pupils of all ages asserted their confidence that they

are extremely good at using their mathematical expertise in other areas of the curriculum. This was confirmed by inspection evidence. For example, Year 9 pupils used their markedly strong numerical skills when calculating the measurements for scale models of chairs. In the scrutiny of pupils' work, Year 12 pupils demonstrated excellent mathematical skills when comparing predicted and actual outcomes of genetic crosses of budgies.

- 3.6 Throughout the school pupils achieve excellent standards in a wide array of co-curricular activities and pursuits. They regularly gain considerable success in local, regional and national competitions. Sporting successes include winning the national virtual sailing competition and the invitation of individuals to join national squads in sailing, rugby and hockey. Pupils of all ages gain strong success in external speech, drama and music competitions. Large numbers embark on the Duke of Edinburgh's Award scheme, with many achieving bronze, silver and gold awards. Pupils excel in the UK Maths Challenge, Science Olympiads, geography and debating competitions. Pupils achieve highly in these areas partly because they have extremely strong independent and collaborative skills, but also because they are encouraged by the school to pursue their interests to the highest level.
- 3.7 Pupils develop communication skills of the highest quality. Pupils are articulate, expressing themselves clearly, as a result of the many opportunities for discussion and debate in the classroom and beyond. For example, EYFS children spoke with confidence as they described different textures beneath their feet whilst walking on pebbles and sand. In a Year 12 theory of knowledge lesson, pupils, including those with EAL, displayed excellent oral communication skills as they contributed with confidence to the lesson. Pupils' writing skills are very well-developed as seen through, for example, well-written essays in English and extensively researched projects for the Extended Project Qualification. In the pre-prep, pupils made rapid progress with their writing skills as they wrote newspaper articles about the Queen. Pupils listen to the views of others and discuss ideas with confidence. For example, in a Year 4 discovery lesson, pupils listened attentively to each other as they discussed how to turn recycled wastepaper into a piece of art illustrating the theme of waste. It is notable throughout the school that pupils with SEND or EAL, who experience difficulties with communicating their ideas, have the confidence to contribute to discussions. This is because they are encouraged by their teachers and supported by their peers.
- 3.8 All groups of pupils, including those with EAL and SEND, make good progress over time. In the prep, this progress is confirmed by the standard of mathematics and reading in lessons, the scrutiny of pupils' work and assessment data provided by the school. Early Years Foundation Stage profiles show that children's attainment is in line with national expectations for their age in all areas of development. Pupils' attainment at GCSE has been strong during the years 2020 to 2021, with half of the grades achieved in centre-assessed and teacher-assessed grades being awarded at grade 7 or above. In the sixth form, in the years 2020 and 2021, pupils achieved strong results in a combination of IB, BTEC and A-level examinations. This is because leaders and governors have successfully improved pupils' outcomes by enabling them to follow a curriculum which is suited to their interests and abilities. For example, an average UCAS point score of 156.9 in 2020 and 162.7 in 2021 resulted in the majority of pupils successfully gaining places at universities of their choice. In discussion, pupils were keen to point to the individualised support and encouragement they receive both from teachers and tutors as key contributory factors to their academic progress. In responses to the pre-inspection questionnaire, a very large majority of parents agreed that teaching, including any online provision, enables their child to make progress.
- 3.9 Pupils make strong progress in developing knowledge, skills and understanding as a result of well-prepared teaching. They explore ideas and make use of concepts acquired in previous lessons. For example, in a Year 12 mathematics lesson, pupils applied their previous knowledge of trigonometric identities with confidence when integrating squared trigonometric functions. In a Year 8 geography lesson, pupils showed an excellent understanding of how spits could change and impact environmentally on salt marsh. A display of sculptures created by Year 9 pupils showed excellent

creativity and Year 5 pupils made excellent progress with their linguistic skills as they followed Mandarin chants.

- 3.10 Pupils are highly competent users of information and communication technology (ICT) and apply their skills well to support their learning. Children in the EYFS develop confident use of tablet computers, and prep pupils are very adept at writing code to program robotic constructions. As they progress through the school, pupils use digital technology naturally to support and extend their learning. For example, GCSE pupils display sophisticated digital art skills and pupils in the sixth form are highly skilful in the use of complex software for product designs. In the scrutiny of work, pupils displayed decidedly strong ICT skills as they manipulated spreadsheets and analysed data. Pupils with SEND make excellent use of hardware and software to enhance their learning experience. This enables them to make progress in line with their peers.
- 3.11 Pupils demonstrate well-developed thinking skills and relish the opportunity to form their own hypotheses. From the youngest years, pupils use these skills with confidence because they are encouraged to extend their understanding through open questions and appropriate tasks. For instance, in a Year 2 science lesson, pupils demonstrated an excellent ability to think for themselves as they tested their hypotheses on the relevant strengths of paper. Pupils displayed decidedly strong analytical skills in a Year 10 history lesson, as they studied and drew conclusions about a range of artefacts. In a Year 12 economics lesson, pupils displayed an excellent ability to analyse market forces as they hypothesised about what might happen next in a western economy. Pupils, including the most able, relish the extra opportunities for challenge which are available on a regular basis during lessons and in extra-curricular activities. For example, children in the EYFS are encouraged to add together numbers of coins, rather than just counting them and older pupils have stretch clubs in mathematics. Pupils display an excellent understanding of how to research effectively when using a wide range of sources for their extended project work. Written work scrutinised shows pupils' sophisticated skills in structuring arguments and reaching well-supported judgements. The ability to research is supported by a curriculum and co-curricular programme that provides many opportunities for pupils to develop such skills.
- 3.12 Pupils display excellent attitudes towards learning. They embrace the large range of opportunities that the school provides to discover new interests and skills. Pupils are keen and active learners who engage readily in both collaborative and individual work. For example, in the EYFS, the children worked together extremely successfully to make a dark den from cardboard boxes and in a Year 3 music lesson, pupils sang together with enthusiasm. During the period of remote learning, IB Career-Related programme pupils displayed excellent collaborative skills as they worked together to develop a site map of the school. Year 7 pupils display excellent independent learning skills in their 'Ryde Global' personal projects. Sixth form pupils demonstrate remarkably strong leadership in their learning in, for example art and design and technology (DT) and in extended projects on a diverse range of topics. Boarders have highly positive attitudes to learning and to developing their academic skills. The support that they receive from boarding staff and from their peers is a strong contributory factor in their academic success. In responses to the questionnaire, an overwhelming majority of parents agreed that the school equips their child with the team working, collaborative and research skills they need in later life.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils are extremely good at working collaboratively to benefit others. They make a very positive contribution to both the life of the school community and to wider society, thus fulfilling well the school's aim to help pupils to make a positive difference. Through the assumption of leadership roles, pupils contribute to the school community in many different ways, for example as heads of houses, prefects, sports coaches and in leadership roles in the boarding houses. In discussions, pupils

expressed pride in their roles as listeners and academic mentors. For example, senior pupils gave extremely good support to pre-prep pupils in their ballet and writing activities. Pupils make a very strong contribution to the local community which includes volunteering in primary schools, supporting the local foodbank and exchanging letters with the elderly. There is a strong understanding amongst pupils that community service is important, and they are very willing to support community events. Pupils show their commitment to contributing to others by raising money, through fundraising and voluntary work, to provide a toilet in Nepal and to support a school in Ghana.

- 3.15 Throughout their time at the school, pupils develop high levels of self-confidence, resilience and other personal skills. They show a willingness to embrace new challenges with confidence and respond to setbacks with determination. This was evident in a mathematics lesson where Year 12 pupils showed excellent perseverance when faced with challenging questions on logarithms. Pupils in Year 8 displayed high levels of self-confidence as they transitioned to hard ball cricket training. Prep and pre-prep pupils were confident and friendly when speaking to inspectors. Pupils from Year 5 to Year 13 display remarkable resilience, confidence and independence through sailing. This is as a result of the initiative of leadership and governance to incorporate sailing into the core curriculum. In questionnaire responses, a very large majority of parents said that the school helps their child to be confident. Inspection evidence confirms this view.
- 3.16 Pupils have a strong understanding of how the decisions that they make now will have an impact on their future achievements and well-being. In the EYFS, children make suitable choices of activities which support their development, and the prep school council representatives plan agendas for meetings. Boarders displayed excellent decision-making skills when they reconstituted the food committee and successfully negotiated with the catering staff for an improvement in the quality of evening meals. Pupils think very carefully when selecting the subjects they will pursue. In discussions with inspectors, Year 11 pupils recognised the impact their choice of sixth form curriculum would have on their future career pathways. Sixth form pupils spoke of how they feel well-prepared for the academic and personal challenges at university. Pupils have a good understanding of rules and laws. They can discuss issues of morality with confidence and can distinguish right from wrong. For example, in a Year 11 business studies lesson, pupils showed a good ability to distinguish between good and bad business practice, and in a lower school assembly about *Animal Farm*, pupils gave an excellent discourse on the differences between right and wrong.
- 3.17 Pupils show an excellent understanding of how to stay safe and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. Their well-being is strongly promoted because the school recognises the possible impact of mental illness and stress and the need to maintain a balanced lifestyle. Children in the EYFS gain a good understanding of healthy eating through classroom activities such as chopping fruit and vegetables in the mud kitchen. Pupils of all ages are keen to participate in sporting activities, as they are highly conscious that an active lifestyle is good for their well-being. In discussions, older pupils displayed an excellent understanding of how to stay sexually safe as a result of the personal development sessions they have had on topics such as consent. In questionnaire responses, almost all pupils agreed that they understand how to stay safe online. Inspection evidence supports this view.
- 3.18 Pupils show a good appreciation of the non-material aspects of life, such as through the pleasure they show for the school environment in which they live. In the EYFS and the pre-prep, children have a strong sense of their capacity to enable change in their immediate environment through the eco committee. Pupils show a sense of awe and wonder at the simplest things; such as when pre-prep children watched ducklings hatch and when prep pupils picked apples from an ancient monastery orchard. Pupils develop a good sense of spirituality when working with monks at Quarr Abbey and, through prayer, on faith trips to Ghana. In discussions, pupils spoke of how immersing themselves in their art helps them to relax and of how they experience a sense of calmness through activities such as yoga and beekeeping.

- 3.19 Most pupils show strong social awareness. For example, children in the EYFS take turns to roll a die and older pupils willingly support each other during Duke of Edinburgh's Award scheme expeditions. Pupils feel that they have learned a great deal about teamwork during their time at school, developing the ability to be present for each other, and to work consciously towards a shared goal. For example, pupils in the sailing team have a deep understanding of the need to work together in order to achieve success. Pupils work effectively with each other in lessons, and the supportive environment enables pupils with SEND to gain social skills and form successful relationships with their peers.
- 3.20 Pupils demonstrate a good understanding of diversity overall and most display a kind and respectful approach to each other. Boarders strongly appreciate others from different backgrounds to their own and are keen to learn about different cultures. In discussions with inspectors, pupils demonstrated their deep appreciation of issues relating to discrimination, equal treatment and equal rights. However, they also indicated that some senior school pupils do not exhibit an equally strong understanding of how their own use of language can convey disrespect and discrimination. This view is supported by inspection evidence. Most parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. Inspection evidence supports this view.

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 assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sue Clarke	Reporting inspector
Miss Kaye Lovejoy	Compliance team inspector (Former headmistress, ISA school)
Mr Eddie Falshaw	Team inspector (Deputy head, HMC school)
Mr Andrew Gough	Team inspector (Headmaster, IAPS school)
Mr Simon Leyshon	Team inspector for boarding (Deputy head of school, HMC/ISA school)