



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

Ipswich School

September 2022

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School's Details

School	Ipswich School			
DfE number	935/6039			
Registered charity number	310493			
Address	25 Henley Road Ipswich Suffolk IP1 3SG			
Telephone number	01473 408300			
Email address	enquiries@ipswich.school			
Headteacher	Mr Nicholas Weaver			
Chair of governors	Mr Henry Staunton			
Age range	11 to 18			
Number of pupils on roll	928			
	Day pupils	862	Boarders	66
	Seniors (Y7–11)	626	Sixth Form	302
Inspection dates	27 to 29 September 2022			

1. Background Information

About the school

- 1.1 Ipswich School is a co-educational independent day and boarding school. It is a registered charity, managed by directors who form the governing body for the school and for the associated Ipswich Preparatory School, which was inspected concurrently. The school was founded in the 14th century, the original provision being only for boys. In 1852, the school moved to its present site and became fully co-educational in 1997. Since the last inspection, a new sixth-form boarding house has been established, and the building of the first phase of a new music school has been completed. The school has two mixed boarding houses accepting boarders aged between 13 and 18.

What the school seeks to do

- 1.2 The school aims to provide an environment where pupils feel safe and confident, where they can develop their personal interests. The school also seeks to enable pupils to understand their place in the world and to encourage in them a spirit of service within the community. It further aims to equip the pupils with the skills to develop their full potential and to enjoy success at school and beyond.

About the pupils

- 1.3 Most pupils are drawn from professional families living within 20 miles of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils in both the senior school and sixth form is above average, compared with those taking the same tests nationally. The school has identified 111 pupils as having special educational needs and/or disabilities (SEND), 40 of whom receive additional specialist help. There are no pupils with an education, health and care (EHC) plan. Of the 78 pupils for whom English is an additional language (EAL), 48 receive additional support. Data used by the school have identified 200 pupils as being the more able in the school's population, and the curriculum is modified for them including pupils who have special talents in drama, music and sport.

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. 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase its registered maximum capacity from 1,121 to 1,250.

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](#).

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 2022 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 senior school and sixth form, the school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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. Boarding staff are appropriately trained and deployed.
- 2.10 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 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 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.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 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.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Recommendation with regard to material change request

Summary of findings

- 3.1 The proprietors and leaders have taken appropriate steps to prepare for the proposed increase in numbers.
- 3.2 Suitable consideration has been given to the welfare, health and safety of the pupils, including safeguarding. Health and safety procedures, including those for fire safety and the assessment of risk, are implemented effectively. Recruitment checks are undertaken as required and supervision levels are sufficient to accommodate the proposed increase in numbers.
- 3.3 The school has purchased additional sites and buildings to accommodate the proposed increase in the number of pupils. On the existing site, a new music school has been built, the sixth-form centre has been refurbished, and existing dining facilities have been expanded. Redundant changing rooms have been converted into a new teaching block, with four geography classrooms. The vacation of rooms by the geography department has enabled the expansion of English, history, mathematics and modern foreign languages departments. The art department has been reconfigured to facilitate a larger teaching space for textiles.

Recommendation

- 3.4 It is recommended that the school's proposal to increase its registered maximum capacity from 1,121 to 1,250 should be approved.

4. 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

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

- Pupils demonstrate high levels of academic achievement and are extremely successful in their activities beyond the classroom.
- Pupils are excellent communicators. They speak with ease and confidence and their written work is of high quality.
- Pupils across the school develop excellent study skills from an early age.
- Pupils display very high levels of knowledge, skills and understanding in most subjects.
- Pupils employ their information and communication technology (ICT) skills effectively to support their learning.

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

- Pupils develop excellent levels of self-confidence and self-esteem which help them to become effective decision-makers.
- Pupils make many valuable contributions to school life through their keen interest and enthusiasm for taking part in academic and social societies.
- Pupils show a highly developed understanding of how to keep themselves healthy and stay safe, including when online.
- Pupils support the school's aims and ethos by displaying a clear commitment to serving the wider community.
- Some pupils do not always fully appreciate the cultural, religious and gender diversity of others.

Recommendation

4.3 The school is advised to make the following improvements.

- Enable all pupils to appreciate fully the importance of cultural, religious and gender diversity in the school and in wider society.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is excellent.
- 4.5 Pupils' attainment at A-level in 2022 was strong, with three-fifths of results at A* or A. This high level of attainment is consistent with the centre- and teacher-assessed results in 2020 and 2021 when nearly two-thirds of results were at one of the top two grades, and almost a third were at A* or equivalent. These high standards are a reflection of the pupils' exceptional attitudes to learning and of teaching characterised by strong subject knowledge and the use of excellent learning resources. Results in GCSE are equally indicative of the excellence of learning and teaching. In 2022, the large majority of results were at the top three grades. In 2020 and 2021, in the centre- and teacher-assessed assessments, nearly three quarters of results were at the highest three grades. On entry to the school pupils have attainment above that of their peers taking similar ability tests nationally. Data analysed show that even from this very high starting point, at both GCSE and A-level, almost all pupils achieve significantly higher examination grades than expected. This represents rapid progress in their knowledge, skills and understanding as they move through the school. Almost all pupils achieve places at the most selective universities in a variety of disciplines, including those with the highest entry criteria. Pupils make strong progress across the range of subjects. Across the school, pupils with SEND and EAL make excellent progress and achieve well, reaching similar standards to those of their peers.
- 4.6 Pupils' levels of knowledge and understanding are excellent and this is particularly evident when they respond to human and social events. Some show outstanding critical abilities in discussions with their peers. Here there was evidence of excellent critical analysis and evaluation of competing evidence, including excellent moral reflection on whether bullfighting was a 'fine art' rather than a blood sport. In a religious studies (RS) lesson, for instance, younger senior pupils were taught how to structure persuasive writing to best effect, and how to gain maximum marks. They were given, in the form of a bookmark, a helpful aide memoire to enable them to recall what they had learned and, equally important, to transfer the skills to other subject areas. They came to understand the importance of balance in argument and of supporting assertions, whether spoken or written, with evidence. In a physical education lesson on the energy system, sixth-form pupils were able to demonstrate their understanding of the lactic acid energy system. They were able to explain how during intense or over prolonged exercise the body will convert glycogen to glucose, and then into pyruvic acid which became lactic acid.
- 4.7 Pupils have strong communication skills in reading, speaking and in the written word. High standards are fostered by the excellent teaching and by encouragement to the young people to take part in public speaking and dramatic performance. As in their work with the pupils on writing, teachers emphasise the importance of recognising and analysing techniques that pupils can then use in their own work. For example, in Spanish, sixth-form pupils correctly identified grammatical mistakes that enabled them to achieve a higher level of written communication. Similarly, sixth-form extended project qualification projects include eloquent writing when discussing and defining 'contemporary ethical norms' in relation to the practice of bullfighting in Spain. In oracy, pupils increase their understanding of effective strategies by critical and analytical approaches to spoken texts. In a younger senior English lesson, pupils astutely analysed persuasive techniques in the inaugural address of Barack Obama, recognising the impact of the changing use of narrative from first to second to third person on the listeners. Pupils are confident listeners, speakers, readers and writers in their study of foreign languages too. Younger senior pupils were fully engaged in listening to and repeating Spanish phrases from a recording by a native speaker of the language. Pupils listen actively and critically to others and formulate mature and reasoned responses to views that are in opposition to their own.
- 4.8 Pupils' knowledge and understanding in numeracy are excellent, and progress is typically rapid. In a mathematics lesson older senior pupils were quickly able to grasp the advanced concepts that were being taught and could explain orally their understanding of them. They then dealt very competently with a number of challenging composite inverse fractions. A scrutiny of sixth form work in economics, mathematics and geography showed that pupils are highly competent in the use of graphs in all of

those subjects. In a geography lesson, older senior pupils showed an excellent understanding of the purpose and meaning of data on a graph, having stood in height order to reinforce their understanding of mean, median and average. Sixth-form students in design and technology produced accurate scale models from foamboard and other materials to create prototypes for a variety of projects.

- 4.9 Pupils are extremely competent users of information and communication technology. Older senior and sixth-form pupils demonstrated great skill in using music technology to enhance their compositions across a range of modes, including a film score, 1960s and 1970s pastiche and the setting of text to music. Traditional methods are blended with modern technology to provide excellent experiences in appreciating composition techniques. In a textiles lesson, older senior pupils manipulated images by using Photoshop confidently and skilfully. They produced an array of impressive and individual responses when preparing stimuli for appliqué pieces in forthcoming lessons. Younger senior pupils confidently completed exercises online to help them improve their understanding of word order and the use of the accusative case in Latin.
- 4.10 Pupils acquire systematically over time an effective range of study skills, including techniques to optimise their performance in external examinations. Pupils show excellent understanding of the weighting of examination questions and therefore the time that should be given to each one. Pupils acquire high level of knowledge and understanding which they readily transfer from one context to another. In an English lesson, older senior pupils compared and contrasted the use of duality in 'Dr Jekyll and Mr Hyde' with its role in other pieces of literature, for instance 'Dr Faustus'. They were concerned with the ways in which the texts were similar and differed in their presentation of ideas. Higher order thinking skills and a very mature attitude were in evidence throughout. Occasionally, in some lessons, teaching does not always allow sufficient time for pupils to process new information or for discussion through which pupils can ensure and strengthen their understanding. Pupils make critical and mature use of source material. In a history lesson, older senior pupils demonstrated a high standard of analytical skills as well as excellent levels of confidence in drawing out conclusions from a range of evidence. Pupils suggested, for example, that women may likely have gained the vote without the Suffragette movement because of the increased status they had achieved from their contribution during the First World War.
- 4.11 Pupils reach excellent standards in a range of activities beyond the classroom. There are opportunities for them to take part in a variety of clubs from coding to chess and from classic films to chapel choir so that their individual interests are well served. Pupils regularly participate in public speaking events, which enables them to grow in confidence and contributes to their success in external drama examinations. They develop confidence and gain valuable experience by taking part in public performances in choirs, orchestras and musical ensembles, both in school and at prestigious venues such as The Maltings at Snape. Pupils achieve well in instrumental examinations, the large majority of candidates gaining merit or distinction levels in 2021/2022. During the past year, a number of pupils have participated at national levels in hockey and rugby, while school teams have distinguished themselves as national champions in boys' hockey and girls' cricket. In addition, many have competed successfully at regional levels in hockey and rugby. These successes have followed considerable investment by governors in appointing well-qualified sports coaches and providing excellent sports facilities. Pupils take part regularly and successfully in science olympiads, an online national mathematics challenge and economics competitions. A large majority of older senior pupils have begun The Duke of Edinburgh's Award (DofE) scheme and achieve success at bronze, silver and gold levels.
- 4.12 Pupils' positive attitudes to learning can be seen in classrooms and beyond. They concentrate well and approach their work positively. They collaborate to their mutual benefit and support one another in furthering their understanding. Those who have SEND and EAL are equally diligent and engaged by their studies. Overall, teaching encourages pupils to take an active part in lessons, using lively, well-paced and good-humoured approaches to learning. In a mathematics lesson about algebraic inverse composite fractions, older senior pupils demonstrated a mature attitude throughout the lesson, they

responded positively to questions and asked appropriate questions when requiring support. In a younger senior Spanish lesson, the pupils' attitudes to learning, their enjoyment and their confidence in making use of the spoken language were enhanced by the use of 'Pablo' the teddy bear. The toy was passed around the classroom as a means of selecting pupils to answer questions in Spanish and they responded with enthusiasm. Similarly in drama, sixth-form students worked independently with impressive self-discipline when devising dramatic pieces using Brechtian techniques in three separate rooms.

The quality of the pupils' personal development

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 In discussions with inspectors, pupils responded confidently and positively about their feelings and their future career aspirations. Most demonstrate excellent self-knowledge, clearly identifying personal strengths and areas for improvement. They make well-considered judgments, underpinned by strong self-confidence and self-discipline. This was demonstrated when older senior pupils completed an online questionnaire on the likely A-level subjects needed for different careers, evaluating the potential strengths and weaknesses of their choices. As pupils move through the school, their confidence increases, nurtured by excellent welfare and pastoral support. Pupils are reflective and resilient, whether settling in as new boarders or managing the emotional aspects of forming new friendships. In discussion, they showed a strong self-awareness in their approach to relationships of different kinds. They said that they feel ready and well prepared for the next stage of their lives. Inspection evidence confirms this. Pupils value the support given to them by staff and work hard to appreciate and fulfil with commitment the school's aims and values so that they learn to understand their place in the world.
- 4.15 Pupils have a mature appreciation of the importance of making informed decisions. For example, in an economics lesson, sixth-form pupils demonstrated high-order decision-making skills when analysing and evaluating the differing yet equally valid interpretations of the amount of goods consumers are willing to purchase at a particular price. They are clear that the decisions they make now about their learning, behaviour and friendships are likely to affect their future success and well-being. Pupils said that they are given effective guidance to help them improve their organisation, planning and timekeeping skills. This enables them to strike a well-judged balance between school commitments and recreational activities to ensure their good physical and mental health. Boarders appreciate the need to make sensible decisions on a daily and a weekly basis to ensure they have a healthy balance of academic and social activities. They understand what is necessary to enable them to be successful and to live harmoniously within the boarding community. Pupils have many opportunities throughout the school day to develop their independence through reflection and decision making. For example, in a German lesson older senior pupils decided by themselves to work together as a team to ensure a better outcome while translating a sentence on primary schooling in Germany, using the imperfect tense.
- 4.16 Pupils have an excellent awareness of how to support their mental health by discussing their concerns in a self-assured and mature way. In a life skills lesson, older senior pupils were able to articulate confidently a range of interesting ideas when discussing how to manage their emotional response to a stressful situation. Their suggestions included removing themselves from the situation and using strategies for responding less emotionally. In a physical education lesson, sixth-form pupils were confident in assessing and evaluating the impact of sports injuries and about how to treat them. They know that for a healthy lifestyle it is important to get enough sleep, eat a balanced diet and take regular exercise. In the inspection questionnaires, a small minority of pupils, including some boarders, criticised school food and snacks, but observation of availability, menus and discussion with pupils supported the view of the vast majority that the school promotes healthy eating. Pupils have an excellent understanding of how to stay safe online. This was reflected in their responses to the questionnaire in which almost all asserted that they know how to stay safe online. They are developing

a mature awareness of the issues which arise during adolescence, including an understanding of consent, social boundaries and keeping safe in personal relationships.

- 4.17 Throughout the school community, pupils demonstrate a good sense of spiritual awareness. They express their appreciation of non-material aspects of life through music, art, dance and drama. For example, sixth-form pupils were moved when they listened to an excerpt from the *Pathétique* sonata by Beethoven, performed by their teacher. In an RS lesson, pupils demonstrated an excellent understanding of Anonymous Christianity and how one can attain salvation through good works on earth. Here they displayed a good understanding of and sensitivity to spiritual aspects of life by reflection on and exploration of religion as a transcendent principle. Similarly, in a photography lesson, younger senior pupils maturely reflected on their previous work during which they had evaluated the work of the Tel Aviv artist Yonil, and the Swiss sculptor Giacometti. They subsequently produced a series of high-quality continuous line self-portraits from different photographs, reflecting their aesthetic appreciation.
- 4.18 Pupils demonstrate a keen sense of social development, collaboration and the importance of contribution to others and the community. They work effectively with others in solving problems to achieve shared goals. For example, a small group of older pupils successfully collaborated to improvise and perform jazz during a lunch time concert. In discussion with inspectors, boarding pupils spoke about the opportunities offered within the boarding houses to work alongside and support each other, which enable them to live successfully within a close-knit residential community. They greatly valued the international dimension of the boarding houses, which allows them to develop strong friendships and a greater understanding and appreciation of their fellow boarders from different parts of the world. All older senior pupils provide practical help for members of the local community, including visits to local primary schools and care homes. The school's refugee homework club helps refugees, including some from Ukraine, to improve their English, helping pupils to learn about the many benefits in helping others. Pupils take great pride in contributing to society by raising money for several charities based in the UK and overseas. Across the school pupils enjoy taking on leadership roles such as those of prefects and sports captains. They are effective and responsible in these various positions, including helping to ensure that boarders and younger day pupils are happy and well settled into the school.
- 4.19 Pupils have a good understanding of right and wrong behaviour. In a psychology lesson, sixth-form pupils debated the ethical issues surrounding Miligram's obedience study of electric shock therapy. Here they were able to recognise reasons why the experiment was valid and should have been conducted. They also considered the ethical concerns and the implications of the experiment's outcomes for human society. In an assembly, younger pupils considered the implications of sending unpleasant messages to each other. They clearly understood that if a message was unkind, it should not be sent, either in school or outside. Pupils confidently challenge and uncover unkindness when they encounter it and are able to self-refer problems through a variety of channels. Most pupils behave well and understand the school's rules and sanctions. A very small minority reported in questionnaires and in interviews that pupils are not always kind and respectful towards each other. They also commented that behaviour sanctions are not always consistently applied. This view was echoed by some of the many pupils interviewed. Inspectors found that pupils' good moral understanding is reflected in their positive behaviour and kindness towards others. However, this is not consistently the case throughout the pupil body due to an occasional lack of clarity in administering sanctions for misbehaviour. Leaders have already identified the consistent application of sanctions and better communication of the principles that underpin them as areas for review and staff training.
- 4.20 Pupils develop a broad awareness of different cultures and religious customs, learning about different cultures, societies and social mores in subjects across the curriculum. For example, in an English lesson, younger senior pupils confidently discussed the concepts of heritage, tradition, identity and diversity when analysing the writer's use of language in *The Polish Teacher's Tie*. Pupils who are active

in the school's consciousness club freely discuss key themes in relation to diversity and cultural understanding, including LGBTQ+ issues, and their relationship to school life. Most pupils are respectful of diversity within the community and are prepared to have very open discussions about religion, ethnicity, disability and those who are considering their gender identity. This is because leaders have worked tirelessly to ensure that equality of opportunity is promoted vigorously across the school and with generally very positive results. In the pupil questionnaires and interviews with inspectors, however, a small minority of respondents felt that they are not always treated equally in school by their peers. Inspection evidence from some of the interviews with inspectors and scrutiny of pupils' work shows that some pupils do not always fully appreciate the cultural, religious and gender diversity of others. This is because teaching does not always provide enough opportunities to reflect on and fully appreciate how people from different cultures and backgrounds contribute to life in modern Britain.

5. Inspection Evidence

- 5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff, the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assemblies. Inspectors visited boarding houses, 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 David Scott	Reporting inspector
Mr James Slocombe	Compliance team inspector (Headmaster, ISA school)
Mrs Fiona Angel	Team inspector (Senior deputy, HMC school)
Mr Ralph Dalton	Team inspector (Headteacher, IAPS school)
Mrs Niamh Green	Team inspector (Senior deputy head, GSA school)
Mrs Helen Jeys	Team inspector (Headmistress, GSA school)
Mr James Passam	Team inspector (Headmaster, SoH school)
Mr Richard Evans	Team inspector for boarding (Former headmaster, IABS school)