



ISI Independent
Schools
Inspectorate

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

Terrington Hall School

June 2019



Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	9
3. Educational Quality Inspection	10
Preface	10
Key findings	11
Recommendations	11
The quality of pupils' academic and other achievements	11
The quality of the pupils' personal development	14
4. Inspection Evidence	16

School's Details

School College	Terrington Hall School			
DfE number	815/6003			
Registered charity number	532362			
Address	Terrington Hall School Terrington York North Yorkshire YO60 6PR			
Telephone number	01653 648227			
Email address	office@terringtonhall.com			
Headmaster	Mr Stephen Mulryne			
Chair of governors	Mr Rodger Hobson			
Age range	3 to 13			
Number of pupils on roll	177			
	Boys	91	Girls	86
	Day pupils	177	Flexi-boarders	41
	Pre-Prep	54	Lower Prep	62
	Upper Prep	61		
Inspection dates	18 to 20 June 2019			

1. Background Information

About the school

- 1.1 Terrington Hall is an independent day and boarding school for girls and boys aged between 3 and 13 years. The school became an educational trust in 1974 and is governed by a board of trustees. Originally a boys' boarding school, it became co-educational in the 1980s and there are now no full-time boarders.
- 1.2 The school comprises three sections: pre-prep, including Early Years Foundation Stage (EYFS), for pupils aged 3 to 7 years; lower prep, for pupils aged 7 to 10 years; and upper prep, for pupils aged 10 to 13 years. Flexi-boarders, from Year 3 onwards, are accommodated in the main school building, with separate facilities for boys and girls.

What the school seeks to do

- 1.3 The school seeks to provide a challenging and supportive learning environment where individuality is respected and a family community promoted. It aims to listen to children and parents, and to hold children's happiness, confidence and development at the heart of all that it does. Another stated aim is that pupils should come to embody independence, imagination, organisation, resilience, responsibility, leadership, confidence and life skills for health and well-being.
- 1.4 The school endeavours to provide a challenging and supportive learning environment where individuality is respected and a family community promoted. It aims to listen to children and parents and to hold children's happiness, confidence and development at the heart of all that it does. Another stated aim is that pupils should come to embody independence, imagination, organisation, resilience, responsibility, leadership, confidence and life skills for health and well-being.

About the pupils

- 1.5 Pupils come from a range of professional and business backgrounds, mostly from white British families living in North Yorkshire. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. The school has identified 17 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 7 of whom receive additional specialist help. No pupil has English as an additional language (EAL). Data used by the school have identified 19 pupils as being the most able in the school's population, and the curriculum is modified for them and for 42 other pupils because of their special talents in art, drama, music and sport.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school 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 2015, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff.
- 2.6 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 Arrangements are made to safeguard pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable and provision is made for first aid. Pupils are properly supervised; and admission and attendance registers are maintained, as required. A disability access plan is in place.
- 2.8 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.9 Most of the many recommendations made by an external fire consultancy report in November 2017 have not been carried out. These include the installation of smoke detectors in all rooms or areas, linked to a central control panel with appropriate zone indication. The consultant recommended November 2018 as the next date for review, but this review has not taken place. Several deficiencies were observed in the designated emergency exit passageway in the boarding accommodation.
- 2.10 The standards relating to welfare, health and safety in paragraphs 7, 8 (a), 9, 10, 13, 14 and 15, 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, 7.2, 11 and 12 are met, but those in paragraphs 8 (b); 11 [health and safety], 12 [fire safety] and 16 [risk assessment], and NMS 6 and 7.1 are not met.**

Action point 1

- the school must ensure that appropriate and timely action is taken to remedy shortcomings identified by external fire risk assessments; that it identifies and rectifies effectively all day-to-day areas of risk; and that all necessary reviews and training courses are undertaken at suitable intervals [paragraphs 8 (b), 11, 12 and 16; NMS 6 and 7.1; EYFS 3.54, 3.55 and 3.64].

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 14 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 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standards relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.17 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.
- 2.18 **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

- 2.19 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. Similarly, appropriate leadership and management of boarding do not ensure that all required policies and records are maintained and effectively monitored, notably those relating to fire safety. Most of the many recommendations made by an external fire consultant in November 2017 have not been carried out.
- 2.20 **The standards relating to the leadership and management of the school [paragraph 34] and the management and development of boarding [NMS 13] are not met.**

Action point 2

- **the proprietor must ensure that those with leadership and management responsibilities at the school demonstrate good skills and fulfil their responsibilities effectively so that the requisite standards are met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c); NMS 13.1, 13.3, 13.4, 13.5 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils are enthusiastic and highly engaged learners, making strong academic and non-academic progress.
 - Pupils of all abilities achieve very well in their entrance examinations to senior schools.
 - Highly articulate, pupils express themselves fluently and confidently.
 - Whilst pupils generally have good information and communications technology (ICT) skills, they do not always develop these as fully or as effectively as they could.
 - The ablest pupils do not always achieve at a suitably advanced level in some areas of their learning, because they are not given sufficient opportunities to do so.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display natural, unaffected self-confidence.
 - Proud of their school, pupils display mature social skills and respond generously to the needs of others.
 - Pupils feel safe at school and understand the importance of online safety.
 - Older pupils demonstrate strong leadership and a clear sense of service.

Recommendations

- 3.3 In the context of the excellent outcomes, the school is advised to make the following improvements:
- Ensure that there are consistent opportunities for pupils to improve their use of ICT.
 - Ensure that the ablest pupils can work at a suitably advanced level in all areas of their learning in order to make the best progress.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The pupils achieve high levels of knowledge, skills and understanding across a broad academic curriculum, which includes Latin and, for the ablest in Year 8, Greek and psychology. From the personal, social, health and economic education (PSHEE) programme, to which they respond with lively engagement, pupils also acquire a wide range of knowledge and understanding for making informed choices now and in the future. In their responses to the questionnaire, the overwhelming majority of the parents considered that the range of subjects is suitable for their children.
- 3.6 In recent years, all pupils in Year 8 pass the entrance examinations to the senior schools of their choice, a significant number with academic awards. Furthermore, each year, several also win scholarships which recognise their abilities in music, sport, art and drama, as well as gaining 'all-rounder' awards. These results reflect the pupils' positive response to the challenging and supportive learning environment, the provision of which is one of the school's stated aims. Year 8 pupils' achievements are supported by the revision techniques they master in PSHEE lessons. Data available from the school indicate pupils' attainment is high in relation to national age-related expectations. Inspection evidence from observation of lessons, scrutiny of pupils' work, and discussions with pupils confirms this judgement.

- 3.7 Pupils are enabled to make strong academic progress through the regular monitoring of their efforts and achievement both by their class and subject teachers and also by senior management, with remedial action taken where necessary. Pupils receive excellent individual attention in their small classes. The best of the marking of their work is regular and constructive, with helpful pointers to future improvement, and whilst it is less strong in a few subjects, individual pupils' work is constructively commented on by teachers. Flexi-boarders are helped to improve by staff who are on hand in the evenings to assist them with their work. Furthermore, through its teaching and learning committee and through visiting lessons in progress, the governing body challenges and supports the academic performance of the school. The very large majority of parents and pupils who responded to the questionnaire confirmed that the teaching enables the pupils to make progress.
- 3.8 In the EYFS, almost all of the children meet or exceed their early learning goals. As they move up the school, all pupils, including those with SEND, acquire increasingly secure work habits and study skills, with the oldest pupils displaying a clear understanding of what they need to do to fulfil their academic potential. Pupils with SEND keep up with their peers and do well in their entrance examinations to senior schools because teachers understand their particular needs and teaching assistants provide effective one-to-one help. More able pupils are identified by the school and are challenged by enrichment and extensions tasks as well as setting in different subjects. However, in a few areas they do not have the opportunity to make rapid progress because they are given the same work as those of lower ability. On the whole, pupils sometimes lack the chance to exercise genuine independence in the choice of projects to undertake.
- 3.9 Pupils are very articulate, expressing themselves fluently, cogently and confidently. Their confidence in speaking is fostered by exposure to increasingly large audiences. They are also good listeners, attentive to their teachers and to one another, and engaged by well-chosen topics for study. From Year 3 to Year 8, pupils broaden their appreciation of literature and acquire new vocabulary, in part through a reading programme which contains a certain competitive element and to which they respond enthusiastically. During the inspection, examples were seen of excellent levels of attainment by pupils of all ages, such as the very expressive descriptive writing in English classes, drawing on lively imaginations and a rich working vocabulary. Pupils admire and are inspired by the highly accomplished artwork of their peers which is displayed in the school. A class of younger pupils collectively attained an exceptional standard of performance in a Common Entrance paper after only one year's study of the particular subject.
- 3.10 Pupils acquire a high level of competence in numeracy, their basic knowledge and understanding being reinforced by its widespread practical application throughout the curriculum. For instance, pre-prep pupils knew how to add up the quantities of ingredients in a chocolate bar; older ones were observed confidently manipulating calculations with money, while others in the same year group were ably telling the time in Spanish. In ICT, pupils achieve good levels of proficiency, and are notably adept at coding in the older years. In a topic-based lesson, younger pupils displayed a high level of competence in using their laptops to search for information. Pupils use ICT for some research and presentation of work, but overall the use of ICT in their learning, and the application of their ICT skills across different subjects is under-developed.

- 3.11 Pupils acquire excellent study skills. They come into lessons prepared to work, apply themselves diligently, and demonstrate determination and perseverance throughout their lesson time. They attribute their lively engagement in no small part to their teachers' success in making topics attractive and lessons enjoyable. Most pupils develop a mature capacity for reasoning and analysis. In art, all prep pupils showed a clear ability to analyse their work and make informed decisions about moving on to the next task. In a PSHEE lesson, upper prep pupils displayed strong evaluative skills in assessing and prioritising a list of human rights. Pupils in the same year group showed advanced levels of synthesising data in religious studies, when considering whether science could disprove the existence of God, and in history they deployed strong study skills, using mind-mapping and highlighting key points in a text. Younger prep pupils in an English class made perceptive comparisons of source material, displaying a sound critical approach. For the most part, pupils present their written work smartly, reflecting pride and care.
- 3.12 The very large majority of parents agree that the school provides a suitable range of extra-curricular activities. Pupils prove how effectively they are developing their talents in the many measurable successes which they achieve. Well over a third of the pupils take and pass music and drama examinations each year, including merits and distinctions. Pupils successfully acquire the disciplines of teamwork as well as mastering individual skills in the many sports offered. In cross country, cricket, football, hockey, netball, rounders, rugby, swimming and tennis, there have been team and individual successes at local, district and county levels. During the inspection the chapel choir's part singing of an anthem was confident and well blended. In performances of plays, which have regularly included productions of musicals and Shakespeare, pupils not only gain confidence and cultural enrichment but also learn to work as part of a company. Pupils are proud when their accomplishments are rewarded by colours for their performances, as they are in other creative and performing arts, as well as academia and sport.
- 3.13 Pupils display a spirited attitude to all that they undertake. Whether it is one of the very youngest pupils on their sports day, or one of the oldest describing abseiling on a school visit to France, pupils are prepared to have a go. In doing so, they receive encouragement from staff and the generous support of their peers. In lessons, pupils are animated, responsive contributors in question and answer sessions, keen to offer their opinions and solutions. They work productively in pairs and groups, collaborating to solve problems and seek common goals.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils are naturally and unaffectedly self-confident. Proud of their school, they are at ease with staff, other adults and with one another. They enjoy a warm rapport with those who teach them and the support staff. They develop strongly as individuals, enabled by the high level of pastoral care they receive: Pupils feel that they are standing on firm ground by the readiness of an adult to give them a sympathetic hearing if they need it. They value the accessibility of the independent listener, who is well known to them as a former member of staff. Pupils are reassured by the opportunity presented by the prominently displayed 'worry box' for them to express concerns in writing. Pupils' self-confidence is developed by many features of school life, such as deserved rewards for good work and good behaviour, and the opportunity to perform on the public stage. Furthermore, pupils' sense of self-worth is enhanced by the award 'Terringtonian colours', which reward not only participation and behaviour but also significant endeavours or achievements which may take place out of school as well as within it. In their questionnaire responses, the very large majority of pupils confirmed that the school helps them to be confident and independent, and inspection evidence strongly supports this view: the school successfully fulfils its aim of instilling confidence.
- 3.16 As they move through the school, pupils develop an increasingly deep spiritual understanding and an appreciation of the non-material aspects of life. For example, they appreciate the value of enriching and uplifting experiences, such as plays and concerts, which they have attended or in which they have performed. They display a sense of awe at the achievements of inspirational high achievers in the world of sport and of human endeavour who visit the school. On residential trips, notably those recently undertaken to France by the top two year groups, pupils experience a sense of wonder and excitement, as well as developing their self-knowledge, resilience and independence, in accordance with the school's aims. Pupils, from the oldest to the very young, are moved by the beauty of the school's rural surroundings. Pupils demonstrate reverence for profound themes which are the subject of reflection in religious studies lessons and services in the church next door to the school.
- 3.17 Pupils develop an increasingly refined appreciation of the importance of personal values and codes of conduct. This appreciation informs the choices which they make. In the EYFS, the children clearly understood the rules of the classroom and they were successfully able to make suitable choices as to which a level of activity they should undertake. Older pupils are decisive when choosing which task or unit of work they should move on to or which media to employ in art lessons. They purposefully select from the variety of clubs and activities, and in team sports demonstrate competent tactical decisions. An upper prep class in PSHEE demonstrated mature priorities regarding personal financial budgeting. In these and other spheres, pupils develop values which they apply throughout their time in school, helped by excellent teaching which focuses on spiritual, moral, social and cultural issues.
- 3.18 Pupils develop a clear sense of right and wrong. This was evident from the way a group of older pupils grappled in a very positive way with the pros and cons of euthanasia, underpinned by their strong moral purpose. Again, in their PSHEE lesson, upper prep pupils demonstrated a clear understanding of the difference between wanting something and needing something. While most of the parents who responded to the questionnaire believed that the school treats their children fairly, a small minority of pupils considered that the school does show favouritism or treat them unfairly. However, those interviewed saw the school rules and systems of rewards and sanctions as fair. Indeed, from day to day, 'discipline' is not a significant matter of concern: pupils get on with their work and play considerately and companionably. Good behaviour is successfully promoted. Pupils conduct themselves courteously towards adults, greeting them genially, holding doors open and willingly showing visitors to their intended destination. Lunch, with its traditional 'family' tables, is a civilised social occasion.

- 3.19 Staff and pupils confirm that pupils are considerate and responsive to the needs of others, and will readily bring one of their peers to the attention of a member of staff if he or she is in some form of difficulty or distress. They say that instances of bullying are very rare, and that when pupils fall out the situation is swiftly remedied, with or without adult intervention. In their responses to the questionnaire, a few parents and a small minority of pupils felt that the school does not deal effectively with bullying: but the context of the record of bullying incidents suggest that these reservations refer to very isolated cases.
- 3.20 Pupils in Year 8 demonstrate a mature readiness for their age to move on to their senior schools as a result of valuable advice and information given in the programme at the end of the summer term entitled 'Moving up and moving on'. The pupils in this age group felt that they were very suitably prepared for the next chapter in their education, and inspection evidence fully supports this view.
- 3.21 Older pupils who assume positions of leadership take their responsibilities seriously and appreciate the obligation also to serve, for instance, when helping the younger children at lunch and in boarding, and in handing out and collecting the hymnbooks in church. Pupils display a very good appreciation of the democratic process because school council elections provide valuable insights into voting and majority consensus. Council members demonstrate a very good understanding of the importance to the well-being of the school community of constructive criticism and proposals. They recognise the effectiveness of the well-argued case, as they successfully bid for certain changes and improvement, such as 'meat-free Mondays', new play equipment and the elimination of plastic bottles in packed meals. Through charitable giving, pupils acquire a deeper understanding of those less fortunate than themselves: recent initiatives have supported organisations ranging from the air ambulance to cancer care, impoverished children at home and abroad, the old and the homeless, and deaf and hearing-impaired children and families.
- 3.22 Despite a lack of cultural diversity in this region of the country, pupils nonetheless learn to respect those of different ethnic, cultural and religious backgrounds through, for instance, religious studies and geography lessons, residential trips abroad, conversations with students from other countries and, for a group of upper prep pupils, discovering Indonesian gamelan music. Older pupils also gained a valuable insight into Sikhism and Hinduism from their visits to a mandir and a gudwarda, but they also remarked that they had experienced a sense of peace and relaxation.
- 3.23 Boarders grow in independence and self-reliance, and some also find that it is a beneficial introduction to the boarding which they are due to experience at their next school. Boarders say that they enjoy the fun of a staying the night with their friends, and the existence of boarding helps to promote the sense of family that is one of the school's stated aims.
- 3.24 Pupils know how to stay safe, including online. All of those interviewed and almost all of the pupil respondents to the questionnaire confirmed this, and the very large majority of parents felt that the school ensures that their children learn in a safe environment. All pupils, including the children in the EYFS, understand the importance of healthy eating, which is promoted by the provision of lunches of outstanding quality which always include a salad option and a choice of fresh fruit, with fruit also available at morning break and in boarding. Pupils maintain good health and fitness from the many opportunities, both formal and informal, to take physical exercise. They derive great enjoyment not only from their games periods in the sports hall and the swimming pool, but also on the extensive playing fields, with their spectacular backdrop of the Howardian hills. The school fulfils its aim to foster life skills for health and well-being.

4. Inspection Evidence

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

Inspectors

Mr Paul Spillane	Reporting inspector
Mrs Charlotte Bingham Brindle	Compliance team inspector (Communication and compliance officer, IAPS school)
Mr Ian Griffin	Team inspector (Deputy head, IAPS school)
Mr Patrick Mason	Team inspector for boarding (Deputy head, IAPS school)