



ISI Independent
Schools
Inspectorate

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

Shebbear College

September 2021

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School's Details

| | | | |
|----------------------------------|----------------------------------------------------------------|-----|----------------------|
| College | Shebbear College | | |
| DfE number | 878/6031 | | |
| Registered charity number | 1142794 | | |
| Address | Shebbear College Shebbear Beaworthy Devon EX21 5HJ | | |
| Telephone number | 01409282000 | | |
| Email address | info@shebbearcollege.co.uk | | |
| Head | Mrs Caroline Kirby | | |
| Chair of governors | Mr Michael Saltmarsh | | |
| Age range | 4 to 18 | | |
| Number of pupils on roll | 267 | | |
| | Day pupils | 225 | Boarders 42 |
| | Reception | 8 | Prep 61 |
| | Seniors | 154 | Sixth Form 44 |
| Inspection dates | 28 September to 01 October 2021 | | |

1. Background Information

About the school

- 1.1 Shebbear College is an independent co-educational day and boarding school for pupils aged between 4 and 18 years. The school is a member of the Methodist Independent Schools Trust (MIST). Governance is delegated to a board of governors, including a representative from MIST attending governors' meetings. Since the previous inspection the school has appointed a new head.
- 1.2 The school was founded in 1841 on an 85-acre site in the north Devon countryside. All school buildings, including the two boarding houses and the prep school are located within the site.
- 1.3 The school has three sections: The prep school comprising pupils in Reception to Year 6, the senior school for Years 7 to 11 and a sixth form.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers. During the period of closure, the school provided remote face-to-face learning for all pupils in line with the normal school academic and co-curricular timetable.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades in 2020 and teacher-assessed grades in 2021 were awarded.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.10 The school values of compassion, courtesy, creativity, curiosity, confidence and courage permeate every aspect of school life; by which it aims to prepare pupils for their future by challenging and expanding young minds in teaching both personal and social responsibility. The school seeks to create well-rounded, caring and well-motivated pupils who are comfortable and confident in their surroundings.

About the pupils

- 1.11 Pupils come from a broad range of backgrounds, mainly professional. Day pupils come from across the south-west and many flexi and weekly board. The majority of overseas boarders are from Western Europe and Asia. Data provided by the school indicates the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 45 pupils with special educational needs and/or disabilities (SEND) which include dyslexia, dyspraxia and dyscalculia, of whom 16 have additional support. There are 3 pupils with education, health and care (EHC) plans. There are 19 pupils who have English as an additional language (EAL), all of whom receive additional support. Pupils who have been identified as gifted and talented have additional curricular and co-

curricular opportunities as part of a scholarship programme to promote appropriate stimulation and challenge.

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 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.

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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

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

PART 1 – Quality of education provided

- 2.2 In the prep school, National Curriculum tests in the years 2017 to 2019 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2017 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2017 to 2019 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the prep 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.9 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

- 2.10 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.
- 2.11 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. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 and 20 are met.**

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

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.21 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.
- 2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

| <i>School name</i> | <i>National Curriculum name</i> |
|--------------------|---------------------------------|
| Reception | Reception |
| Prep 1 | Year 1 |
| Prep 2 | Year 2 |
| Prep 3 | Year 3 |
| Prep 4 | Year 4 |
| Prep 5 | Year 5 |
| Prep 6 | Year 6 |
| Form 1 | Year 7 |
| Form 2 | Year 8 |
| Form 3 | Year 9 |
| Form 4 | Year 10 |
| Form 5 | Year 11 |
| Lower 6 | Year 12 |
| Upper 6 | Year 13 |

Key findings

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

- Pupils make very good and rapid progress throughout the school and this is reflected in their attainment in examinations enabling them to secure entry to universities, apprenticeships and work of their choice.
- Pupils secure excellent achievement in their academic and co-curricular activities through strong collaborative skills and very high levels of perseverance.
- All pupils develop and demonstrate the necessary key skills and knowledge enabling successful transition to the next stages of their learning.

- Pupils progress is strongest if the level of challenge is high and when they have independent responsibility for their own learning.

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

- Pupils demonstrate excellent relationships with peers and adults and exhibit a strong sense of community through the school values.
- Pupils demonstrate a strong appreciation of the non-material aspects of school life through the school's ethos of challenging and expanding young minds in teaching both personal and social responsibility.
- They show excellent spiritual awareness and respect for religious and cultural difference.
- Pupils of all ages, including boarders, show excellent self-confidence, self-discipline, moral understanding and are strongly appreciative of diversity.

Recommendation

In the context of the excellent outcomes, the school might wish to consider:

- Strengthen pupil's leadership and independence in their own learning through a more consistent approach to providing opportunities.

The quality of the pupils' academic and other achievements

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

3.4 Pupils display excellent knowledge, skills and understanding. They develop as highly resilient learners as they move through the college. They make rapid progress in most of their lessons because of a wide range of activities and effective planning due to teaching which further enhances their learning. A majority of pupils said that they can build effectively on their prior work and knowledge and that the setting of targets in lessons and tutorials, with success criteria in teaching are very helpful in understanding how to achieve their long-term goals. They are particularly positive regarding the methods by which that they were taught online during the lockdown and the way that teachers supported them in their academic studies through effective marking and feedback, using the college's electronic classroom software. In the EYFS, children are very successfully encouraged to extend their language whilst playing together for example; sharing and discussing the use of bricks when building a tower and a road track. Prep pupils had a good sense of what makes up persuasive language and are able to use it effectively, as observed in a drama lesson. Senior pupils have a strong understanding of other languages and display excellent vocabulary such as when discussing hotel facilities in Spanish. Throughout the school, pupils are happy to take risks with learning and to learn from any mistakes. They say that they develop their academic, sporting and creative skills to a high level because the teaching and coaching inspires them and helps them to improve. Pupils who have SEND and EAL make rapid progress towards long-term goals because they receive highly effective support, which is individually focused and carefully assessed.

3.5 In Reception, the early learning goals are consistently exceeded. In the pre-prep and prep settings, the school's own assessments show rapid progress that enables a smooth transition to the senior school. For the years 2017–8, 100% of A level pupils received grades A–C. In 2019 it was 95% of pupils. In 2021 teacher assessed results showed a 100% pass rate with 63% achieving A* to A and 88.9% A* to C. Attainment at GCSE for the years 2017–19 show a small decline year on year. In 2019 results showed 79% of pupils achieving grades 9–4. In 2021 85.9% of pupils achieved grades 9–4 in teacher assessed GCSEs. Pupils with SEND and EAL perform in line with their peers, as evidenced by a comprehensive system for tracking attainment and progress. More able pupils are enabled to gain awards in performing arts, music and sport. Progress, as shown by data provided by the school and by

observations and work scrutiny, is excellent. Almost all the parents who responded to the pre-inspection questionnaires agreed that teaching enables their child to make progress and almost all the pupils expressed the view that they learn a lot in most of their lessons.

- 3.6 Throughout the school pupils are confident communicators verbally in conversation and when reading aloud and in their writing and performing arts. Lower prep pupils listen carefully and then are able to identify blended sounds, put them into a word and create sentences of differing complexity. Prep pupils follow written instructions accurately when solving mathematical problems and show strong writing skills when using persuasive language as shown when writing about a charity of their choice. All pupils listen carefully to their teachers and to each other. In the senior school pupils show high levels of focus such as when they assimilated complex scientific information responding readily to judicious questioning from the teaching. By the time pupils reach GCSE level they are skilled and confident collaborators, arguing cogently in groups and capable of taking on a broad range of views in order to enhance their learning. They write highly effectively in a range of styles and show clear understanding of aspects such as the use of cliché and other linguistic elements which they used whilst studying a set text. During the most recent period of remote learning, pupils aided their progress with innovative ideas and by creating new opportunities to communicate. This was exemplified by the pupils as they practised their language skills by cooking from a Spanish recipe in their kitchens or role-playing as newscasters to their class using digital connections.
- 3.7 Pupils of all ages develop agile mathematical skills and apply them across the curriculum. Children in EYFS accurately compare length, shape and size and count with confidence. Pre-prep pupils demonstrate effective mathematical skills in a range of subject areas such as in music, linking rhythms, recognising the number of beats in words and enthusiastically counting backwards from ten with confidence. In the pre-prep, SEND pupils successfully responded to numerical tasks and were effectively supported. However, in a few lessons, observed in the prep, more able pupils lose interest when the tasks set do not challenge them sufficiently. Prep school pupils apply their mathematical knowledge successfully to tasks across the curriculum and in the senior school pupils apply statistical and data-handling techniques with confidence in the sciences and geography.
- 3.8 Pupils of all ages demonstrate competency in the use of information and communication technology (ICT) and effectively apply such skills across the curriculum to support their learning. In the EYFS children respond positively and enthusiastically when computers are used in such areas as providing challenge and independent learning in mathematics. Pupils in the prep, of all abilities, successfully use technology for research such as when trying to find six facts about Queen Victoria. They competently inserted their findings, complete with associated images, into a document during their History lesson. Pupils develop skills of coding in ICT lessons and in the senior school many utilise word processing and spreadsheet tools with ease and enjoy the opportunity to research as observed in a history lesson where pupils carried out research on a project on Queen Victoria. During recent periods of remote learning pupils have developed their ICT skills by working on a variety of devices at home and GCSE pupils used digital technology with teachers to engage in effective dialogue about their coursework. These strategies enabled pupils to improve their outcomes. Some pupils feel that more extensive use of digital devices in the classroom would further develop their skills and increase their learning opportunities. Inspection evidence supports this view as many pupils now use digital learning to enhance their understanding, for instance using applications which assist in music compositions at GCSE and A Level and further enhanced using a national certification scheme. This has allowed students to investigate alternative curriculum topics such as “being an entrepreneur” or “how social media targets you” as well as in coding, game making and design.
- 3.9 Throughout the school pupils generally have outstanding attitudes to their learning and are determined to succeed. They respond positively to teaching which aims to help each child make progress, discover their own passions and have aspirational goals. Pupils become sophisticated learners. They develop good study skills by the time they enter their GCSE year in response to the school’s programme to explore new ways of learning. Pupils value working with success criteria and

targets to evaluate their progress and improve through their use. They become independent and well-motivated, choosing to attend study on offer during activity time in the week and that this is a strong factor in their successful academic outcomes. Boarders too expressed the view that academic support was available and most beneficial when they were studying in the boarding house. In the EYFS, children very clearly demonstrate their developing study skills by choosing how to learn, using a wide range of sources, analysing situations and hypothesising about what will happen and when. By the time they are in the prep, pupils are highly effective in showing that they can evaluate sources of information, review each other's work and research an issue, such as environmental destruction, with confidence. Senior pupils relish opportunities to refine their understanding of a subject or an issue by researching it independently or by teasing out their understanding of it in collaboration with other pupils and adults. Pupils are very positive about the fact that teachers would not always give them the answer directly but would help to get to the right answer or method.

- 3.10 Children and Pupils develop strong physical skills in the extensive sports programme and in co-curricular activities such as the gig rowing and surfing clubs. They improved their hockey, netball, rugby and football skills by playing in inter house teams in school during the period when external matches were not possible. Pupils consider that they are excellent achievers in dramatic performance or skilled debaters in an atmosphere where all interests are embraced and developed. Boarders noted that they are able to benefit from the school grounds and the sporting resources in their free time and during organised activities. Achievements beyond school have included county representations in football, athletics, hockey and swimming, several selections for rugby club academies and national success in netball and badminton competitions. Senior pupils have successfully completed Duke of Edinburgh's Award schemes at bronze, with 30 awards in 2019, silver and gold award levels and competed in the Ten Tours. In the creative arts pupils have embraced opportunities to perform and show high levels of individual and collaborative skill. This is exemplified by the 100% pass rate in national music and drama awards with 67% of all entrants receiving the level of distinction. Pupils demonstrate high levels of artistic prowess whether by singing in the chapel choir, playing in instrumental ensembles or by preparing highly imaginative artwork which is on display around the college. Pupils of all ages relish taking part in drama performances. This was exemplified during the inspection as pupils were excitedly practicing one of the whole cast routines for their production of *Grease* and as sixth formers prepared for their production of *The Importance of being Earnest*. A very large majority of parents and pupils agreed in the questionnaires that these opportunities greatly enhance pupils' achievement.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils develop strong self-understanding and self-belief from an early age, meeting the college's stated aim to promote the 6Cs in every pupil. This is achieved because of the focus given to encouraging self-confidence by the college's leadership and the support provided by dedicated pastoral, boarding and academic staff. In the EYFS, children tackle new challenges with great energy and enthusiasm and are able to sustain their efforts over long periods of time, remaining fully engaged in self-directed tasks and those set by their teachers. During a classroom session, children chose their equipment with assurance and worked independently of others, seeking support when needed. Slightly older prep pupils demonstrated strong self-confidence when reading out their website adverts for purchasing vintage cars to the class. Pupils believe in their ability and take every opportunity to praise each other, thus increasing the self-esteem of their peers, as experienced when rehearsing a song and dance routine for the school play. In doing so they respond well to the college's culture of mutual respect and celebrating success. In creative lessons throughout the college pupils successfully explore their own identity through art, singing and drama. Pupils, including those with SEND, say that their self-confidence has developed significantly over their time in the college, due to careful profiled individual strategies put in place to assist them. Senior pupils spoke of the need to be resilient and

persevere, feeling that academic and personal targets discussed with their tutors help them to understand their own strengths and weaknesses and provide the opportunity to work to improve. Pupils' personal development has been enhanced during recent remote learning through individualised, innovative and effective teaching and spoke of feeling empowered by the fact that they take control of their learning, for example; selecting homework tasks from the homework grid and managing their time effectively.

- 3.13 Pupils of all ages are active and well-informed decision-makers. They make age-appropriate decisions about their learning, the activities they wish to pursue, subjects to study and their possible career paths. Children in the EYFS largely direct their days for themselves and understand that the enjoyment and success of their learning is dependent on the choices they make. Prep pupils empathised with a character in literature who had had to make difficult decisions gaining an understanding that decisions lead to consequences. In core practicals in chemistry, pupils were given a range of equipment but needed to decide independently which to use in order to successfully carry out the experiment and obtain valid data. Older pupils feel empowered to take control of their learning by deciding how to prioritise homework tasks and manage time effectively. Senior pupils actively choose to seek out their teachers to aid their academic performance and can see how this has helped improve their outcomes.
- 3.14 Pupils value their surroundings and have a striking cognisance of the non-material aspects of life. The youngest children demonstrate real reverence for the natural world when, for example, carefully walking through the woodland on a forest trail. Older prep pupils noted that they really do appreciate the beauty of the locality, the college grounds and the area in which they live. Pupils' spiritual understanding is enhanced by thoughtful assemblies and time in chapel where pupils acknowledged the usefulness of quiet reflection that enhances their wellbeing. They are supported in their development by the college's stress on the importance of Christian values in the broadest sense. As they progress through the college, pupils develop an understanding of and a sensitivity to the spiritual backgrounds of all members of the community. They describe many moments of joy and satisfaction, whether it be in creating a work of art, helping and supporting others or the interaction with their friends and peers. Since returning from remote learning pupils exhibit a tangible sense of pleasure at being part of a community with a collective purpose again.
- 3.15 Pupils show superlative moral compass in all discussions, in class, in boarding houses, at meal-times and live out the school's ethos, they clearly demonstrate the qualities of being kind and showing respect to others; such as attentively listening to an outstanding talk on LGBTQ+ and the recent formation of LGBTQ+ awareness group called Allies. Pupil attitudes are further guided by the implementation of the Relationships Education in the prep school and the Relationships and sex education (RSE) and health education in the senior school. When pupils demonstrate unacceptable behaviour, the college takes suitable action to remedy this. Pupils behave well overall and a significant majority have a good understanding of the concepts of right and wrong through their daily interactions with each other and adult members of the college community. In their questionnaire responses all the pupils agreed that the college has very high behavioural expectations and almost all that the college responds to poor behaviour appropriately. Inspection evidence supports this view. Prep and senior pupils recognise the need for rules and think they are administered fairly. In discussion, they made the connection between rules in college and the laws by which society is run and especially in the team games that they played. Prep pupils look up to their peers in the senior forms and see them as very positive role models.
- 3.16 Pupils collaborate very effectively within and across age groups in lessons and during activities. The youngest children work together instinctively, for example, working well in small groups, successfully passing the rugby ball to each other and showing good teamwork skills and senior school pupils used peer assistance in class to complete graphs from experiment data. Pupils develop understanding of relationships, including between genders and through challenge by school leaders of any inappropriate attitudes or behaviours. Pupils develop excellent inter-personal skills, whether playing sport in a school team or a game of touch rugby with staff. Pupils say that they gain self-confidence

by being in a team and that this helps to strengthen their individual skills. Theme nights such as a Ceilidh, provides the opportunity to further develop their social skills and join the boarding community with the ability to stay the night in college and have a personal boarding experience.

- 3.17 Many senior pupils choose to spend time helping with younger pupils and in so doing enhance their own personal development as well as that of the children they support. As well as enjoying these experiences pupils believe that they are contributing to the strength of the family community that they respect. Sixth form pupils can have a position as a subject leader and assist in lessons, as seen in a science lesson when pupils were provided with assistance with graph work and when senior pupils demonstrated dance during a drama rehearsal. The collective impact of such individual decisions helps to create the strong sense of community in the college. Pupils very successfully engage with the world outside college, choosing charitable causes and carrying out fund-raising activities as well as doing community work such as, pre-covid, visiting a care home and providing musical entertainment. Senior pupils valued the opportunity to explore recent global issues such as the Black Lives Matter movement. From this, they gained a deeper understanding of racial inequality. The cultural development of the pupils has been strengthened through a focus on the issue of inequality in society by examining the roles of ethnic and female leaders in politics, art, music drama and academic professionals. In discussion pupils expressed their appreciation of the diversity of religious beliefs in the college and that they felt that the college is a place where everyone is committed to supporting each other.
- 3.18 Pupils have an excellent understanding of how to stay safe and healthy, including the importance of a healthy diet and how to maintain a positive outlook on life. They appreciate the Health and Wellbeing Centre (HAWC) where they can go for physical and mental support during their busy day at college and this also provides night time support for the boarder's medical needs too. They demonstrate a strong awareness and understanding of the importance of online safety and are well educated about the risks. The school's policy of not allowing mobile phones was appreciated by a majority of pupils who said that they would rather play with their friends and enjoy being outside at break and lunchtimes.

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 a governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and chapel. Inspectors visited boarding houses 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 Alistair Telfer | Reporting inspector |
| Mrs Heather Trim | Compliance team inspector (Headmistress, GSA school) |
| Mr Lawrence Coen | Team inspector (Headmaster, ISA school) |
| Mr Adrian Downie | Team inspector (Director of Studies, IAPS school) |
| Dr Robin Harskin | Boarding Team inspector (Head of Boarding, Society of Heads school) |