



ISI Independent
Schools
Inspectorate

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

Box Hill School

May 2019



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School's Details

School	Box Hill School			
DfE number	936/6259			
Registered charity number	312082			
Address	Box Hill School Mickleham Dorking Surrey RH5 6EA			
Telephone number	01372 373382			
Email address	reception@boxhillschool.com			
Headmaster	Mr Corydon Lowde			
Chair of governors	Mr Trevor Johnson			
Age range	11 to 19			
Number of pupils on roll	426			
	Boys	307	Girls	119
	Day pupils	272	Boarders	154
	Seniors	304	Sixth Form	122
Inspection dates	30 April to 02 May 2019			

1. Background Information

About the school

- 1.1 Box Hill School is an independent co-educational day and boarding school for pupils aged between 11 and 19 years. It is a charitable trust with a board of governors.
- 1.2 Founded in 1959, the school was a founding member of the Round Square, an organisation devoted to the educational philosophy of Kurt Hahn. It comprises a senior department and a sixth form. There are six boarding and six day houses and an international study centre.
- 1.3 Since the previous inspection the school has opened a new sports centre and synthetic pitch.

What the school seeks to do

- 1.4 The school seeks to create successful lifelong learners who will positively impact on the world around them through the IDEALS of internationalism, democracy, environmentalism, adventure, leadership and service. The school aims to develop self-confidence and well-being by providing a broad range of experiences in academic, creative, sporting, and pastoral areas.

About the pupils

- 1.5 Day pupils come from families with professional or business backgrounds living in the local area. Full, weekly and flexi-boarding pupils are from the United Kingdom and overseas, with thirty-seven nationalities represented. Nationally standardised test data provided by the school indicate that the ability of senior school pupils is above average, and that of sixth formers is below average. The school has identified 139 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 155 pupils whose needs are supported by the international study centre and their classroom teachers. The school has identified 110 pupils as being the most able in the school's population and the curriculum has been modified for them because of their special abilities or talents in art, drama, sport and music.

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. 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](#).

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 associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2017, performance has been above the national average for maintained schools and in 2015 it was in line with the national average.
- 2.3 Results in IGCSE English, EAL, and English as a first language, have been higher than worldwide norms. Results in IGCSE business studies, geography, mathematics, and IT have been similar to worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been below the national average for sixth formers in maintained schools.
- 2.5 Results in International Baccalaureate examinations have been similar to worldwide norms.
- 2.6 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.
- 2.7 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.
- 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 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 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.
- 2.18 The standard 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

- 2.19 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.

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'.

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

Key findings

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

- Pupils of all abilities, including those with special educational needs and /or disabilities (SEND) and those with English as an additional language (EAL), achieve well academically, and very well in extra-curricular activities.
- Pupils work extremely well collaboratively.
- Younger pupils are not always challenged sufficiently to develop independence and to take leadership in their learning.

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

- Pupils develop high levels of confidence and self-esteem.
- Pupils display great empathy and consideration for those less fortunate and express this through their impressive leadership of charitable and service projects.
- Pupils from a wide range of nationalities integrate extremely well, showing great tolerance and respect for people from different cultures and backgrounds.
- Most boarders demonstrate excellent maturity for their age, but some have fewer opportunities to do so, particularly as a result of inconsistencies between houses in managing boarders' use of free time.

Recommendations

3.3 The school is advised to make the following improvements:

- Enable younger pupils to be challenged sufficiently, so that they can become more independent and take more leadership in their learning.
- Enable all boarders to develop similarly high levels of independence, particularly by ensuring their free time is managed consistently well.

The quality of pupils' academic and other achievements

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

3.5 Pupils achieve well in line with the school's aims to fulfil potential and prepare pupils for life. The following analysis uses the national data for the years 2015 to 2017. Results in GCSE were similar to the national average for maintained schools in 2015, and above it in 2016 and 2017. Results in IGCSE English, EAL, and English as a first language have been higher than worldwide norms and in IGCSE business studies, geography, mathematics and IT similar to them. In 2018, results in GCSE and IGCSE continued an improvement in the achievement of top grades indicating increased challenge has been provided for the more able. Results in A-level examinations have been below the national average although the proportion of A*-B grades achieved has increased. In the years 2015 to 2017, results in IB programmes have been similar to worldwide norms. Given the academic challenges and individual needs faced by a minority of pupils, attainment at GCSE indicates that, overall, pupils make good progress, although rates of progress vary considerably between subject departments. In the sixth form, progress is good enabling the large majority to gain their preferred choice of place at UK or overseas universities. Pupils with EAL benefit from the bespoke programmes and support offered by the international study centre. Pupils with SEND make good progress as a result of the strong support of the learning support department and its collaboration with subject teachers. The best teaching personalises tasks for each individual although younger pupils do not always enjoy the same level of challenge or opportunities to take a lead in their learning. Parental questionnaire responses strongly

endorse the school's strategies to ensure that their children make progress. Boarders make good progress as a result of the integration of academic and pastoral guidance, although their access to study facilities in the evenings and at weekends could be improved. Pupils of all abilities are well-supported by a balanced academic curriculum that is increasingly personalised to nurture the strengths of each individual.

- 3.6 Pupils develop their knowledge, skills and understanding well as they progress through the school, especially in the areas of linguistic, creative, physical and social activity. Pupils' progress in areas of mathematical and scientific knowledge is more uneven. The best lessons challenge all abilities particularly in the upper part of the school, for example, a combined Year 11 and 12 class made excellent progress with personalised tasks to translate from French to English. Some teaching observed in the lower part of the school was didactic and safe, imparting knowledge without sufficient explanation, with the result that pupils were restricted in their ability to take risks and develop analytical skills and independence of thought and action. Language acquisition of English by non-native speakers is excellent. The understanding and skills of more able pupils are being stimulated by visits, lectures and activities organised by the academic society, and in creative areas, are at a particularly high level. All pupils develop excellent human, social and physical skills through the comprehensive programme of outdoor pursuits, Duke of Edinburgh (DofE) award and service that is a strength of the school.
- 3.7 Pupils in all year groups have good literacy skills. They are articulate and reason well, for example in IB theory of knowledge classes. Pupils make good progress in their communication skills in a range of subject areas, especially English, EAL and Drama, as a result of well-planned teaching. Pupils with EAL and SEND are well-served by a team who build confidence, with learning support assistants aiding progress in core subjects. Pupils make good progress in their communication skills in those subjects that encourage debate and extended writing, enhanced by the work of the staff literacy group. For example, a Year 10 drama group devised and presented high-quality monologues based on their understanding of text, characterisation and dramatic technique. In most subjects, pupils showed good communication skills in class and also in the many opportunities for public speaking such as assemblies, debates and presentations. In personal, social, health and economic education (PSHEE), Year 8 discussed the issue of racism with considerable confidence. Boarding contributes strongly to pupils' communication skills where English is the common language that unites the many nationalities represented.
- 3.8 Pupils develop good numeracy skills and apply them successfully in a number of subjects. They understand mathematical rules and apply them both with and without a calculator. Routines for solutions are known and skills for numerical manipulations develop steadily. However, pupils sometimes do not fully understand processes as the writing-up of solutions is not always logical. This reduces the problem-solving potential for some pupils. More able pupils higher up the school demonstrate well-developed mathematical skills, such as when manipulating equations in an A-level physics lesson to predict the behaviour of particles in a magnetic field.
- 3.9 Pupils have well-developed information, communication, technology (ICT) skills and are encouraged to use the school's systems and their own devices to enhance learning and facilitate independent research. Pupils are benefitting from the introduction of computer studies at all levels to develop higher-order skills. Appropriate use is made of ICT to support learning across the curriculum although the more innovative use of technology could be explored by a wider range of departments. Pupils with SEND make good use of ICT to access support materials and for word-processing in class and examinations.
- 3.10 Pupils throughout the school exhibit good study skills and, in the sixth form, develop higher order skills including the ability to assimilate information from a range of sources. These skills are not developed consistently in the lower school but older pupils are able and willing to take risks in venturing ideas, testing theories and drawing conclusions. Written feedback in pupils' books was inconsistent and sometimes lacked information on how to improve, but when combined with excellent tracking

mechanisms, and attention to the individual in small classes, it supports good progress. During a Year 11 revision session on the management of rural areas, pupils had benefitted from an analysis of mock examinations which had identified each individual's areas of weakness and provided strategies to improve. Pupils with SEND make good progress in the development of effective study skills as a result of the work of the learning support department in collaboration with subject departments.

- 3.11 For day pupils and boarders, the high levels of participation and excellent achievement in co-curricular and extra-curricular activity is a strength of the school. Achievements in sport are recognised at county and national level. Soccer, rugby, hockey, netball, rounders, cricket and athletics teams compete in fixtures with growing success and the sports department has been highly effective in building a fixture list that provides challenge and equality alongside overseas tours to South Africa, Dubai and Paris. In recent years, a number of pupils have reached elite levels in sailing, martial arts, rugby, hockey, cricket and soccer with several boys supported to attend academies at football league clubs. Pupils collaborate effectively to stage high-quality productions in drama, and concerts or recitals in music, as well as gaining a high number of gold and silver awards in public speaking, acting and verse, and grade 8 with distinction for singing and a range of musical instruments. Pupils showcase excellent art and textiles in exhibitions and, recently, a fashion show with music composed by Year 8 pupils. Drama, art and music pupils collaborated in a highly successful 'Festival of Mischief and Mayhem' to feature works on the theme of internationalism. Pupils respond well to opportunities to extend their knowledge and skills beyond the classroom in mathematics challenges, language trips and exchanges with sister-schools overseas, achieving additional successes such as becoming business language champions and runners up in the international space challenge when designing a space hotel. All pupils develop skills through the well managed DofE Award Scheme that is compulsory for Year 9 and leads ultimately to the achievement of a large number of silver and gold awards.
- 3.12 Pupils' attitudes to learning are good but vary across the school. In some lessons observed, the engagement and enthusiasm of the pupils was infectious and resulted in excellent progress. Pupils were particularly animated when given responsibility for their own learning or working collaboratively. In design technology, imaginative approaches engaged pupils and a potentially mundane topic was brought to life by the pace of the teaching. In some lessons, where activities were less focused, pupils were not fully engaged, leading to slower progress. Pupils are generally attentive in class and positive in their approach towards learning, with the best teaching promoting independence. Efforts to integrate greater independent learning into younger years are supported by a well-resourced library, with well-qualified, enthusiastic staff and access to excellent digital facilities. The capacity for independent thinking is evident throughout the school and in the sixth form, encouraged by the IB programme's theory of knowledge and extended essay. Leadership in learning was evident, for example, in a Year 12 psychology lesson, where pupils gave presentations on the subject of behaviour and genetic inheritance, including topics such as criminality and homosexuality. Very good collaborative learning was observed in a range of subject areas, and this was noted as a strength of the learning culture.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school are unpretentious and display great confidence, self-esteem and resilience. In PSHEE, Year 11 pupils identified the symptoms of exam stress and openly discussed what they needed to do to overcome them. They enjoy school and thrive in the nurturing and supportive environment provided by the excellent pastoral care system and family-atmosphere in boarding and day houses. They value the diversity of the school community that enables them to develop positive relationships with people from all over the world. Pupils exhibit great self-discipline and learn to take control of their day-to-day lives and their learning is supported well by a system in which staff also act as academic tutors. Pupils demonstrate outstanding resilience when faced by the challenges provided by the extensive co-curricular and extra-curricular programmes. During inspection, Year 9 pupils set

off for their DofE practice expedition completely unfazed by the indifferent weather forecast. Pupils with SEND and EAL showed a clear understanding of their needs and how to improve their learning, and they spoke highly of the staff in the learning support department. In the upper school, pupils take increasing control and leadership over their learning and choice of opportunities to develop a wider range of skills. DofE, expeditions, cultural visits, sports tours and conferences with Round Square schools allow pupils to take risks in a controlled environment and prepare them extremely well for the challenges of life in a global environment. They do not fear failure, regarding it as a vital stage in the learning process.

- 3.15 Senior pupils are extremely confident and ready to take the next steps in their lives supported in their decision-making by carefully constructed careers and higher education programmes that seek to nurture each pupil's skills and aspirations. During the inspection, pupils enjoyed a pop-up exhibition by a number of overseas universities. Older pupils were able to articulate the reasons for the decisions they made when choosing GCSE, A-level or IB options or when developing their supporting programme of trips and extra-curricular activities. Collective decision-making is well-developed through the four committees of the school council, house committees and in charity fundraising or service projects. Older boarders respond well to the increasing freedom to organise both their study and free time with flexibility to make their own decisions about weekend activities although this practice is not consistently developed. Senior boarders benefit from the experience of living in a mixed house that prepares them for the university experience.
- 3.16 Pupils' have a well-developed understanding of the spiritual and aesthetic aspects of life enhanced by high-quality artwork, murals and displays, and by their enjoyment of the environment developed by the extensive outdoor education programme. Pupils demonstrate well-developed spiritual understanding through their engagement with world faiths and enjoy opportunities for personal reflection without pressure to conform to any particular belief. Boarders enjoy the freedom to celebrate their own cultures and spiritual beliefs whilst developing an understanding and empathy for others. They have the opportunity to gather together at services, assemblies or the carol service in the local church. Pupils enthusiastically engage in the many opportunities to explore life and relationships through drama, art and music in school or during trips and visits. Examples include the exploration of Gaudi architecture and Picasso's art during a trip to Barcelona, the annual arts festival, the regular drama productions, workshops and performances by the orchestra or chamber choir. Pupils understand the importance of taking responsibility for the environment and appreciate the beauty of their surroundings whether taking part in the gardening activity, investigating environmentalism through the IB or by contributing to a mural made of plastic bottles to highlight the issue of plastic in the oceans.
- 3.17 Pupils are well-behaved and considerate towards one another. They have a highly developed sense of right and wrong and readily take responsibility for their own behaviour informed by the Round Square IDEALS. They respect and understand the school's code of conduct promoting the concept that good behaviour comes from within and is not imposed by external threats. Pupils are courteous, friendly and helpful towards each other and adults. In interview, boarders confirmed that they appreciate the need for guidelines and procedures to ensure their welfare and that systems of rewards and sanctions are applied fairly but felt there was some variation between houses. Pupils in interviews felt that incidents of bullying are rare and were confident that the supportive and warm relationships with staff would ensure that developing issues are quickly reported and dealt with. In the questionnaire, parents spoke of strong governance and leadership that communicated effectively with respect to the school's stance on bullying and other behavioural issues. An overwhelming majority of the parents and pupils who responded to the questionnaire felt that the school promotes good behaviour. Older pupils are excellent role models including those elected to the syndicate and guardian teams. The day and boarding house structure for pastoral care allows pupils of different ages and backgrounds to integrate well. Pupils actively contribute to the development of codes of conduct through school and house councils, exemplified by the 'choose respect' wall that describes what they want to see and don't want to see in school. Pupils are knowledgeable about the systems that underpin society through activities

such as debates, the discussion of British values in PSHEE and the operation of school pupils' committees.

- 3.18 Social development is excellent. Pupils are confident in their dealings with adults and show high levels of empathy when supporting and collaborating with each other, and their teachers. In all activities observed, pupils exhibited outstanding teamworking skills whether in year groups to support charities during the annual 'MAD' day, organising the variety show or on-stage or backstage in the production of Blood Brothers. There is an absence of negative peer pressure in the classroom. They accept responsibility readily and develop strong leadership skills through activities such as sports, drama and music productions as well as community service projects and expeditions. Older pupils enhance these skills when acting as guardians to run the school council sub-committees, coaching younger pupils in sport, taking part in night survival camps or, in boarding, organising and preparing internationally themed meals for their peers.
- 3.19 Pupils are exceptionally positive in their commitment to making a difference to the lives of others and fully realise the values encapsulated by the Round Square IDEALS that encourage service in all its forms. The exceptional charity work is hugely valued and supported enthusiastically by all. Pupils engage in voluntary work and are well-prepared to become responsible global citizens in the world beyond school. They are genuinely committed to making a difference whether volunteering locally or working on projects abroad. Pupils plan, organise and actively participate in charitable fund-raising such as the '600 mile challenge' raising in excess of £1000 for comic relief. Pupils develop great empathy and understanding for the plight of those less fortunate through service projects that are a regular feature of Round Square activities as well as DofE and the IB diploma programme. Recent examples include the school's own project in South Africa that has built a nursery, digital learning centre and raised bed garden with underground irrigation.
- 3.20 The harmonious and respectful relationships between the thirty-seven nationalities represented in the school fully reflects the internationalism ideal of Round Square. Pupils outstanding tolerance, understanding and sensitivity towards those from different cultural backgrounds is further developed during overseas trips, visits, and exchanges as well as the conferences that bring together pupils from other Round Square schools. Boarders embrace opportunities to share traditions and experiences from their diverse backgrounds through activities such as the celebration of religious or cultural festivals or language weeks. House staff seek to improve integration further by the separation of pupils of the same nationality within rooms.
- 3.21 Pupils keep fit and develop healthy lifestyles through participation in team and individual sports, adventure training, DofE and outdoor activities. Pupils' physical health has been further enhanced by the opening of a new sports centre and synthetic pitch which is a direct result of forward thinking and astute planning by governors. A large majority of pupils responding to the questionnaire indicated that they know how to stay safe, including online. Pupils are benefitting from the appointment of senior staff to take an overview of well-being and pastoral care and, in interview, pupils spoke highly of the support given, for example, at times of examination stress. Pupils' mental and emotional well-being is promoted by the high profile given in pastoral and PSHEE programmes, access to counselling, and the observance of national initiatives such as mental health awareness week, anti-bullying week and human-rights day. Pupils understand the benefits of healthy eating and have an input into the development of balanced menus through their food committee. Parents in their questionnaire responses showed their appreciation for the way that leadership and governance continue to monitor and develop arrangements for the pupils' welfare, health and safety.

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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited boarding houses and the 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 Roger Tapping	Reporting inspector
Mr William Hawkes	Compliance team inspector (Bursar, SofH school)
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school)
Mr Simon Orchard	Team inspector (Headmaster, ISA school)
Mr James Whitehead	Team inspector (Director of university strategy, HMC school)
Mrs Alexandra Neil	Team inspector for boarding (Head, GSA school)
Mr Adam Reid	Team inspector for boarding (Principal deputy head, HMC school)