



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

**Chafyn Grove School**

**May 2023**

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## School's Details

<b>School</b>	Chafyn Grove School			
<b>DfE number</b>	865/6014			
<b>Registered charity number</b>	1119907			
<b>Address</b>	Chafyn Grove School 33 Bourne Avenue Salisbury Wiltshire SP1 1LR			
<b>Telephone number</b>	01722 333423			
<b>Email address</b>	office@chafyngrove.co.uk			
<b>Headmaster</b>	Mr Simon Head			
<b>Chair of governors</b>	Mrs Helen Lello			
<b>Proprietor</b>	Chafyn Grove School			
<b>Age range</b>	3 to 13			
<b>Number of pupils on roll</b>	215			
	<b>Day pupils</b>	181	<b>Boarders</b>	34
	<b>EYFS</b>	25	<b>Juniors (Year 1 to Year 6)</b>	147
	<b>Seniors (Year 7 and Year 8)</b>	43		
<b>Inspection dates</b>	16 to 18 May 2023			

## 1. Background Information

### About the school

- 1.1 Chafyn Grove School is an independent co-educational day and boarding school. It was founded in 1876 and is a charitable trust with a board of governors. Since the previous inspection, the library, wellbeing hub and performance hall have been further developed, and Spanish has been introduced throughout the school.
- 1.2 The school comprises an Early Years Foundation Stage (EYFS) for children aged 3 to 4 years, pre-prep department for pupils aged 5 to 7 years and prep department for pupils aged 8 to 13 years. Pupils may board from Year 3, with a range of boarding options from one night a week all the way through to full boarding. There is a single boarding house with separate sections for male and female pupils, as well as shared common rooms.

### What the school seeks to do

- 1.3 The school aims to provide an environment of enjoyable challenge in which pupils discover their strengths and learn positively from their weaknesses. It seeks to provide breadth, depth and balance in the wide range of opportunities offered. The school endeavours to ensure its values of courage, compassion and curiosity are at the forefront of all aspects of school life, fully supported and nurtured by high-quality, meaningful relationships between pupils and their teachers.

### About the pupils

- 1.4 Pupils come from a broad range of professional backgrounds and most live within a 20-mile radius of the school. There are a small number of European boarders. Standardised assessment data indicate that pupils' ability is above average compared to those taking the same tests nationally. There are currently 43 pupils identified as having special educational needs and/or disabilities (SEND), which include dyslexia, mild autism and dyspraxia. Three pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for seven pupils, all of whom receive additional specialist support for their English.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, 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 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils of all ages and abilities have highly positive attitudes to learning.
- Pupils attain well in sport, music and drama through the many challenging opportunities provided by the school.
- Pupils of all ages and abilities rapidly acquire strong communication skills.
- Pupils do not always maximise progress in some subjects due to inconsistencies in feedback on their work.

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

- Pupils demonstrate excellent social skills.
- Pupils feel safe and secure at school through a strong culture of wellbeing promoted by the staff, and understand how to keep themselves safe, including when online.
- Younger pupils' opportunities to take on leadership roles effectively are not as strongly developed as possible.
- While behaviour is generally positive, not all boarders consider that boarders always treat each other with respect.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils to maximise their progress through consistent implementation of the marking policy and assessment strategy.
- Strengthen younger pupils' personal development by providing more opportunities for them to take on leadership roles effectively.
- Ensure that boarders feel confident that boarders treat each other with respect.

#### The quality of the pupils' academic and other achievements

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

3.5 The attainment of pupils of all ages and abilities, including those with SEND, EAL and those who are more able is high. In the early years, individual needs are catered for by sensitive, caring teaching,



enabling all children to make strong progress. All children achieve a good level of development by the time they finish Reception. Based on evidence seen in lessons, workbooks and interviews, pupils make good progress over time. This is due to effective teaching, well-paced lessons and the detailed knowledge of individual pupils' needs. Pupils commented that many staff 'go the extra mile' and that they feel they are encouraged to be resilient in their learning. They also felt that inconsistencies in the way teachers mark their work sometimes causes confusion and limits progress. Regular assessment and monitoring of pupil standards supports pupils in making good progress in most areas of the curriculum.

- 3.6 Pupils of all ages and abilities have highly positive attitudes to learning. They are aware that through hard work, resilience and regular reflection they will learn and improve, and can clearly articulate why it is important never to give up. The youngest children concentrated hard to assimilate sounds when trying to spell simple words. Older pupils showed much concentration in science, English and mathematics, fully engrossed in their written tasks. Pupils show high levels of initiative and independence of mind. They state that being required to use their initiative to find out information for themselves is an exciting way of learning. Pupils are adept at working collaboratively, and can articulate the benefits of being able to bounce ideas off of each other, as seen in Year 5 religious studies and Year 8 mathematics lessons. They learn that working together in teams is an effective way of solving problems. As such, they feel confident to take risks in their learning, and to approach a problem from different angles in order to solve it.
- 3.7 Throughout the school, pupils develop high levels of knowledge in many areas of learning and acquire skills that help them to apply their understanding, in line with the school's aims. In the EYFS, children engage wholeheartedly in their learning and happily work together in pairs and small groups. They showed much excitement and anticipation when discussing what would happen to the eggs in the incubator. Older pupils thrive as they increase their knowledge, understanding and skills across the curriculum which offers a generous amount of time for sport and creative activities. More able pupils respond positively when challenged through extension tasks. Experienced, industrious staff ensure the many opportunities for collaboration across the curriculum adds positively to pupils' depth of knowledge and genuine enjoyment of learning. Pupils achieve well in creative subjects due to lively teaching that captures their imagination. Children in the EYFS energetically sang and danced in a music activity, and older pupils performed with confidence after a samba workshop. Pupils successfully crafted pictures inspired by local trips. Their knowledge and understanding of the world is enhanced through the varied programme of residential and day trips, including those for boarders at weekends. In the pre-inspection questionnaire, a small minority of pupils said they did not find all lessons interesting. Inspectors found that pupils displayed high levels of interest during the lessons observed.
- 3.8 Communication skills across the school are well developed. Pupils speak with confidence, listen attentively and respond appropriately to instructions, read with enthusiasm and write accurately in a number of genres. EYFS children are encouraged to question, as seen when musing on the best place to lay an egg after listening to the story of *Pip and the Egg*. They quickly acquire reading skills and make plausible attempts at unfamiliar words by using their knowledge of the relationships between letters and sounds. English clinics enable pupils who are experiencing difficulties in aspects such as spelling or reading to overcome these and are appreciated by those who use them. Younger pupils wrote clear instructions for a recipe and understood the purpose of keeping a diary in their study of Samuel Pepys. Year 8 pupils were able to distil their knowledge of the Civil War into 100 words. Pupils successfully use poetic devices such as alliteration, simile and metaphor to create engaging writing. More able pupils effectively create atmosphere and tension as seen in writing entitled 'Confronting My Fears'. Pupils' communication skills grow rapidly through the wide range of music and drama activities provided.
- 3.9 Across the school, pupils numeracy skills are of a high level and are applied effectively across other subjects in the curriculum. Nursery pupils have a sound grasp of number to ten. Older children proudly and accurately counted the 25 jewels in their treasure box. Year 3 pupils quickly understood how to

tell the time in five-minute intervals. Year 5 pupils made rapid progress in their computational skills in learning to write fractions to one-thousandths. Older pupils assuredly apply their mathematical knowledge to practical tasks in science, as seen when Year 8 pupils used mathematical apparatus to calculate the number of wild flowers in an area. Throughout all age groups, pupils were seen to be fully engaged and enjoying mathematical work. High expectations from the staff, their commitment to ensure challenge for all and a culture where mistakes are used as learning opportunities enables pupils to learn and apply mathematical skills with confidence.

- 3.10 Pupils of all ages and abilities develop strong technological skills which they usefully employ across the curriculum. These include word-processing, creating presentations, handling data, manipulating digital images, designing and coding. Children in the EYFS skilfully used tablets to support their phonic learning. Younger pupils were able to manipulate pictures in presentation software with dexterity, as seen when using the interactive white board to add symbols to a map. Throughout the school, pupils use technology for researching a number of subjects. Pupils who spoke to the inspectors stated that it was much quicker to look something up on a tablet electronically than find it out in a book. Older pupils are proficient at using software for 3D printers to design and construct their own creations. Computing lessons ensure pupils understand not just what and how to use information and communication technology, but to reflect on how to use it responsibly.
- 3.11 From the earliest age pupils develop effective study skills. In the questionnaire, most pupils said the school helped them learn and make progress. However, a small minority of pupils who responded said that feedback and marking did not help them improve, a view corroborated during the inspection. Pupils express their opinions and discuss, question, debate and hypothesise with confidence. EYFS children were animated in suggesting ways a baby chick would break out of its shell. Year 3 pupils lucidly explained how learning the days of the week in Spanish through an action song helped them to remember more easily than through a written task. Pupils plan and organise their work efficiently, read critically, routinely search for information electronically and reflect on the knowledge gained. Older pupils explained how project work successfully enabled them to develop independent study skills. Open-ended research and presentation tasks allow pupils to engage in higher-order thinking skills. Year 6 pupils worked both independently and collaboratively when encouraged to think imaginatively to construct sentences about their senses, stimulated by being outside underneath the blossoming cherry tree. Year 8 Pupils demonstrated good analytical skills when working through their warm-up algebra questions on whiteboards.
- 3.12 Pupils achieve success in competitive entry examinations to local independent and maintained grammar schools, with several being awarded scholarships. Governors' investment in facilities and resources has contributed to pupils' achievements, thus fulfilling the recommendation from the previous integrated inspection. Senior leaders have created a culture whereby pupils' achievements in a wide range of activities are highly valued and warmly celebrated. These include individual successes out of school in sports such as taekwondo, equestrian and sailing. Pupils state they participate whole-heartedly and successfully in sporting activities and show pride when representing the school in competitive matches. Pupils have successfully represented the school at regional level in sports such as hockey, athletics, cricket, rugby and swimming, with some achieving national honours. Pupils achieve strong results in a wide range of instrumental, speech and drama examinations, encouraged by passionate specialist staff. They achieve high standards in a variety of musical activities including orchestra, jazz band, string group and choirs. Pupils achieve a good level of success in the national Primary and Junior Maths Challenges and inter-school competitions such as in geography. The wide-ranging programme of challenges, activities and house competitions instils much pride in pupils for their many achievements across the full range of school activities.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils of all ages and abilities show high levels of self-understanding for their ages. Resilience, self-confidence and self-discipline are firmly embedded in the school's culture and supported across the curriculum. EYFS children demonstrated perseverance as they carefully formed correct letter shapes, and older pupils showed strong resilience when they had to revisit mistakes they had made in mathematics, Latin and science. Pupils with SEND who spoke to the inspectors referred to the school's display of well-chosen celebrities who had successfully dealt with disabilities to become role models for them. As a result of such affirmation, they said that they felt their self-understanding and resilience was strong. Engagement with 'zones of regulation', where pupils can quietly but visibly share how they are feeling, successfully shows them that understanding their feelings will ultimately improve their learning. Resilience is successfully inculcated throughout the 'Chafyn Challenge' programme starting in Year 1, where pupils experience a diverse range of character-building challenges. Although most pupils felt the systems of stars, merits and other rewards raised self-esteem, older pupils, especially boarders, stated that such strategies were less motivating. In the questionnaire, a minority of boarders felt the school did not understand their needs well or were confident their concerns were listened to, but inspectors judged effective pastoral strategies to be implemented to support pupils' personal development.
- 3.15 Across all aspects of school life, pupils learn to make good decisions based on common sense and appreciate that decisions have consequences and outcomes that they must learn to live with. Caring staff help pupils to understand that everyone has a choice in the decisions they make, and that good decisions often result in praise and reward. Children in the EYFS are encouraged and enabled to think about the choices they make through open-ended questioning and reflection. Older pupils think seriously about decision-making in society and understand the impact of their actions on others. Boarders explained how they have to think for themselves in different situations. For example, they said that they have to make the right choices in the context of a large family set-up, where they have to compromise and negotiate in a way they might not have to at home.
- 3.16 Pupils develop a good sense of spirituality through the study of other religions, festivals and events. Younger pupils knew why holy oil from Jerusalem was used at the coronation to anoint the new king. Year 3 pupils knew why ancient Greeks prayed before going to sea and understood the power of prayer through the story of Poseidon's return from the Trojan War. Pupils stated they enjoyed learning about other faiths through visiting places of worship. Through assemblies, philosophy and mindfulness activities, pupils develop a genuine appreciation of the non-material aspects of life. Pupils clearly articulate how close observation of the environment for art helps them to reflect on the beauty of the world, as seen in the many vibrant displays around the school. These include water colours of the woods, and tissue collages where, after listening to music, pupils were tasked to present ideas in colour and shape rather than rhythm and melody. Pupils express much appreciation of what they described as the calmness of the wellbeing centre, the beauty of the outdoor environment, and they delight in the freedom to wander around the beautiful grounds and engage in quiet reflection.
- 3.17 Overall, pupils are well behaved and accept responsibility for their own behaviour. In the questionnaire responses, a majority of boarders said pupils do not behave well in the boarding house, while a minority disagreed that boarders treat each other with respect. However, in discussion, the older boarders displayed care and concern for younger pupils in the boarding house. Pupils demonstrate a good understanding of the expectations conveyed in the school's motto, 'ut sibi sic alteri', which means 'treat others as you wish them to treat you'. Children in the EYFS develop a strong awareness of right and wrong and are very quick to say why classroom rules must be followed. They know why they have to take turns and share. Pupils show a keen sense of fair play, an understanding of British values and discuss confidently issues which arise at school. Effective pastoral strategies are consistently implemented by diligent staff so that pupils understand that the school's values of curiosity, courage and compassion are key factors in guiding the way they behave. Pupils feel

empowered to challenge unkindness and misbehaviour should they encounter them. Older pupils engaged eagerly when presented with a series of moral dilemmas and issues which they had to think through, discuss and state their position. These included good stewardship of the earth and the death penalty.

- 3.18 Pupils acquire excellent social skills. Almost all parents agreed in the questionnaire that the school helped their child to develop effective teamwork and social skills. Inspectors found that pupils develop an acute social awareness through the many opportunities provided for teamwork, problem-solving and collaboration across year groups. Pupils said that the extensive programme of activity-based trips enabled them to develop a wide range of team-building skills. Children in the EYFS acquire key team working skills through their activities, and were seen to negotiate well in role play when counting jewels in the lava pit. Older pupils were often seen engaged in lively discussion and collaborating enthusiastically when undertaking shared tasks. They showed advanced social skills in their mixed cricket matches. Relationships in the boarding house are generally good. However, a minority of boarders stated that respect was not always shown by all boarders.
- 3.19 Year 8 pupils develop strong leadership skills and contribute positively to the school community through the range of duties they perform. They diligently undertake positions of responsibility as house leaders and provide good role models for the younger children, whether helping in the wellbeing hub, supervising younger pupils at pre-prep sports day or simply handing out hymnbooks. Older pupils felt that the 'Chafyn Champs' programme enables them to feel responsible and mature when hearing younger pupils read and helping in the swimming pool. Boarders feel they are especially well placed to contribute to the life of the school. Leadership roles for younger pupils are more limited, though pupils stated they conscientiously perform the roles of form monitors, and those elected to the school council work effectively together to make changes for the better. Pupils participate fully in charity events, such as the shoe box appeal and a 24-hour sponsored run. Year 8 pupils talked animatedly about the Christmas Fair and Summer fete they ran to raise funds for charity. Through helping grow food for local foodbanks on the school allotment and involvement with the local community through the 'Chafyn Challenge' and leavers' programmes, pupils are proud of the productive links they foster with the local community.
- 3.20 Pupils of all ages show respect for and value diversity within society and demonstrate tolerance and sensitivity towards those from differing backgrounds. They are very accepting of each other, and discussions reveal that they genuinely see no difference between the ethnic groups represented in the school. Younger pupils explained that they were all parts of a jigsaw that fitted perfectly together. Although a small minority of pupils felt the school did not treat pupils fairly, skilled, experienced staff have created a strong culture within the school where everybody is treated equally regardless of background. Boarders talked excitedly making new friends from Ukraine, Spain and France, and those from different ethnic backgrounds said that they felt welcomed and supported. Pupils spoke positively about the theme of World Book Day, 'Our Diverse World', in which they had to read about someone's life that was different from their own, and how Reading Passports encouraged them to read books from different parts of the world. They skilfully employed art techniques from other cultures, as seen in the display of Islamic art.
- 3.21 Pupils of all ages and abilities understand the need for a healthy lifestyle for both their physical and mental welfare. They benefit from the tangible promotion of wellbeing activities arising from the importance governors and senior leaders place on sensitive understanding of the impact of mental illness and stress on pupils. They are taught effectively about keeping safe in school, outside in the grounds and online through computing lessons, personal, social and relationships education and assemblies. As a result, pupils have a strong understanding of how to keep themselves safe. EYFS children know why they have to wear sunhats outside to protect them from the sun and why they need to drink more water when it is hot. Older pupils understood the need for protective goggles when taking part in practical science lessons. Boarders felt the school provided them with a safe and secure environment to live and play in, with a member of staff being on hand at all times. Pupils

selected healthy choices at meal times and boarders articulately explained why breakfast was the most important meal of the day. They explained why participation in sport and other outdoor activities in the grounds benefited their wellbeing, and remarked on the positive value of having a school dog on their mental health.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the boarding house and the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Dr Wendy Bowring	Reporting inspector
Mr Simon Leyshon	Team inspector for boarding (Former head, HMC and ISA school)
Mr Richard Raistrick	Team inspector (Former head, IAPS school)
Mr David Williams	Team inspector (Former head, IAPS school)