



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

WARWICK SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Warwick School			
DfE number	937/6020			
Registered charity number	1088057			
Address	Warwick School Myrton Road Warwick Warwickshire CV34 6PP			
Telephone number	01926 776400			
Email address	enquiries@warwickschool.org			
Headteacher	Mr Augustus Lock			
Chair of governors	Mr Andrew Firth			
Age range	7 to 19			
Number of pupils on roll	1246			
	Boys	1246	Girls	0
	Day pupils	1187	Boarders	59
	Juniors	259	Seniors	987
	Sixth Form	303		
Inspection dates	13 to 15 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Warwick School is a day and boarding school for boys aged 7 to 19 years and is part of the Warwick Independent Schools Foundation which consists of Warwick School, King's High School and Warwick Preparatory School. The school occupies a 50-acre site adjacent to the River Avon and close to the centre of Warwick, and a project to relocate King's High School onto this site is underway.
- 1.2 The town of Warwick first appeared in the year 914 AD and this has long been taken as the date for the foundation of Warwick School. The school moved to its current location in 1879, and in 1906 the name of Warwick School was adopted. There are 2 boarding houses, both on the main site. Boarders in Year 9 and 10 live in Way House, and those in Year 11 and the sixth form are accommodated in School House.

What the school seeks to do

- 1.3 The school states as its purpose: To inspire and nurture every pupil to thrive in the world – the Warwick Way. It seeks to inspire and nurture its pupils morally, spiritually, intellectually, physically and socially, building on their individual strengths and helping them grow into well-rounded young men: confident but not arrogant, who can play a positive role in the world.

About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds from families living mainly within a 50-minute drive of the school. Almost all of the boarders come from Hong Kong or mainland China and speak English as an additional language (EAL). The school has identified 131 pupils as having special educational needs and/or disabilities (SEND), most of these having dyslexia or dyspraxia, and of whom 39 receive specialist support. No pupils have a statement of special educational needs; 3 pupils in the senior school have appropriate educational, health and care plans in place. The school has 26 pupils who speak EAL and who receive help with their English language skills. Data used by the school identified 125 pupils as being the most able in the school's population, and they receive specialist provision appropriate to their needs.

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 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools and in IGCSE performance has been higher than worldwide norms.
- 2.4 In the sixth form, A-level results were well above the national average in 2014 and above the national average in 2015 and 2016 for sixth formers in maintained schools.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 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.
- 2.8 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

- 2.9 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.
- 2.10 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.
- 2.11 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

- 2.12 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.
- 2.13 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

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 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 those 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, and its results in public examinations, 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.
- 2.17 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

- 2.18 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.
- 2.19 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

- 2.20 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.
- 2.21 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. 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>
First Year	Year 3
Lower Two	Year 4
Upper Two	Year 5
Third Year	Year 6
Lower Fourth	Year 7
Upper Fourth	Year 8
Lower Fifth	Year 9
Middle Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Results at GCSE have been well above the national average and A-level results have been consistently above the national average.
- Pupils' achievement in a comprehensive range of co-curricular activities is excellent, including individual, team and group performances of national calibre.
- Attitudes to learning are uniformly excellent and promote an ambitious, disciplined and focused learning culture across the school community.
- Pupils throughout the senior and junior schools are highly articulate and listen well to others, enabling them to discuss complex and sometimes controversial issues effectively.
- A very high level of numeracy is evident throughout the school and underpins the excellent progress across the curriculum.

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

- All pupils, including boarders and junior school pupils, contribute very positively to the lives of others and thoroughly enjoy the cohesive feel of the school community.
- Pupils throughout the junior and senior schools demonstrate both resilience and self-discipline; they show high levels of self-confidence and know how they can improve their own learning and performance.
- Pupils know and understand themselves extremely well and are confident decision makers in everyday and also in planning for the next stages of their lives.
- Pupils are highly supportive and respectful of their peers across all age groups, and openly celebrate each other's successes and have real pride in their own achievements.
- Pupils demonstrate a strong and inclusive understanding and appreciation of the spiritual and non-material aspects of life, with the chapel playing a central role in the life of the school.
- The excellent personal development of pupils of all ages is supported by committed governance, dedicated leadership and effective strategic planning.

Recommendation

3.3 In the context of the excellent outcomes for pupils the school may wish to consider:

- Strengthening pupils' independent and collaborative learning by pursuing existing good practice in teaching by providing opportunities for pupils to further engage in lessons, as seen in the most effective lessons.

The quality of pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils of all ages demonstrate the successful fulfilment of the school's aims, showing energy and enthusiasm in their personal drive for success. Junior and senior school pupils are high achievers in all areas of their academic lives. The boarding pupils are fully integrated into the school and contribute significantly to the academic and co-curricular success of school life. Pupils at all levels, including those with SEND or EAL, have excellent levels of knowledge and understanding across all areas of learning. This is due to teaching which employs strategies to meet their individual needs. Where necessary, pupils with EAL and more able pupils have the curriculum suitably adapted for them. Pupils achieve highly because senior leaders, supported by committed foundation governors, have established a firm and secure footing to promote academic and extra-curricular excellence by providing the resources and facilities which meet the pupils' educational needs.
- 3.6 Pupils respond well to the balanced curriculum and demonstrate very high-level skills of learning, being able to cross-reference across disciplines using technical and specialist vocabulary with ease and accuracy. In the junior school, pupils are routinely working at a level well above the norm for their age. For example, Year 6 workbooks show a confident grasp of how to solve equations algebraically, with the most able pupils extending this to solve pairs of simultaneous equations. In a senior school history lesson, Year 9 pupils were working at Year 10 level on the understanding of appeasement as a concept. Pupils of all ages spoke very positively about their learning experience and commented that they were encouraged through interesting and often provocative discussions to explore beyond the limits of the syllabus by being given challenging extension work. This was illustrated in a sixth form biology lesson where the pupils were discussing the use of genetic manipulation and in a Year 6 French lesson where pupils were able to use wide-ranging vocabulary and grammatical structures, well above the expected level for their age. In their pre-inspection questionnaire responses, a small minority of pupils did not agree that most lessons are interesting. The inspection found that a great deal of the teaching in both school sections of the school was very effective, especially when it captured the interest of the pupils of all abilities, and strongly challenged them. In some instances, teaching in the senior school lacks these features, limiting the ability of the pupils to exercise control over their learning and develop their own ideas.
- 3.7 Pupils' progress against predicted grades has been more closely linked due to the introduction of a robust tracking system in the senior school. This has resulted in targeted interventions where necessary and as a result has improved pupils' academic performance over time, having also had a positive impact on pupils' value-added scores. Year 4 and year 6 pupils used a 'learning ladders' tracking programme in English and mathematics which gave them a clearer picture of their individual progress and as a result they had a greater sense of ownership of their learning. Extensive use is made of value-added data and baseline assessment, in both schools. Pupils spoken to were highly positive about the quality and supportive nature of the teaching staff, and of the approach to learning promoted by the school. They understood the requirement to develop good work habits, manage time carefully and achieve a healthy work-life balance which they felt was successfully promoted by the school's well-being initiatives. The overwhelming majority of parental responses to the questionnaires indicated that the teaching enables the pupils to make good progress and to develop skills for the future.

- 3.8 Excellent speaking, listening, reading and writing skills underpin much of the academic progress made by pupils, who greatly enjoy opportunities for discussion and debate. Communication skills throughout the two schools is a notable strength due to the shared culture and enthusiasm for public performance, as seen in music making, drama productions and in debating. Excellent communication skills were seen in a Year 12 class on Hugo's *'Les Misérables'* which was entirely conducted in French by both teacher and pupils. Throughout the junior and senior schools, pupils' mathematical skills are strong and are applied to other subjects such as design technology (DT), science and economics. Pupils in Year 6 were able to plot and interpret travel graphs and use data logging in science. Pupils make very effective use of the information communication technology (ICT) available, supplemented by access to a range of virtual learning systems, although this is not always consistent across all subject areas. There is extensive use of ICT to aid research tasks and for the presentation of written work, including in the sixth form to support the extended project qualification (EPQ). Frequent and effective use is made by pupils of mobile phones and laptop devices to process information quickly, analyse situations, develop ideas and solve problems.
- 3.9 Pupils' achievements in external competitions and in gaining other academic distinctions, and their success in sport, music, drama and the arts are exceptional. Pupils feel valued for the contributions they make both within the school and externally. Both junior and senior school pupils have achieved significant success in local, regional and national competitions. Within the past year junior school pupils have enjoyed success in rugby at under 11's and under 12's level regionally, and the under 11's freestyle swimming team won a national school's competition. Members of the choir have sung in the Royal Albert Hall. In the senior school, teams have enjoyed regional and national sporting success in rugby, hockey, cricket, golf, cross country, tennis, swimming and water polo. Several pupils have represented their country at international level in rugby, hockey and tennis, and during the inspection visit the under 18's rugby team won the schools' cup at Twickenham for the 2nd year running. Pupils succeed in gaining national music and drama awards with 5 school bands winning places in the concert band festival national finals. Also, the school's Combined Cadet Force won a military skill at arms competition. Over 80 pupils have been involved in Duke of Edinburgh expedition work, reflecting the excellent opportunities for leadership development. There is high-level participation in drama and music, in both the senior and junior schools. There are over 90 clubs and societies, and 750 pupils take instrumental lessons on a weekly basis. Pupils' high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders. Additionally, the provision of excellent facilities in the form of the sports provision, the Warwick Hall and the Bridge House Theatre, provided by the foundation governing board, demonstrates the on-going commitment to supporting pupils' achievement across all areas of the curriculum.
- 3.10 The pupils' high levels of attainment are reflected in their performance in public examinations. The following analysis uses national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been well above the national average for maintained schools and above the average for maintained selective schools. The results in IGCSE examinations have been higher than worldwide norms. Results in A-level examinations have been well above the national average for maintained schools in 2014 and above the national average in 2015 and 2016.

- 3.11 Data provided by the school show that pupils with SEND make progress that is in line with their peers. Pupils with EAL perform in line with their peers and in some subjects exceed them. More able pupils, including scholars, consistently achieve high levels of success as demonstrated by their EPQ work and their success with other pupils in a wide range of external competitions. Pupils have represented the country in an international astrophysics Olympiad in Thailand and have gained awards in mathematics, physics, chemistry and biology national Olympiad competitions. The school was one of very few to solve the mathematics 'Ritangle' puzzle competition. In their questionnaire responses, almost all parents agreed that their children's educational needs are met effectively by the school. Pupils' high aspirations and ability is reflected in the places they gain at universities both in the UK and overseas, including a consistent number of pupils who succeed in Oxbridge applications.
- 3.12 Throughout the junior and senior school, pupils' attitudes and success as highly effective learners are due in part to a combination of the careful monitoring provided by the leadership of the schools and are strongly influenced by the culture of success that pervades throughout. The ethos of team work is strong, as seen in recent high-level sporting success, and this is paralleled by the teachers clear understanding of the pupils as individuals. In a Year 12 physics lesson, pupils who were initially working independently came together to work collaboratively and solve problems, and pupils in a Year 6 DT lesson worked together in pairs and had to compromise and use their initiative in an amphibious vehicle design project. Pupils' positive attitudes are sustained by the support and approachability of their teachers who give willingly of their time to provide help and encouragement. Pupils in discussion commented that their school is a place where there is an expectation of hard work and high achievement.
- 3.13 Following the recommendations from the previous inspection, a teaching and learning group was established. This prompted a number of changes including a timetable review which saw the introduction of 50-minute lessons and the appointment of a senior member of staff, with a remit to share and promote best practice through an in-service training programme, using the school's own practitioners. In discussions staff felt that increased opportunities are being provided for questioning and independent thinking in lessons, and that this is beginning to have an impact on pupil's achievement through sustained improvements in academic results, a view which the inspection concurred with.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school is highly successful in meeting its vision to build on pupils' individual strengths and help them grow into well-rounded young men, confident but not arrogant, who can play a positive role in the world. Pupils respond positively to the high standards and expectations set by the leadership, teaching and boarding staff and there is a real sense of community and shared focus, underpinned by the collegiate feel of the school which has a significant influence on the pupils' personal development.
- 3.16 Pupils of all ages are extremely self-confident without being overbearing. They show notable resilience and pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in a co-curricular sense. The boarding pupils feel that their residential experience helps to promote self-confidence by enabling them to experience a level of independence they would not have at home. Pupils listen carefully and follow the advice of their teachers. They take responsibility for helping each other to improve, as demonstrated by sixth form pupils leading a video analysis session of rugby training skills. Junior school pupils benefit from a 'learning strengths' programme which explores and develops core skills and as a result this helps build focus and resilience. Junior school pupils show a real strength in their willingness to try anything, being undeterred if their initial thinking is not correct, because they are encouraged to take calculated risks. Older pupils readily empathised with the sentiments of the 'Warwick Way' (good order, discipline and being ready to learn) as key values they should be demonstrating as role models to the younger pupils of the school. Most pupils demonstrate excellent self-knowledge and are clear about what they would like to achieve in life as a result of the highly effective and wide-ranging careers programme, including employment events, university days and work experience opportunities.
- 3.17 Pupils develop an excellent understanding and appreciation of the non-material and spiritual aspects of life. The international and day pupils mix readily with each other and form firm friendships, appreciating their own and the culture of others. The presence of an overseas boarding population encourages all members of the school community to be sensitive to and tolerant towards those from different backgrounds and traditions. Year 9 and 10 pupils spoke warmly of the importance of school traditions and togetherness. They felt that assemblies encourage them to think beyond the school, making them curious and wanting to learn more. Weekly chapel services allow pupils to reflect and understand Christian values and a Year 7 'sleep out' enabled pupils to understand the difficulties of those who are homeless. Pupils' understanding of themselves and others is further promoted by including mindfulness in the curriculum and a mindfulness foundation course is also available for parents and staff to attend.
- 3.18 Pupils have an excellent understanding of right and wrong. They are considerate and kind to each other and their teachers. Pupils understand and respect systems of rules and laws, and are actively encouraged to be curious in the way that they approach their learning. Their sense of fair play is such that they thoughtfully challenge rules and make suggestions for improvements through the use of the 'pupil voice'. Pupils challenge injustice where they encounter it and are quick to acknowledge any transgressions when they do occur. Junior school pupils are rewarded for considerate behaviour by gaining weekly care, courtesy and consideration awards which are highly valued. High standards of behaviour are the product of an underlying respect for others and a ready willingness by individuals to take responsibility for their actions. Supportive and sensitive leadership and the excellent quality of pastoral care underpin a well-ordered and polite community of learners. Pupils genuinely understand the importance of the school's core values which include, humility, perseverance and creativity.

- 3.19 Pupils are highly socially aware and this is a real strength of the school. They provide much support to their peers, both academically and in terms of developing wider skills. This is a consequence of the school culture of good relationships and social confidence. Much of this support is unprompted and spontaneous, as seen in a sixth form pupil acting as a piano accompanist to a younger pupil and in other academic and project work. In discussions, Year 12 and 13 pupils spoke enthusiastically about their role in acting as academic mentors for the younger pupils, providing them with useful leadership opportunities. Pupils in form lessons are encouraged to explore the problems of human existence, and to interpret and express their findings and think about how they might apply what they learn to the world they live in, providing opportunities to be directly involved in their own learning. Leadership opportunities in both the junior and senior schools consistently demonstrate advanced skills in terms of working effectively with others, including solving problems and achieving common goals. Pupils across all age groups support major fund-raising events including 'Brass for Africa', the purchase of musical instruments for children and the development of a clinic, school and community meeting hall in the north west of Kampala. Senior pupils also spent 10 days working with children in 4 orphanages in Kampala, including 2 homes for the mentally and physically handicapped. The school has an established maintained school partnership link with a community special school in Warwick, allowing pupils opportunities to volunteer in their local community.
- 3.20 Pupils form very positive and productive relationships with each other, irrespective of culture or background. The boarding community with international pupils from Hong Kong, mainland China, Nigeria and Saudi Arabia plays a key role in this cultural mix. Pupils emulate a community approach to building successful relationships, drawing on reflective and restorative practices to enable them to maintain supportive, successful relationships. Pupils in Year 5 demonstrated high levels of sensitivity when they successfully participated in a discussion of a painting of Christ's entry to Jerusalem which portrayed figures in Indian and Islamic dress, and in the senior school pupils pair up with visiting pupils from a London Muslim school when they visit Warwick School. Additionally, both boarders and day pupils jointly celebrate special events such as the Chinese New Year. Pupils show high levels of respect and appreciation of their own and other cultures because the school culture is an open and tolerant one.
- 3.21 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Responses to pupils' questionnaires confirm overwhelmingly that pupils feel they know how to keep themselves safe online, and this was underlined in their interview responses. A minority of boarding pupils responding to the questionnaire and in discussions felt that the quality and quantity of food provided during weekdays is of a good standard but not of the same standard for Saturday lunch. The inspection found that meals sampled during the visit were of sufficient quality and quantity. Pupils lead active and healthy lives at school and take every chance to participate in the numerous opportunities for sport and exercise offered by the school. A significant contribution to the pupils' welfare is made through the presence of a full-time counsellor and well-being coach, together with mindfulness and well-being lessons in the curriculum. In the same manner the excellent care provided by the boarding house staff, including matrons and from the medical centre promotes similarly high levels of pastoral care.

- 3.22 Pupils mature into independent and self-motivated young adults over the course of their time at the school and are extremely well prepared not only for the next stage of their lives but also to contribute to society at large. Careful strategic planning and the evaluation of recent welfare initiatives continue to ensure that pupils' pastoral needs are very much a priority and this is due to a combination of dedicated leadership and committed governance. A very large majority of parents who responded to the questionnaire agreed that the school promotes an environment which successfully enriches and supports their children's personal development. Pupils similarly commented that the response to any individual pupil's need in terms of welfare was prompt and well-focussed, and pupils of all ages commented that they were very proud to be members of the school.

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 and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel and form assemblies. Inspectors visited boarding houses the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Dominic Crehan	Compliance team inspector (Principal, IAPS school)
Mrs Deborah Harris	Team inspector for boarding (Deputy head, HMC school)
Mrs Catherine Hill	Team inspector (Senior teacher, HMC school)
Mr Stephen Holroyd	Team inspector (Head of department, HMC school)
Mr Simon Hyde	Team inspector (Headmaster, HMC school)
Mr Timothy Weston	Team inspector (Head of department, HMC school)
Mr Stephen Willis	Team inspector (Head of department, HMC school)