



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Dixie Grammar School**

**February 2022**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Recommendations		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		10
<b>4. Inspection Evidence</b>		<b>13</b>

## School's Details

<b>School</b>	Dixie Grammar School			
<b>DfE number</b>	855/6004			
<b>Registered charity number</b>	514407			
<b>Address</b>	Dixie Grammar School Station Road Market Bosworth Leicestershire CV13 0LE			
<b>Telephone number</b>	01455 292244			
<b>Email address</b>	info@dixie.org.uk			
<b>Headmaster</b>	Mr Richard Lynn			
<b>Chair of governors</b>	Mrs Jo Fenton-Parkes			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	479			
	<b>EYFS</b>	54	<b>Juniors</b>	124
	<b>Seniors</b>	238	<b>Sixth Form</b>	63
<b>Inspection dates</b>	8 to 11 February 2022			

## 1. Background Information

### About the school

- 1.1 Dixie Grammar School is an independent co-educational day school. The school can be traced back to 1320 and has experienced several changes since its founding. It was re-opened in 1987 by the Leicestershire Independent Educational Trust. A junior school and nursery opened in 1990 and moved to a new site in 2001, approximately four miles from the senior school. The school is an educational charity with the trustees forming a single governing body which oversees both the senior and junior schools.
- 1.2 Since the previous inspection a new suite of classrooms for Reception-aged children has opened, alongside a redevelopment of the early years outdoor area.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure the school provided remote learning materials for all pupils.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The aim of the school is to educate its pupils to the highest standards of excellence to become full, confident and active members of the community, thus preparing them for the global society of the 21st century.

### About the pupils

- 1.10 Pupils come from families with a wide range of business, professional and academic backgrounds. The school's own assessment indicates that the ability of the pupils is above average compared to those taking the same test nationally. The school has identified 38 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, all of whom receive additional help. Five pupils in the school have an education, health and care (EHC) plan. One pupil speaks English as an additional language (EAL) and receives additional support. The school aims to identify in each pupil an area in which they are more able, and tailors its provision to further extend them.

## 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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the 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.
- 2.7 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.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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 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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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

2.14 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.

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

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

2.16 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.

**2.17 The standard relating to the provision of information [paragraph 32] is 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.

**2.19 The standard relating to the handling of complaints [paragraph 33] is 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.

**2.21 The standard relating to leadership and management of the school [paragraph 34] is 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 excellent.

- Pupils develop their skills, knowledge and understanding exceptionally well in all areas of learning.
- Pupils are confident and articulate public speakers who write with accuracy and precision.
- Pupils show extremely positive attitudes to learning.
- Pupils achieve extremely well in sports, music, and drama, and in a variety of academic competitions.

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

- Pupils develop excellent levels of self-confidence, self-esteem and resilience; and a mature appreciation of their strengths and how they might improve further.
- Pupils are wholly committed to equality and have an exceptionally well-developed respect for those from different backgrounds, cultures or religious faiths from themselves.
- Pupils demonstrate an excellent understanding of how to stay safe and healthy, including how to maintain their own positive mental health.
- Pupils co-operate extremely well with each other and develop excellent teamworking skills.
- Pupils are very keen to help others, and they are particularly generous with their time when they contribute to others in the school and the wider community.

#### Recommendations

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

- In the junior school, ensure that the most able pupils make even greater progress by providing more consistent challenge in every lesson.
- In the senior school, extend opportunities for pupils to direct their own learning in order that they develop the skills needed for further study beyond school.

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

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

3.5 Pupils develop their skills, knowledge and understanding exceptionally well in all areas of learning. They make excellent progress, as they respond wholeheartedly to the school's expectations of hard work and success for all. In their responses to pre-inspection questionnaires, almost all pupils agreed



that their teachers know how to help them to learn, and that their skills and knowledge improve in most lessons. In a GCSE biology lesson, for example, pupils made excellent progress in understanding mitosis and the cell cycle because the teacher set challenging tasks with extension activities to extend pupils' understanding still further. In an English lesson in the junior school, pupils demonstrated excellent use of adjectives and accurate punctuation when writing instructions on how to make up various potions. The teacher set high expectations and used good examples to help pupils fully understand the task. Reception-aged children demonstrated strong mathematical and scientific knowledge as they named solid shapes, and experimented to see if they slid, rolled or stacked.

- 3.6 Pupils are confident and articulate public speakers and effective listeners, because throughout the school pupils are encouraged to speak about their learning in lessons. In an A-level English lesson, for example, pupils spoke with confidence and precision about the international films they have been studying, using appropriate technical vocabulary. Nursery-aged children showed excellent listening skills as they watched a video giving instructions on what actions to follow with a beanbag. In a Mandarin Chinese lesson, Year 6 pupils spoke and wrote the language fluently. In a senior school English lesson, pupils read out loud from the novel *Roll of Thunder, Hear My Cry* with clarity, fluency and expression, while others listened attentively before answering questions in a way that showed excellent levels of comprehension of the text. Pupils appreciate the importance of effective communication. Many choose to learn British Sign Language as one of their enrichment options. Pupils write with accuracy and precision because they are well taught and receive effective feedback on how to improve their written work. This was seen, for example, in Year 7 history books, in which pupils produced extended writing on Magna Carta and on Thomas Becket. It was also seen in many examples of written work examined by inspectors, and in the high-quality creative writing on display around the school.
- 3.7 Pupils show extremely positive attitudes to learning and are highly motivated to succeed. Pupils work very productively with their peers because this is a feature of many lessons. In a junior school lesson in mathematics, for example, a group of pupils worked together with considerable enthusiasm in a practical task to construct irregular polygons with a given perimeter. They then showed great delight when they finally worked out the correct solution. In a GCSE English lesson, pupils who were studying John Steinbeck's *Of Mice and Men* were extremely keen to learn more about the two main characters and the historical context of the novel. Pupils display high levels of initiative in many lessons, especially in the sixth form, and in organising many co-curricular activities. In some subjects there are fewer opportunities for them to develop the independent learning skills they will need for further study beyond school. Older pupils are keen to improve their learning and performance and willingly attend subject drop-in sessions at lunchtimes or after school if they feel they need any additional help in order to achieve their best.
- 3.8 Pupils of all ages achieve at a high level, both in an excellent range of extension activities which support high achievement in the curriculum, and in an extensive programme of co-curricular activities. Pupils achieve extremely well in sports, music, and drama, and in a variety of academic competitions. They have reached the national finals in the UK Maths Challenge, and are regular medallists in Chemistry and Biology Olympiads, and achieve highly in myriad art, English and sports competitions. Pupils excel at a range of sports and achieve highly either individually or as team in local, county and regional sports competitions on land, in the water and on horseback. There is an active Duke of Edinburgh's Award Scheme programme, and pupils achieve bronze, silver and gold awards while at school. Senior school pupils achieve consistently high results in external examinations. Over the most recent three years to 2021 about half GCSE examinations have been awarded one of the top grades. Over the same period, the proportion of A-level examinations awarded the top two grades has increased to nearly three-quarters. At both levels these results are significantly higher than data predicts for pupils of similar ability. This is confirmed in lessons, where pupils make rapid progress in their learning. The same data shows that all groups of pupils, including those with special educational needs and disabilities (SEND), achieve just as well as their peers. Pupils' progress was not adversely affected by the time spent learning remotely, because the school was able to adapt quickly to these

demands. Pupils in the junior school make rapid progress from their starting points, although some of the school's most able pupils have the potential to achieve even more highly because sometimes they are not challenged enough in lessons. Pupils are very well prepared for access to the next stage of their education. Junior pupils are well prepared to take on the demands they will face in the senior school. In the senior school, a very large majority of university applicants achieve admission to the university of their choice, often to highly competitive institutions and courses.

- 3.9 Pupils develop excellent mathematical and numeracy skills. These skills are established effectively in the Early Years Foundation Stage (EYFS), as seen in a lesson for Nursery-aged children in which they displayed excellent numerical skills in counting shapes. These skills develop rapidly in the junior school: Year 3 pupils can work out fractions by comparing shaded and non-shaded portions of a diagram, while by Year 5 they can place in order fractions with different denominators. Pupils of all ages readily use their high levels of mathematical competence in other subjects. In a Year 6 science lesson, pupils were confident manipulating numbers involving time, mass and height, while A-level design and technology pupils used their excellent mathematical skills to construct accurate solid shapes in the construction of home gymnasium equipment.
- 3.10 Pupils use digital technology very competently across a range of subjects as part of their normal learning. They told inspectors that their skills in using different applications developed rapidly during the period of remote learning. They enjoy developing these skills further at school, for example in learning coding or producing animations. Pupils' ICT skills allow them to make rapid progress in many subjects. Year 4 pupils in a geography lesson, for example, used tablet computers very effectively in a task which involved finding the location of origin of different foodstuffs, and calculating how far they had travelled. Year 6 pupils show excellent skills in a lunchtime club, run by older pupils, in which they produced computer-generated pictures. By the time they reach Year 13, pupils can independently use computer-aided design software, for example, to formulate a design for social seating.
- 3.11 Pupils develop outstanding study skills during their time at the school as they respond to the increasing levels of challenge. Year 6 pupils successfully undertake in-depth project work because the thematic *Dixie 6 curriculum* acts as an effective bridge between the junior and senior school curriculum. Pupils appreciate the help they get from their teachers who help them build their skills, whether pupils are predicting the effect of forces on small and large parachutes in a Year 3 science lesson, or investigating the relationship between Market Bosworth's history and its architecture in a 6th form Extended Project Qualification (EPQ). Year 4 pupils used exact scientific language to explain an investigation in science, making an excellent hypothesis as to what had happened to the solution of water and sugar to cause crystals to form. Pupils in an A-level geography lesson demonstrated highly developed thinking skills in their analysis of the impact of COVID-19 on surface, atmospheric and oceanic temperatures.

### **The quality of the pupils' personal development**

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils throughout the school are mature for their age, and they grow to be thoughtful young people with excellent levels of self-confidence, self-esteem and resilience. They develop a mature appreciation of their strengths and how they might improve further. In a personal and social development lesson, for example, GCSE pupils held a sophisticated discussion on negative thinking, and understood that how they think about problems affects the way they handle them. Pupils have the confidence to face new challenges and are not afraid to make mistakes. Middle school pupils used their knowledge of growth mindsets to build confidence in tackling situations that some find challenging, such as public speaking. Older pupils set a positive example for younger ones: for example, Year 5 pupils act as 'buddies' to children in Reception, helping them to read; while pupils in the sixth form run many co-curricular clubs for younger pupils. Pupils who join the school at non-standard times gain confidence and self-esteem because of the empathy of their peers.

- 3.14 Pupils are wholly committed to equality and have an exceptionally well-developed respect for people who are different from themselves, and they are happy and confident when talking about these issues. This is because issues such as race and gender equality are regularly discussed in assemblies and form periods. In a lesson on the achievement of women in science, junior school pupils explained to inspectors that it was important to respect all people equally, no matter what their race or gender. In a GCSE history lesson, pupils in discussion drew interesting parallels between Hitler's treatment of minority groups and the appeal, for some, of extremist movements in modern Britain. In the questionnaires, almost all parents confirmed that the school actively promotes values of respect and tolerance of other people. Two diversity prefects lead the school's work in this area, including organising events in a pupil-generated diversity calendar that draws attention to diversity in planned monthly events.
- 3.15 Pupils demonstrate an excellent understanding of how to stay safe and healthy. They are fully aware of the potential dangers posed by the Internet because this is taught effectively and often. They appreciate the opportunities to keep fit in games lessons and in the excellent sports facilities that are available. Senior school pupils in a physical education lesson were well informed about the importance of warming up before exercise, the need to pace themselves in endurance events and how to get fitter and remain healthy. Younger pupils taking part in a bicycle training programme demonstrated an excellent awareness of road safety. Pupils make wise decisions about maintaining a healthy lifestyle, and they make good choices regarding healthy eating. This was demonstrated, for example, when members of the school council gave feedback to the catering manager on changes they would like to see to the school menu. Pupils are very clear on how to maintain their own positive mental health, and they show maturity in their awareness of their own emotions, the importance of thinking positively, and seeking help from one of the school's mental health mentors if needed.
- 3.16 Pupils co-operate extremely well with each other and develop excellent teamworking skills. This is promoted exceptionally well through the school's emphasis on outdoor learning for all ages. Younger pupils demonstrated excellent collaboration skills in the school's woodland environment when working in pairs to bind sticks together using a range of knots. These skills develop further through outdoor education and culminates in the Duke of Edinburgh's Award scheme (DoE), at which pupils are highly successful. Pupils have many opportunities to work together in lessons, for example in senior school science lesson in which pupils worked effectively in groups to carry out a practical experiment using enzymes, deciding on roles, sharing equipment, and forming hypotheses together. When working together as a group, pupils are respectful of others' views and opinions. This was demonstrated, for example, in a meeting of the school council, chaired by pupil leaders, which judged the school photography competition. Pupils work together successfully on major projects. Each year, for example, they organise a live outdoor music festival to show the talents of pupils of all ages. Exceptional collaborative skills were also seen in an entertaining lunchtime musical activity in which younger pupils, sixth formers and staff each reacted and related to the pace and level of other performers.
- 3.17 Pupils are very keen to help others, and they are particularly generous with their time when they contribute to others in the school and the wider community. Older pupils take on numerous leadership opportunities in school, many of which were created at pupils' own suggestions. This was seen, for example, in a lunchtime art activity in which pupils from the sixth form, acting as art mentors, willingly spent time helping younger pupils. Similar subject mentors help younger pupils in many subjects, and older pupils, as part of the DoE award, assist junior school pupils in their outdoor learning sessions. Pupils put on events for the local community and raise funds for good causes. Pupils have recently organised fundraising initiatives for the local food bank and air ambulance, and a toy collection for a local charity, under the guidance of sixth form charity prefects. Year 6 pupils visit a local care home as part of their intergenerational care project, designing activities and games for older residents to enjoy with them when they visit. Pupils are active in environmental and diversity projects and speak with knowledge and clarity about these issues.

- 3.18 Pupils fully understand that kindness and a willingness to take responsibility for their own actions is expected of them. Younger pupils told inspectors that they would definitely own up to doing something wrong, even if no-one saw them do it. They have a highly developed sense of right and wrong, and they respect the school's rules and the need for them. In the questionnaires, all pupils said that the school expects them to behave well, and the overwhelming majority of parents said that the school actively promotes good behaviour. Pupils feel a strong sense of community in the school, and older pupils feel it their responsibility to look after younger ones. Pupils were clear that kindness is at the heart of the school's expectations for them, and that firm action would be taken should any bullying, discrimination or harassment take place. Pupils' behaviour in lessons is excellent: they not only work hard and respect their teachers, but they respect other pupils, leading to an ethos in which all pupils feel free to make contributions in lessons.
- 3.19 Pupils develop extremely good decision-making skills which are apparent in a number of areas. The youngest pupils choose their own tasks and activities in Early Years. Pupils in the junior and senior school, have a wide variety of co-curricular activities from which to choose. In the sixth form high levels of independence are encouraged, requiring pupils to make decisions about their own learning. Pupils feel confident about making decisions on course selection and the next steps in their education because the school provides excellent information and guidance, and supports them effectively in making these decisions. Pupils regularly make decisions in co-curricular activities: for example, pupils in an enterprise enrichment session at lunchtime decided on key roles in producing a magazine for the school community. Both the junior and senior schools have a school council, in which pupils make decisions on a variety of issues, including which suggestions placed on a noticeboard by pupils should be raised with school leaders. For example, a new pupil reward scheme being introduced in the senior school was initiated by two members of the school council.
- 3.20 Although pupils, especially younger ones, might not recognise the term 'spiritual' or 'spirituality', they are thoughtful and reflective young people, who regularly consider big issues and questions. Junior pupils who had planted new trees to create a wildlife habitat, talked about the need to protect the environment which was home to different creatures. This consideration of the deeper aspects of life is also evident, for example, in the junior school when pupils are regularly encouraged to sit quietly and think about their feelings, and in assemblies in both the junior and senior school, when pupils consider serious moral and philosophical issues. Older pupils in discussion with inspectors spoke with maturity about beauty and the intangible elements in the arts. The Art centre gives pupils a quiet and contemplative space that allows them to develop a deeper understanding of the non-material aspects of life. High quality live musical performances by pupils in the dining hall provide an uplifting experience for all, and allow a moment of contemplative calm during the busy school day.

## 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 governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Michael Phipps	Reporting inspector
Mrs Susan Clarke	Assistant reporting inspector
Mr Jonathan Runswick-Cole	Compliance team inspector (Former senior housemaster, HMC school)
Mr Ian Daniel	Team inspector (Principal, ISA school)
Mrs Jean Hambley	Team inspector (Deputy Headteacher, ISA school)
Mr Ian Martin	Team inspector (Senior Deputy Headteacher, ISA school)
Dr Guy Roberts	Team inspector (Assistant Headteacher, HMC school)