



ISI Independent
Schools
Inspectorate

FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS

FOR SCHOOLS WITH RESIDENTIAL PROVISION

READ SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School	Read School			
DfE number	815/6019			
Registered charity number	529675			
Address	Read School Drax Selby North Yorkshire YO8 8NL			
Telephone number	01757 618248			
Email address	headspa@readschool.co.uk			
Headmaster	Mr Mark Voisey			
Chair of governors	Mr Peter Watt			
Age range	3 to 18			
Number of pupils on roll	170			
	Boys	99	Girls	71
	Day pupils	145	Boarders	25
	EYFS	14	Juniors	37
	Seniors	99	Sixth Form	20
Inspection dates	6 to 8 March 2018			

1 BACKGROUND INFORMATION

About the school

- 1.1 Read School is an independent day and boarding school for boys and girls aged between 3 and 18. It was originally founded in 1667 by philanthropist Charles Read for the poor boys from the village of Drax. Since the last inspection the school has invested in a new artificial sports pitch and a new music block, and the girls' boarding house has been relocated from the village close to the boys' house on the main school site. An acting headmaster has been in post since November 2017, after retirement of the previous head.
- 1.2 The school is a registered charity. It is administered by a corporate trustee, of which the governors are directors.
- 1.3 The school is divided into 3 sections: the pre-preparatory department (3 to 7 years) which incorporates the newly created 'ELF Unit' (Early Years Foundation Stage (EYFS) and Reception); the preparatory school (7 to 11 years) and the senior school (11 to 18 years).

What the school seeks to do

- 1.4 The school aims to provide an education which is caring, inspiring and fun, allowing all pupils to fulfil their potential; underpinned by the guiding values of fair mindedness, hard work and treating others with proper respect and consideration, to lead successful future lives.

About the pupils

- 1.5 Pupils come from a culturally diverse range of professional and business backgrounds, mostly from Yorkshire and surrounding counties, with some originating from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 69 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 58 of whom receive additional specialist help. Also, 7 pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, all of whom receive additional specialist support with their English. Data used by the school identified 18 pupils as being most able in the school's population, and the curriculum is modified for them and for 22 other pupils because of their talents in sport, music and creative arts.

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. The inspection of schools that have early years settings not requiring registration similarly records 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, 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](#), [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 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the 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 above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016, have been in line with the national average 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, 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.

Key Findings

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

- All groups of pupils, including those with SEND or EAL, achieve well and make good progress relative to their starting points.
- Pupils' achievements outside the classroom are good, with notable individual successes at regional and national levels.
- Pupils' attitudes to learning are positive, they are productive in individual work and collaborate well when given the opportunity.
- Pupils' progress in some lessons is limited because they are not given sufficient opportunity to think independently or use higher-order skills.

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

- Pupils display high levels of self-confidence, self-understanding and maturity for their age.
- Pupils have excellent relationships with their peers and are notably supportive of each other.
- Pupils make an outstanding contribution to the school and the wider community, exemplified by the numerous charitable initiatives promoted by the school community.
- Pupils are particularly positive about their boarding experience, and appreciate the diversity of the boarding community and the social development opportunities it provides.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that pupils are enabled to take leadership with their learning, develop high-order thinking and independence of thought to achieve higher levels of progress.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all ages achieve well and so ensure the fulfilment of the school's aims. Attainment by children in the EYFS is strong and they make good progress in relation to their starting points across all seven areas of learning, although the size of cohort makes definitive comparisons to national averages difficult. By the end of Reception, all children perform at levels which are above those expected for their age and abilities. This is due to the comprehensive assessment of each child's development within the first four weeks of joining the ELF Unit, regular formative assessments and provision of a varied curriculum to meet individual needs. The online learning diaries help parents to contribute to their children's progress and allows for recognition of achievements outside school. Children develop strong foundations in speaking, listening, reading and writing due to the strong support provided by teachers. They demonstrate highly developed intellectual and social skills due to the numerous opportunities provided with child-initiated activities, such as exploration and role play, which build their confidence to engage with their learning and progress well. This meets a recommendation from the previous inspection.
- 3.6 All pupils demonstrate good levels of knowledge, skills and understanding in the core subjects of English, mathematics and science, as well as in other subject areas, due to the high aspirations of staff and the encouragement they receive to apply their learning across other subject areas; Year 9 pupils demonstrated a very good understanding of the structure and function of a human cell and also of the solar system by creating 3D models cut from footballs to show all the correctly labelled parts. Pupils know how well they are doing and how to improve further through regular feedback in lessons, marked work and opportunities to review and set realistic yet demanding targets in their planners. They progress well in all areas of the school due to the advantage of small class sizes to track and monitor pupils individually as well as the enthusiasm of staff to deepen learning further. Children in the EYFS demonstrated excellent memory and writing skills, for example when recalling facts about the appearance of the hungry fox to place on their wanted posters. As pupils advance through the school, they develop the confidence to improve their learning through strong in-class support. Pre-preparatory pupils recalled enthusiastically the story of *Farmer Duck* as well as suggesting additional adjectives to enhance their story writing. Preparatory pupils develop good literacy and numeracy skills across a range of subjects due to the strong focus provided by staff to equip them for senior school; Year 4 pupils demonstrated very good use of adverbial phrases to enhance their sentences describing a circus. Year 8 pupils applied their prior knowledge of Pythagoras' theorem effectively, dealing with increasing levels of difficult challenges to calculate the area of triangles.
- 3.7 Pupils with SEND or EAL achieve good levels of competence, achieving in line with their peers due to strong individual attention in the classroom and the willingness of staff to provide additional help, which enables good progress in relation to their difficulties or starting points. Both boarding and day pupils achieve well due to the extra support provided by their peers, as well as by boarding staff in the evenings and at weekends. Boarders spoke highly about the flexibility of boarding which allows them to stay at school if this enables them to make better use of their time and to provide more focus to concentrate on revising for exams.

- 3.8 The following uses the national data for the years 2014 to 2016. These are the most recent 3 years for which comparative statistics are currently available. Pupils' performance at GCSE has been above average in relation to the national average for maintained schools. Results in A-level examinations were above average in 2014 and in-line with the national average in 2016 for maintained schools, although the size of cohort makes definitive comparison difficult. Data provided by the school indicate the percentages of pupils achieving A* to C at GCSE and A-level in 2017 were improved over the previous year. Nationally standardised test data provided by the school for Year 6 pupils, the school's own end of Year 2 assessment data, available evidence from lesson observations, and scrutiny of pupils' work demonstrate attainment for younger pupils to be in line with national age-related expectations, although size of the cohorts make definitive comparisons difficult. Around a half of pupils proceed from Year 11 into the sixth form, with leavers proceeding to maintained or independent sixth forms or to undertake vocational study. Most sixth formers gain their first-choice university place, with some also undertaking gap years to experience the wider world. Almost all parents who responded to the pre-inspection questionnaire thought that the school enables pupils to make good progress.
- 3.9 Pupils demonstrate very good communication skills; they listen attentively and participate well, carrying out instructions accurately from their teacher. Year 3 and 4 pupils demonstrated an excellent command of the French language whilst describing different town buildings in conversation with their teacher; Year 9 pupils delivered high quality presentations using information and communication technology (ICT) and video graphics software to successfully explain the advantages of alternative energy supplies within a science lesson. Sixth form pupils with EAL confidently explained the key technical terms in Bowlby's theory of maternal attachment during a psychology lesson through the support and guidance provided by the teacher.
- 3.10 Pupils are confident and competent users of ICT as it is introduced from an early age in the school to solve problems, undertake homework and give presentations in lessons. Those with SEND spoke highly of how laptops support their learning as they take notes in lessons or undertake research for homework. Pupils are naturally eager to participate in technology related activities to enhance their learning. Pre-preparatory pupils confidently demonstrated how to use the abacus number grid software to find solutions to 2-digit number subtractions; Year 5 pupils produced high-quality information leaflets on a Scandinavian country by successfully using desktop publishing software; and Year 8 pupils demonstrated effective research skills using the internet in order to demonstrate their understanding of cryptography and use of the Enigma machine during World War II.
- 3.11 Pupils' achievements outside the classroom across music, drama and sport are good throughout the school. Investment in high-quality facilities and resources has contributed to pupils' achievements. Pupils have achieved great success with singing and in musical examinations across a wide range of instruments, as a result of the support they receive from specialist staff and the opportunities they have to perform at local or national musical events. Pupils of all ages achieve high standards of success within school productions both on stage and as support crew; the EYFS children and pre-preparatory pupils demonstrated considerable confidence and singing ability when performing in their Christmas nativity play; and preparatory and senior pupils exhibited excellent performances in singing, dance, acting and staging during their school's productions of *Charlie and the Chocolate Factory* and *Annie*. Pupils have also achieved significant success in the Duke of Edinburgh Award (DofE) scheme at bronze, silver and gold levels as well as within the Combined Cadet Force (CCF), where one pupil achieved National Cadet of the Year in 2016. Other pupils have achieved significant success in mathematics, science and art competitions as part of the school's 350th anniversary celebrations.

3.12 Pupils' attitudes to learning are positive; they are productive in individual work and collaborate well when given the opportunity. Their study skills are well developed; they organise their work methodically and show a willingness to challenge their own understanding and improve further which enables them to be successful, both in lessons and in extra-curricular activities. Children in EYFS demonstrated excellent independent study skills, finding objects to place on a balance to estimate their weights, and happily discussed their findings due to the encouragement and praise provided by staff. Year 5 pupils spoke enthusiastically within a class discussion about their opinions of a mystery key during their story planning exercise; sixth form pupils helped less able pupils to apply their prior mathematical learning to draw forces on problem diagrams to solve problems. Pupils spoke highly of the opportunity to have older pupils support them in their lessons through the school's 'classroom assistant programme'. Pupils' good subject knowledge arises from effective teaching, including the use of skilful questioning and personal support from teachers. Small class sizes, together with very good rapport with staff and their peers, creates a learning environment in which all pupils feel safe and confident to try any challenge set. In some lessons pupils did not demonstrate the same level of skills, because lessons lacked challenge and missed opportunities for pupils to think highly critically and independently. The best progress observed made by pupils arose because of teacher's high expectations, clear explanations, and opportunities for pupils to apply their skills in new situations, for example in a Year 5 geography lesson where pupils reflected on their prior knowledge of Scandinavian countries to successfully design different styles of tourist information leaflets. In less successful lessons, there was over-reliance on note taking from the overhead projector or completion of identical worksheets with limited evidence of challenging extension work for the more able.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-confidence and self-knowledge, and they possess very high levels of maturity for their age. They have a very good understanding of their own strengths and weaknesses, and naturally take an increasing responsibility for their own learning, negotiating and setting their own targets. This is a consequence of the success with which the school fulfils its aim to expect the very best from their pupils, as well as the strong pastoral support in meeting individual needs. In the EYFS and pre-preparatory, pupils have an accurate understanding on how well they are doing from the regular praise and feedback they receive from staff, from the use of stickers and from group rewards such as watching a film if they manage to fill their button jar to the top. In the preparatory school, pupils reflected highly effectively, for example, on their understanding of quadrants in mathematics, with the use of a self-assessment traffic light system. In the senior school, pupils are given time to reflect in lessons on how well they have progressed in the previous term. Pupils' self-confidence is enhanced by the number of opportunities they have to participate in school performances or develop excellent team-working skills through competitive sports and other extra-curricular activities such as the CCF or DofE expeditions. The school's personal, social, health and economic education programme (PSHE) contributes to the pupils' strong self-awareness throughout the school and provides effective strategies in building strong resilience to prepare them for challenges that life may bring. In their pre-inspection questionnaire responses, almost all parents stated that the school actively promotes an environment which successfully supports their children's personal development.
- 3.15 Pupils have excellent relationships with their peers and are notably supportive of each other. This is because the school encourages play and making friends as soon as they enter the EYFS, so by the time they move up the school these skills are well advanced. Year 6 pupils demonstrated excellent collaborative skills when giving instructions to their peers to successfully identify classroom equipment in the French language during a paired work exercise. Preparatory, senior and sixth form pupils displayed excellent problem-solving skills, working closely with each other to successfully build a railway track during an after-school activity. Pupils possess a natural empathy to look out for each other and value the family atmosphere which exists within the school, enabling excellent rapport with each other and with staff who know them all individually very well. Older preparatory pupils spoke highly of being able to support younger pupils as their 'reading buddies', and sixth form and senior boarders regularly support their younger peers with their homework during the evenings.
- 3.16 Pupils make an outstanding contribution to the school and the wider community, exemplified by the numerous charitable initiatives promoted by the school community. In the EYFS, children were able to explain very articulately why they had sponsored a polar bear and the effects of global warming on the melting of ice where they live. Year 8 pupils successfully raised money selling cupcakes for a local hedgehog rescue charity using the school's enterprise hub, which is available for any initiatives for pupils to use. All pupils enjoy playing an active role in the school community and eagerly volunteer to take on further responsibilities; senior pupils regularly guide visitors around the school. Sixth form pupils provide coaching to younger sports teams, stewarding at local annual music festivals and successfully provide companionship or perform on an annual basis at a local elderly residential care home.

- 3.17 Pupils acquire an understanding of how decisions can have an impact on their own success and well-being as well as on those around them; they successfully managed to balance the demands of a busy academic life with the broad range of extra-curricular activities they are offered. They make decisions confidently, whether this is asking politely to go to toilet in the EYFS, deciding which subject options to study or choosing future university places. Pupils eagerly volunteer to gain positions of responsibility which will impact on others positively within the school community, through representation on the school council or through leadership positions such as prefects or house captains. Council representatives, supported by staff, successfully presented their ideas to the full governing body on updating the library for the benefit of pupils at the school. Pupils with responsibilities, including in boarding, undertake them with great success, taking independent and effective action when required which is highly respected by their peers.
- 3.18 Pupils' spiritual awareness is excellent; they study a range of religions and have a deep understanding of other non-Christian faiths and festivals through presentations by visiting parents and other speakers discussing Hinduism, Islam and Judaism. Further understanding is achieved through assemblies, participation in church services and a comprehensive religious studies programme. In their pre-inspection questionnaires responses, all parents agreed that the school actively promotes respect and tolerance of those with different faiths and beliefs; an overwhelming majority of pupils said that the school encourages them to be tolerant of those with different faiths and beliefs. From the earliest years in the school, pupils develop an outstanding appreciation of the non-material aspects of life through participating in the school's 'Be seen doing good for others' project as well as successful performances in music, drama and art competitions. In the EYFS, children spoke highly of their enjoyment when performing in their annual nativity play. Preparatory pupils successfully participate in the Archbishop of York's Young Leaders' Award which encourages pupils to be 'the change they want to see'; sixth form pupils broaden their appreciation of art through manipulation of varied media such as fine art painting, sculpture, textiles and print making.
- 3.19 Pupils develop a strong moral framework and instinctively know how to distinguish right from wrong; their behaviour both in lessons and around the school is excellent. They move sensibly and calmly around the school, displaying courtesy and politeness. Pupils challenge misbehaviour and unkindness when they encounter it and display no tolerance for bullying. They have a clear sense of the need to be well behaved and to abide by the school rules, which are consistently implemented by teaching staff and promoted by leadership as part of the 'Read values'. In the EYFS and pre-preparatory, pupils spoke confidently about the high expectations of staff, the aim to always be 'seen to be green' and 'not cool to be blue', and the consequences if the golden rules were broken. Year 3 and 4 pupils successfully produced their own classroom rules at the beginning of the year and are motivated by the new rewards system in place. As pupils move up the school they demonstrate an increasing ability to reflect highly on the morality of modern society; Year 10 pupils displayed an excellent understanding of the moral implications of Apartheid, undertaking discussions with maturity and sensitivity.
- 3.20 Pupils know how to stay safe including when online, maintain a healthy lifestyle and develop positive mental health from an early age. Pre-preparatory children clearly explained the differences between types of healthy foods and also the importance of warming up before taking exercise; Year 10 pupils demonstrated an excellent awareness of why people might drink alcohol and the consequences of drinking it too much, as well as the importance of drinking enough water each day; Sixth form pupils recognise the importance of leading mentally healthy lifestyles by participating in team sports, asking for help or taking sensible approaches when revising for exams.

- 3.21 Pupils welcome everyone to their school community and appreciate diversity of culture and background. They feel that the school positively encourages respect and tolerance through assemblies, PSHE lessons and tutor time. Pupils are particularly positive about their boarding experience, appreciating the diversity of the boarding community and the social development it provides. Boarders also naturally accept those of different backgrounds; they appreciate the opportunities to widen their knowledge to learn about the different cultures of their friends from abroad. Pupils from overseas greatly appreciate the values and traditions of life in the UK as well as being given the opportunity to cook for their peers when celebrating the Chinese New Year or being able to teach their friends about their faiths and how they pray.
- 3.22 The leadership and management ensure through highly effective pastoral support that pupils develop skills, a moral understanding, self-respect and a respect for others which prepares them well for the next stages in their lives. Pupils leave the school as confident, mature, independent and happy young individuals who have the skills to apply their learning in whatever challenge that meets them.

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 registration. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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 Geoffrey Marston	Reporting inspector
Mrs Julia Langford	Compliance team inspector (Headteacher, IAPS school)
Mrs Victoria Hall	Team inspector (Former head, GSA school)
Mr David Tickner	Team inspector (Headmaster, Society of Heads school)
Dr Guy Roberts	Team inspector for boarding (Director of planning, HMC school)