



ISI Independent
Schools
Inspectorate

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

Dragon School

December 2022

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
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	7
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
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

School	Dragon School			
DfE number	931/6062			
Registered charity number	309676			
Address	Dragon School Bardwell Road Oxford Oxfordshire OX2 6SS			
Telephone number	01865 315400			
Email address	schooloffice@dragonschool.org			
Head	Mrs Emma Goldsmith			
Chair of governors	Mr Andrew Webb			
Age range	4 to 13			
Number of pupils on roll	807			
	Day pupils	659	Boarders	148
	Pre-prep	216	Prep	591
Inspection dates	29 November to 1 December 2022			

1. Background Information

About the school

- 1.1 Dragon School is a co-educational independent day and boarding school. It was founded in 1877, originally for the sons of university staff. It moved to its present site at the turn of the 20th century and became fully co-educational in the 1970s. The pre-prep, situated on a separate site, was opened in 1995. The school is an educational trust with charitable status, overseen by a board of governors who are trustees of the charity. A new chair of governors was appointed in November 2019. The current head has been in post since August 2021. The school comprises two sections, the pre-prep for pupils from Reception to Year 3 and the prep for pupils in Years 4 to 8. Nine boarding houses accommodate pupils between eight and thirteen years.
- 1.2 Since the previous inspection the school has replaced Saturday morning lessons with an enrichment curriculum, *Quest*. There has been a programme of refurbishment and a new dining facility has been introduced in the pre-prep. The senior leadership team and governor committees have been restructured.

What the school seeks to do

- 1.3 The school's aim is to inspire, encourage and develop free-thinking, confident young people who reach for the sun.

About the pupils

- 1.4 Day pupils come from a range of backgrounds, mostly within a 25-mile radius. Boarders come from further afield, with a significant number from British families living overseas, whilst others are nationals from 31 different countries. Standardised test data provided by the school indicate that the ability of pupils is above average compared with those taking similar tests nationally. The school has identified 106 pupils as having special educational needs and/or disabilities, 89 in the prep school and 21 in the pre-prep, of whom 89 receive additional support with speech, language and communication needs, literacy and numeracy difficulties, and sensory integration or coordination difficulties. One pupil in the school has an education, health and care plan. English is an additional language for 70 pupils, 26 of whom receive additional support. The curriculum is modified for pupils identified as being the more able in the school's population and for those with special talents in sport, drama and music.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education up to Year 6 and relationships and sex education in Years 7 and 8, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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>
E Block	Year 4
D Block	Year 5
C Block	Year 6
B Block	Year 7
A Block	Year 8

Key findings

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

- Pupils achieve at a level well beyond that expected of their age across the curriculum because of their spirit of curiosity and excitement to learn.
- Pupils have outstanding communication skills which they use to great effect.
- Pupils gain places at highly selective senior schools because of the embedded culture of ambition throughout the school.
- Pupils achieve notable success in a wide range of team and individual pursuits at regional and national levels because of their willingness to embrace the opportunities available to them.
- Pupils are highly competent in their use of information and communications technology (ICT) but have limited opportunities to use it routinely in their learning.

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

- Pupils have high levels of self-confidence and self-esteem because they embrace the school's *Dragon* values of kindness, courage and respect.
- Pupils understand the importance of friendship; they have a strong sense of community and of being a *Dragon*, willingly sharing in the successes of others.
- Pupils have a strong commitment to helping others and make an outstanding contribution to the school and the wider community.
- Pupils have a deep understanding of diversity and accept and celebrate difference.
- Boarders are extremely 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.
- Develop pupils' ability to use ICT routinely to further enhance their day-to-day learning.

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 demonstrate outstanding attitudes to learning, strongly fulfilling the school's aims to inspire, encourage and develop free-thinking, confident young people who 'reach for the sun'. In all lessons and in the high-quality presentation of their work, pupils show high levels of commitment and enthusiasm. For instance, responding to the high expectations and praise, pupils in Year 6 showed clear enthusiasm for an art task where they were given the opportunity to produce paintings inspired by aboriginal art, in their own way. Pupils embrace working collaboratively. In a well-paced and imaginative drama lesson, pupils in Year 8 successfully produced and performed a short piece together using human puppetry. Their enthusiastic attitude was outstanding throughout. The school promotes and encourages a learning environment in which the pupils see the value of mistakes as learning opportunities, with teachers and leadership committed to this approach. Success is recognised and celebrated.
- 3.6 Pupils are outstanding communicators, applying their skills in all subjects. In interviews, and in lessons, they confidently discuss their ideas and feelings. Children in the EYFS are encouraged to speak clearly, articulating their thoughts with linguistic skill that is significantly above age-related expectations. Pupils in Year 1 demonstrate excellent aural skills, for example, listening intently to their teacher during a cookery lesson linked to their history topic. As a result, they were able to recall many interesting and pertinent facts during the lesson. Older pupils are highly articulate when verbally expressing their ideas, and their writing is fluent, well-written for purpose, and applied successfully in all subjects. For example, pupils in Year 3, had written persuasive letters, combining a highly effective blend of emotive language and rhetorical questions, supported by relevant facts and statistics. Pupils develop excellent reading skills. In an English lesson in Year 7, they read and performed their poems to their peers, with confidence, clarity and expression. Pupils in Year 6 performed their lines with skill and enthusiasm when rehearsing their pantomime of *Aladdin* which they had devised based on outlines of the plot. Pupils with EAL make particularly good progress in their developing language skills because of the inclusive nature of the community.
- 3.7 Pupils, including those with SEND and EAL make exceptional progress over time. Cohesive leadership, high quality teaching and a broad and exciting curriculum enhance and support learning along with highly effective assessment and tracking. Children in the EYFS make rapid progress from their various starting points, so that almost all reach the expected levels of development for their age by the end of Reception. Nationally standardised test data, lesson observations and scrutiny of pupils' work, show attainment to be well above average in relation to national age-related expectations. Thus, all pupils successfully gain entry to highly selective senior schools with a significant number being awarded academic or all-round scholarships. In interviews, boarders commented that the boarding experience impacts significantly on their achievement and success because of the support and encouragement they receive. In their responses to the pre-inspection questionnaire, all parents agreed that the boarding experience has helped their child's progress and the vast majority agreed that the school enables their child to make progress and that their educational needs are effectively met.
- 3.8 Pupils' knowledge, skills and understanding are strong across all areas of learning. The high expectations, strong subject knowledge and expertise demonstrated in teaching, effectively challenges pupils from the very youngest, to aim high. In a phonics lesson in Reception, children demonstrated excellent knowledge and use of vocabulary, identifying trigraphs and using their phonic knowledge to read words which contained them. In a French lesson in Year 2, pupils rapidly

progressed, asking and answering questions about foods they liked, showing an excellent knowledge of French vocabulary and question phrases. Pupils in Year 5 confidently and clearly explained the feudal system during the Norman Conquest to the class, explaining how people would feel unhappy because they had to work so hard, and the barons had the power to revoke their land. Teaching consistently provides diverse and engaging opportunities. For instance, in a Latin lesson open-ended questioning and high expectation prompted pupils in Year 8 to work well above normal expectations for their age, accurately differentiating between the endings of different adjectives and changing them to show the possible three genders. Pupils respond to verbal and written feedback that constantly emphasises the need for them to self-reflect and review. Creative flair and talent are nurtured and developed to a high standard throughout the curriculum, resulting in pupils' outstanding success in music, art and drama. In their responses to the questionnaire and in interviews, the vast majority of pupils agreed that their skills and knowledge improve in most lessons and that their teachers help them to learn. Evidence from the inspection confirms this.

- 3.9 Pupils are excellent mathematicians. Teaching provides high levels of challenge to further enrich their skills and understanding. Pupils often display higher-level reasoning skills to solve advanced mathematical problems, and numerous mathematical opportunities exist across the curriculum in challenging lessons which give mathematics meaning. Pupils are stretched by the strong subject knowledge of teachers, who successfully make the subject interesting and fun, while also expecting pupils to demonstrate that they fully understand the topic. For instance, during an absorbing lesson in Year 8, pupils successfully collated a wide range of complex data through questioning each other, then produced accurate scatter graphs using the information. They demonstrated excellent understanding of the data and an appreciation of the importance of a correct axis, line of best fit and plotting points.
- 3.10 Pupils have advanced skills in ICT. They pick up new skills quickly, for instance programming and designing their own websites. Pre-prep pupils make excellent progress in subject-specific ICT lessons. Pupils in Year 3 were able to code for simple changes and movements of an on-screen character in a drag and drop programming interface, using a variety of specific commands. When given the opportunity, pupils use technology to extract information to develop their knowledge in other areas of their learning. When ICT is used across the curriculum, the pupils report it as memorable and engaging. Boarders are confident in using computers to complete their own research and communicate with home. However, pupils do not use ICT routinely in their day-to-day learning and consequently their ability to use it spontaneously and to critically evaluate sources is limited.
- 3.11 Pupils' excellent study skills contribute to exceptional levels of academic achievement. They readily embrace the leadership's initiative that to be a Dragon is to encapsulate the spirit of *DRACO, Diligence, Resilience, Ambition, Collaboration and Organisation*, in their learning. In the pre-prep, pupils are able to think for themselves when given the opportunity and can draw on prior learning and other information to predict outcomes. In the EYFS, children hypothesised as to how a child in a picture had hurt her leg. In a science lesson in Year 3, pupils were able to correctly identify patterns in results and predict possible outcomes based on a table comparing length of shadow with distance of a light source from an object. Pupils are challenged regularly by teachers to question, develop high-order skills and to investigate and analyse data to draw reasonable conclusions. An excellent example was seen during a practical science lesson on displacement and reactions. Pupils successfully hypothesised and then synthesised the outcome of two practical experiments they undertook on the effect of copper sulphate on different materials. Similarly, in a history lesson in Year 7, pupils synthesised from a number of sources to hypothesise and reason as to the causes of the French Revolution. In a faith, philosophy and ethics (FPE) lesson, pupils were challenged to answer the question, 'What colour would a zebra be if it lost its stripes?' and responded with a range of well-reasoned and considered answers.
- 3.12 The achievements of the pupils outside the formal curriculum are outstanding, due to the commitment of governors and leaders in providing a wide range of activities from the pre-prep

onwards, as well as at weekends and evenings for older pupils. The Saturday morning *Quest* programme is an integral contributor to the pupils' significant success across a broad range of activities in creative areas, art, and in an enormous variety of sports. Pupils achieve high grades in a range of music examinations and frequently win competitions and achieve commendations in writing, poetry and art. Many achieve success in national mathematics competitions. Pupils achieve county recognition in cricket, cross-country and hockey. In football, pupils have represented professional clubs at their age level. The school encourages potential by identifying and developing individual skills and talents. This focus is reflected in the high number and consistency of senior school scholarships awarded to pupils in these broader areas of their education. Pupils are encouraged to follow their passions and work to their strengths.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate outstanding self-confidence and self-knowledge and a mature understanding of their own strengths and weaknesses. They embrace the school ethos, underpinned by the *DRACO system, (Diligent, Resilient, Ambitious, Collaborative, Organised)*, which provides a clear framework for personal development. They say it inspires them to become well-rounded individuals, eager to face challenges, which improves and develops their self-esteem. In the EYFS and pre-prep, children show strong self-confidence in their activities and play, responding to warm, encouraging interactions with their teachers. For example, pre-prep pupils were seen climbing trees to a height they were comfortable with, going on the big hammock and baking bread on the open fire. They felt safe in the knowledge they could make mistakes and be supported by the teachers in trying again. Pupils feel very well-prepared for the next stage of their lives. This was especially evident in conversation with boarders who talked extremely positively about the support of boarding house staff, who encourage them constantly to be ambitious. Scrutiny of workbooks identifies that pupils assess their own work effectively, using the success criteria from the task, and effectively supported by teachers' comments. The governance and leadership of the school is highly effective in creating the space and the time for pupils to develop excellent personal skills and self-awareness. In the questionnaires, almost all parents agreed that the school helps their child to be confident and independent.
- 3.15 Pupils are able decision-makers, choosing wisely from the rich opportunities available to them. Younger pupils readily make decisions as a result of the encouragement of their teachers. For instance, during break, pupils in Year 1 pragmatically assessed risk, making realistic individual choices about the height to which they were willing to climb on the apparatus. In discussion, pupils were keen to report that their opinions are heard and valued via the school council and other committees, and that changes often happen as a result, for instance in the uniform. Pupils clearly understand that the choices they make academically, in their relationships, and in their personal lifestyle will have an impact on them now and in their future. They said that they feel extremely well-supported through the school's personal, social, health education, and relationships and sex education programmes, and their strong relationships with their teachers. Boarders especially talked about the need for them to make appropriate decisions on a daily basis, choosing different activities, managing their time effectively, or choosing to do the right thing in terms of their social relationships within the close-knit community of their boarding house. Work scrutiny revealed points where pupils had taken considerable responsibility for their learning and built upon this in succeeding years.
- 3.16 As pupils progress through the school they develop a strong spiritual understanding, gaining an awareness of and respect for other religions, cultures and beliefs. The FPE programme effectively promotes this, challenging pupils to respond to philosophical questions, such as, 'Does having faith mean never doubting?' In the EYFS, children play joyfully in the outdoors environment, delighting in the simplicity of waterfalls during their water-based play activity. Pupils in the pre-prep demonstrated a developing appreciation for non-material aspects of life, valuing the opportunity to sing harmonies in assemblies and finding wonder in the world around them. For example, when baking bread in design

technology, Year 1 pupils showed a great sense of awe when watching the process of yeast interacting with the flour, saying, 'Wow! Look, it's growing, it's rising, there are bubbles!' In interviews, pupils described their appreciation of lessons where they think about life in different ways, such as when discussing Plato's theories. Pupils enjoy a range of artistic, musical and dramatic opportunities to develop their enjoyment and appreciation of the non-material, enhanced by trips to art galleries and musical theatre productions. This appreciation was expressed particularly during an art activity for scholars and potential scholars. In response to the question, 'Why do you enjoy art?' pupils said that it gave them the opportunity to express themselves and turn their imagination into something artistic. While during a yoga and relaxation activity, pupils in Year 4 commented that Christmas is coming, and that is about love and giving.

- 3.17 Pupils display an innate sense of right and wrong. They understand the importance of taking responsibility for their behaviour and as a result have an excellent moral understanding. They behave extremely well, are polite, show respect for each other and adults and fully appreciate the importance of rules in maintaining high standards both in school and in their wider lives. This was clearly seen in lessons, over lunch, and in discussion with them. Their excellent moral understanding is supported by the numerous posters and displays around the school, which highlight the importance of making correct decisions and doing the right thing, among them, posters stating, 'You are the choices you make' and, 'Stand up for what is right, even if you are alone.' The school's values of kindness, courage and respect are highlighted in every classroom and corridor and were consistently mentioned by pupils during interviews. These are very much at the heart of being a Dragon school pupil.
- 3.18 Pupils have a strong social awareness, and collaboration in all age-groups is excellent. In the pre-prep, collaboration amongst the pupils comes very naturally and is evident in all they do. For example, taking turns fairly when playing mathematics games, or sharing resources in child-initiated activities. Pupils are exceptionally cooperative and work cohesively together, for instance when tidying away play equipment. Pupils' social skills impact significantly on their success, through activities such as sport, music, drama and every one of the many collaborative activities in which they are involved on a daily basis. Boarders commented that there was a very strong social collaboration, team spirit and sense of community within the boarding houses.
- 3.19 Pupils contribute positively to the school community, increasingly taking on positions of responsibility and leadership as they progress through the school, as prefects, house captains and members of the school council and committees, where they often influence decisions on uniform, food and charities. This is an outstanding element across all the boarding houses, where there is a strong sense of taking responsibility and supporting the lives of others, through offering academic help, being co-operative and supportive within the house, or just being a good friend, especially so when somebody is a little down. Pupils have a mature understanding of the importance of supporting others and do this extremely well, enthusiastically supporting the school's charity work, striving to help and improve the lives of others by supporting a wide variety of charities, particularly the annual *Dragon Sale* which involves every pupil and raises significant amounts. Very high numbers of pupils in Year 7 and 8 take part and record achievements in the school's *Give me 5 challenge* and the *Dragon Award* which support the school and the wider community. During inspection, the pre-prep *Changemaker Champions* effectively used an assembly to promote their goal of collecting gifts for homeless children in Oxford and Ukraine. In subsequent discussions, they were able to compare their relative abundance with others' lack, and to reflect that giving made them feel good.
- 3.20 Pupils have a deep understanding of diversity, accepting and celebrating difference. All pupils live, play and work happily together towards their ambitious, common goals. Through the broad and inclusive curriculum, appropriate visiting speakers, language focus weeks, Black History month, international assemblies and visits to places of worship, the school successfully educates pupils about people from different backgrounds and traditions. The pupils reported in interviews that everyone feels valued in the school community. This is supported strongly by the number of international boarders who live at the school during term time, which further enhances pupils' appreciation and

understanding of the diversity of the world's population. Almost all parents responding to the questionnaires agreed that the school actively promotes the values of democracy, respect and tolerance of other people.

- 3.21 Pupils speak maturely about the importance of a healthy diet, exercise and staying safe, particularly when online. Pre-prep pupils' understanding of staying safe is excellent, particularly in the outdoor environment where they are encouraged to take risks. For example, during the *Muddy Dragons* activity, pupils used the campfire with appropriate caution, adhering to fire rules and physical boundaries. Pupils explained articulately that they had to stay behind the wooden log circle surrounding the fire and if inside the circle, they must kneel down otherwise you might fall into the fire. Pupils recognise that mental health is vital in ensuring well-being and appreciate the many avenues available in school to discuss any concerns. This was very strongly emphasised in discussions with the pupils, who spoke with enthusiasm about how well they are supported and advised by the school and their teachers. The vast majority of parents responding to the questionnaires agreed that the school encourages their child to adopt a healthy lifestyle.

4. Inspection Evidence

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

Inspectors

Mrs Loraine Cavanagh	Reporting inspector
Mr Alasdair McBay	Accompanying inspector
Mrs Kaye Lovejoy	Compliance team inspector (Former head, ISA school)
Mrs Sylvia Chetwood	Team inspector (Former deputy head, IAPS school)
Mrs Kerrie Daunter	Team inspector (Former head, IAPS school)
Mr Jonathan Dunn	Team inspector (Former deputy head, ISA school)
Mr John Bond	Team inspector for boarding (Head, IAPS school)
Mr Richard Evans	Team inspector for boarding (Former head, IAPS school)