



**ISI** Independent  
Schools  
Inspectorate

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

**ARDINGLY COLLEGE**

**FEBRUARY 2018**



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## SCHOOL'S DETAILS

<b>College</b>	Ardingly College			
<b>DfE number</b>	938/6200			
<b>Registered charity number</b>	1076456			
<b>Address</b>	Ardingly College College Road Ardingly Haywards Heath West Sussex RH17 6SQ			
<b>Telephone number</b>	01444 893000			
<b>Email address</b>	head@ardingly.com			
<b>Headteacher</b>	Mr Ben Figgis			
<b>Chair of governors</b>	Mr James Sloane			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	952			
	<b>Boys</b>	519	<b>Girls</b>	433
	<b>Day pupils</b>	619	<b>Boarders</b>	333
	<b>Pre-Prep</b>	108	<b>Prep</b>	280
	<b>Seniors</b>	313	<b>Sixth Form</b>	251
<b>Inspection dates</b>	6 <sup>th</sup> to 8 <sup>th</sup> February 2018			

## 1. BACKGROUND INFORMATION

### About the school

- 1.1 Ardingly College is an independent day and boarding school for boys and girls aged between 2 and 18. The college consists of three constituent schools: the Senior School is a boarding and day school for pupils aged 13 to 18; the Preparatory School is for pupils aged from 7 to 13 and offers boarding through the week. The Pre-Prep is for 2 to 7 years. The three schools share a 230-acre site near Haywards Heath in West Sussex. Boarders are accommodated in one of the six houses on the site. Founded in 1858 by Canon Nathaniel Woodard it is part of the Woodard Corporation of schools. A board of governors, who are the directors and charitable trustees of the company, administer the school. The college nominates all governors for approval by the Corporation. The headmaster of the Senior School has overall responsibility for all three sections of the school. The Prep School headmaster has operational responsibility for the Prep and Pre-Prep.
- 1.2 Since the previous inspection a new head of the Preparatory School has been appointed. In 2016-17 the school completed a refurbishment of boarding facilities and two new girls' boarding houses were created. The school is currently building a new science department.

### What the school seeks to do

- 1.3 The aim of the College is to provide an excellent 21<sup>st</sup> century education by being a forward-thinking and high-achieving co-educational school with a strong academic focus, excellent student support and a global outlook. All Woodard schools aim to provide a rounded education to help the pupils to make their way in adult life.

### About the pupils

- 1.4 Pupils come from a range of professional and business backgrounds. Approximately three quarters of pupils reside in the UK. Boarding in the senior school helps enhance the global outlook with pupils travelling from 33 different countries, the majority in Europe and Asia. Day pupils come from the surrounding area of East and West Sussex. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average in the preparatory school and broadly average in the senior school. The sixth form is above average in ability. The school has identified 91 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, 49 of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 155 pupils, 49 of whom receive additional specialist help.

## 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 EYFS (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 Preparatory School uses standardised tests to determine attainment; performance has been above average for the majority of pupils.
- 2.3 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools and in line with the national average for maintained selective schools.
- 2.4 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools. Results in the International Baccalaureate (IB) have been higher than worldwide norms and above UK averages.
- 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 [and 20] 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 and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

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

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

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

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

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

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

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. EDUCATIONAL QUALITY INSPECTION

#### Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Shell	Year 9
Remove	Year 10
Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

## Key findings

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

- Pupils of all ages seek to achieve to the best of their ability and make excellent academic progress.
- Pupils engage enthusiastically in their learning and excel in a wide range of extra-curricular pursuits and enrichment opportunities.
- Pupils' experiences and knowledge are expanded from being part of an international community, especially in the sixth form and in boarding.
- Pupils have excellent attitudes to learning, being positive, resilient and hard working. They especially thrive in team work and in collaborative learning environments. They develop good research skills although do not have the opportunity to further develop these in all subject areas.
- Pupils have excellent communication skills, are highly articulate and are good listeners.

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

- Pupils of all ages are confident and engaging young people who are happy in their school.
- Pupils feel valued for their strengths and talents and recognise that not everyone can be good at everything.
- Pupils' experiences in boarding and the house system are major influences in their excellent social development.
- Pupils have an excellent spiritual awareness and appreciation, and exhibit their strong moral code which is exemplified in their self-discipline and courteous behaviour.
- Pupils have a highly developed sense of responsibility to their school community and recognise the importance of service to others through their voluntary and charity work.

## Recommendation

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

- Continue to ensure that the teaching approaches that already develop pupils' research skills in many senior school lessons are adopted across all subjects.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.4 Pupils throughout the school are seeking to achieve to the best of their ability in the outstanding range of academic and extra-curricular opportunities available to them. Supporting the personal and academic development of every child remains at the heart of the school aims and is promoted through an Ardingly Learner Profile (ALP), which is based on thirteen characteristics and aims at supporting every aspect of pupils' development as they progress through the college. Almost all of the parents answering the pre-inspection questionnaire reported that they are pleased with the progress that their children are making and the range of opportunities available to them.

3.5 In the Early Years Foundation Stage (EYFS) all children are making excellent progress consistent with their age and development. By the end of Reception the majority are exceeding many of the Early Learning Goals and some are working to a level two years above their chronological age. By the end of the pre-prep school in Year 2, a third of pupils have a reading age equivalent to Year 6 pupils and the majority are performing above, or well above average in mathematics. In the preparatory school, the standardised data that is available for the years 2015 to 2017, shows that results in English, reading and mathematics have been above average for most pupils. Progress is excellent and is especially

notable in English comprehension, reading and mathematical problem solving. Many Year 8 pupils perform to a high level in Common Entrance and scholarship examinations, and they gain competitive scholarships at the senior school and elsewhere. A wide range of ability is evident throughout the pre-prep and the prep school but close attention by teachers to individual needs, including specialist support if needed, is the main factor in this excellent academic development of all groups.

- 3.6 Academic initiatives have focused on improving the examination results in the senior school and developing the learning approaches of pupils. Between 2015 and 2017 the proportion of higher grades has risen in both GCSE examinations and A Levels. Approximately 90% of GCSE grades are A\* to B. The proportion of A\* to B grades at A level has risen by 10% in the three-year period. Results for both GCSE, and A levels are above the national average. Results in the International Baccalaureate (IB) examinations have been higher than worldwide norms and above UK averages with the majority of entries graded 7 or 6. EAL pupils are achieving very high point scores in the IB examinations alongside their non-EAL peers. Pupils with SEND achieve to the same level as their peers, and often outperform expectations. Standardised test data of progress, available for the years 2015 to 2017, and scrutiny of pupil's work, indicates overall that pupils are making excellent progress in relation to the average for pupils of similar abilities. This is particularly evident from Year 9 through to Year 11. In 2017, almost all of university applicants achieved admission to their first or second choice of university, often to highly selective institutions and courses.
- 3.7 Pupil's development of their knowledge, skill and understanding is excellent throughout all age groups, strongly supported by the pupils' excellent attitudes to learning and an extensive creative and enriched curriculum. Work scrutiny and classroom observation show that pupils understand their learning objectives and the attitudes needed to achieve success. Pupils are enthusiastic and motivated in lessons and they apply themselves well. Their skills in collaborative learning are a considerable strength. Throughout the school pupils understand and demonstrate many of the characteristics of the ALP in their approach. They competently apply their broad knowledge across subject areas and communicate with clarity and confidence both orally and on paper. They are stimulated by open ended questions and higher order tasks, responding knowledgeably and with intuition. Senior pupils can think logically, link ideas and ask perceptive questions and answer intelligently. In many subjects, such as business studies, they demonstrate divergent thinking skills, using tools to analyse information, and to develop ideas. Literacy skills are strong. Reception children have a good standard of cursive writing, beautifully presented, and their speaking skills develop as their confidence grows. Year 3 pupils are able to explain different types of fiction stories; myths, legends, horror and romance and explain what non-fiction writing is. Communication is excellent across a wide range of varying forms of expression by senior pupils. Written work shows maturity and it is evident that pupils work hard and cover a considerable amount of work, mostly well-presented and organised. They are excellent listeners and support each other when listening in assemblies and presentations. Stimulated by excellent native-speaking teachers, and enhanced with native levels of fluency by international pupils in the sixth form, they develop excellent language skills.
- 3.8 Mathematical skills and understanding are well developed and demonstrate fluency in the use of facts and procedures, problem solving and mathematical reasoning by the end of their prep education. Year 2 pupils can differentiate between the values of money and master extension work and problem solving on how to make up the same amounts without using the same coins and notes. Senior pupils demonstrate good numeracy and scientific knowledge, and apply these skills across the curriculum. Extension activities incorporating maths, science and engineering underpin their excellent achievement. In 2015 Ardingly pupils became the first from the UK and Europe to design and build a solar car to complete a challenge in Australia. In 2016 they became the national winners of the European Space Agency Cassini Science prize and achieved second place in the 2017 UK Space Design Regional competition. In both mathematics and science Olympiads many pupils achieve gold and silver level awards for their age group.

- 3.9 Excellent practical and investigative work is evident in subjects, for example in geography in the study of volcanoes and in science when investigating what seeds require to grow. Prep teachers are always ready to help and praise whilst creating a culture of challenge asking 'do you agree and if not why?' Prep pupils are encouraged to spot mistakes, collaborate with their peers and share in their self-assessment. Throughout the senior school pupils can study independently and enjoy research projects especially evident in the Extended Project qualification (EPQ). In some subject areas the teaching methodology sometimes limits this development. Work scrutiny indicates that there is sometimes an emphasis on providing the information via worksheets and notes and little expectation of pupils researching their own work and taking more responsibility for their own learning. Pupils of high ability are sometimes given help before they need it as a result of teaching offering too much support. Throughout all ages a broad range of information communication technology (ICT) skills are competently applied as well as specific computing skills such as coding. Pupils eagerly participate in enrichment activities such as workshops for thinking skills and trips out of school to embed their learning.
- 3.10 All pupils have a multitude of opportunities to excel in a wide range of creative and physical pursuits especially through the excellent enrichment programme and the provision of sport, music and drama activities. Imaginative and creative art is displayed throughout the classrooms whether creating dragons in the nursery, etching self-portraits in Year 7 or exceptional portraiture in Year 11. Pupils exhibit their art in local and national galleries and are successful in competitions including those organised by the Royal Academy of Art. Musical groups including the Schola and chapel choirs, orchestra and a concert band perform at the highest level both at home and abroad. Young musicians gain places in the National Children's Orchestra of Great Britain and achieve success in county music festivals. Most results of individual music examinations are at merit or distinction level. Exceptional standards of drama, dance and music are brought together in full school productions such as *Ali Baba and the Bongo Bandits* by the younger children and *Honk*, performed in the local theatre by Years 7 and 8. A number of children perform in film and theatre work and talented prep pupils are successful in achieving drama scholarships for their senior education. There is an ever-increasing number of pupils achieving very high results in drama examinations where on average eighty seven percent achieve distinctions. Pupils in the senior school readily enjoy academic challenges organised by subject departments each week when three age related challenges are presented to be solved, as demonstrated by the memory challenge presented by the biology department. Strong debating skills are evident in the levels of success of teams in national and regional competitions. A number of pupils gain gold and silver awards in the Duke of Edinburgh Award scheme.
- 3.11 The pupils' commitment to and passion for sport is infectious. School teams of all ages are highly successful in a wide range of competition and exceptionally talented pupils represent national, regional and county teams in for example netball, football, hockey, swimming, athletics, cricket, and fencing. The under 18 boys' football team won the ISFA National Cup in 2015 and 2016, and girls' football teams compete at the same high level. School hockey teams regularly win the county competitions, and the basketball team has recently won a regional league. The ethos of performing to the best they can is promoted through excellent coaching for all ages and the school's elite sports programme. Talented boys and girls benefit from a personal programme supported by professional coaching. In discussions pupils pointed to the strong positive impact that boarding and the facilities have on their sporting experience outside of the classroom.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Promoting the wellbeing of every pupil through personalised support lies at the heart of the school's aims and its mantra of 'nobody excels at everything but everybody can excel at something' is applied in practice. The boarding experience and the house system for day pupils, and the excellent pastoral support from staff, are major influences on the pupils' excellent personal development. Pupils are

recognised for excelling in personal attributes such as friendship, consideration, teamwork and service.

- 3.14 Pupils of all ages are happy, confident and engaging young people who feel included and valued. They are comfortable in themselves and in their relationships with each other. They are eager to take advantage of the extensive range of opportunities and challenges provided for them by the school. The youngest children in the pre-prep are naturally curious, love to explore and are brave in the way they persevere with new challenges in their outdoor adventures on the school grounds. They are eager to seek out the world of new experiences. The positive and encouraging environment allows shy and reticent children to build confidence. Throughout the prep school pupils' self-understanding is excellent. They readily embrace and seek opportunities to self-assess their work and reflect on and improve their own performance and understanding. They appreciate that perseverance, hard work and resilience are key to their development.
- 3.15 Senior pupils are mature and independent, exhibiting a calm self-control and a reflective attitude to their own strengths and weaknesses. They aspire to aim high academically but recognise the value of other qualities in life apart from academic success. Leadership and management are effective in promoting a community within which pupils feel a strong sense of belonging and fulfilment which promotes their confidence. Pupils thrive in the boarding community as part of an international mix of pupils, especially in the sixth form where they develop their sense of being global citizens as they share in the international range of cultures. The school is successful in their aim to provide a safe environment in which pupils can recover from mistakes and move on.
- 3.16 Pupils are excellent at making decisions that influence their daily life and future. The youngest pupils in the pre-prep direct much of their own learning in their creative curriculum. They decide what direction their learning and play will take by following their imagination and curiosity. Year one and two pupils can decide which classroom to join and choose which activity to try. As they grow through the school the extent of their decision making is evident in the wide range of choices available to them on a daily basis. Pupils have to manage their time well. They cope maturely with the pressures they face in a very busy school schedule where expectations of their involvement are high. They balance their academic work and extra-curricular activities and make informed decisions about the best use of their time. Pupils are able to explain their decisions and provide objective reasons for their choices. In a sixth form PSHE day pupils were asked to decide when to call an ambulance, when would they seek a health check and the choices they make involving drugs. All pupils can influence their own learning through their choice of enrichment activities. Senior pupils enjoy deciding which weekly challenges they will try, which subjects they will choose for examinations from the extensive range available for them and to which university they should apply.
- 3.17 Pupils develop an outstanding awareness and appreciation of spiritual matters through the strong Anglican foundation of the school. The chapel is at the heart of the school, accessed by all, and the work of the chaplaincy is very well respected. Pupils value the regular opportunities they have for contemplation and involvement in chapel services. The Christian Union meets regularly to discuss aspects of faith and the relevance to pupils' lives is understood by many. In the pre-prep and prep school spiritual development is a real strength. Pupils constantly reflect on their own lives, the impact they have on others and on the wider world. Year 1 and 2 pupils speak of the importance of kindness developed in their 'Random Acts of Kindness Week'. Senior pupils' spiritual understanding is excellent. They have a deep-rooted appreciation of the non-materialistic aspects of life such as art, poetry as well as their place in a multi-cultural and diverse world. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own beautiful surroundings. Pupils understand the value of looking after their environment from the EYFS appreciation of their woodland to the importance of reducing waste in school and of recycling. During interviews they indicated that they have a good understanding of other faiths, through their lessons in divinity and philosophy, assemblies and interaction with each other.

- 3.18 Pupils have a strong moral code and understanding. There is a sense of mutual trust amongst each other and with their teachers. The ethos and values promoted by the college are well respected and known. Pupils are unfailingly polite, courteous and respectful and their behaviour and sense of responsibility around the school site was observed to be excellent. Their strong self-discipline gives the school a quiet and purposeful atmosphere. Pupils have a genuine sense of right and wrong. They speak positively of the school's sanction system and understand the consequences of their actions. They have clear expectations of their own conduct and appreciate that when sanctions are applied they are dealt with tactfully by staff and management. Reflective skills are well developed. As they progress through the school they are encouraged to follow 'The Ardingly Way' and develop the five core values of to be the best they can, to be forgiving, honest, kind and caring and to be good listeners. When they make a mistake this is the vocabulary that is used to discuss it. Understanding of their role in the wider world is developed in form time sessions on British Values and in their PSHE syllabus where the rules and laws of the land are discussed. Elections and systems of government are well understood. Visiting professionals such as barristers visiting Year 5 allowed them to learn about the process within a court room.
- 3.19 Pupils state that the boarding experience and the house system develops their sense of social responsibility to each other. They appreciate the pastoral care provided by house parents, tutors and the work of pupil mentors and the buddy system to help new pupils to settle in. A new boarder arriving recently reported that 'Ardingly is not only a school but a home'. Living and working alongside each other they develop friendships among different age groups and learn to balance their own needs and interests alongside those of others. The youngest pupils in the nursery learn to share, and prep school girls and boys were observed mixing naturally together in all of their games. In the sixth form the international pupils predominantly choose the IB course of study and the majority of British pupils choose A levels. Although this separates many of them in lessons they mix well together during their extra-curricular pursuits and social time. From an early age they enjoy the responsibility of contributing to numerous forums, councils and committees to influence their lives in school. Each house has a house council, which meets regularly and pupils plan house events and discuss issues relating to pupils' school lives. They feel that they have an influence through their ideas in the school students' councils, including the prep children who suggested, and were successful, in adopting two rabbits to learn how to be responsible for them. They take their roles of responsibility seriously whether helping as prefects, monitors, librarians, sacristans, form captains or class helpers.
- 3.20 Pupils throughout the school have a strong awareness of the needs of others out in the community and wider world, which is reflected in their extensive charity and voluntary work. They are not cushioned from hardship and willingly volunteer time and energy to support others. Prep pupils supporting the 'Hope Shoe Box Appeal' visited the warehouse to help with the 'dirty work'. Pupils propose and vote for charities to support each year, and each charity is sponsored by a group of pupils who play an active role in deciding the charitable cause and what events to organize. Voluntary work is purposeful and the sixth form community service is focused. In piloting a project called *Music & Memory* they enabled residents of local care homes to recall their memories through listening to music and talking about their lives. Trips to India and Ghana have been organised by pupils in order to help the local communities in those countries. In this multicultural environment differences are naturally accepted and pupils are tolerant of these. Prep school pupils use reflective journals in their form periods, which aid discussion and their understanding of different cultures. Senior pupils show respect for each other's abilities and interests regardless of cultural background.
- 3.21 Pupils appear to be full of life and energy and talk about the need for a healthy lifestyle and a positive balance between work and leisure. As part of the 'creative curriculum' in the pre-prep and prep school, pupils are well-informed on how to stay safe and healthy. The youngest could talk about the importance of washing hands and healthy food. The mindfulness programme in pre-prep and prep and a concentration on improving mental health in the senior school is valued by the pupils for raising their understanding of how to handle difficult situations and stress. Pupils are aware of the importance of physical fitness, and benefit from the extensive programme available. Discussions with them reveal

that they are aware of the importance of good nutrition and a balanced diet. They grow to understand their own development through discussing themes such as 'goals and dreams', 'healthy me', 'relationships' and 'changing me' in their PSHE work. Pupils of all ages are aware of how to stay safe in the use of technology through their comprehensive e-safety training. Older pupils have safeguarding training by the house parent and also understand the need for specialist help in safeguarding situations. For Years 9, 10 and 12 there is an annual Life Skills Week. Pupils learn key skills and put them into practice including money management, safety issues such as how to wire a plug, email etiquette and fire safety.

## 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. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an assembly. 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

Mrs Maureen Bradley	Reporting inspector
Mr John Williams	Compliance team inspector (Deputy Head, HMC school)
Mr Crispin Cole	Team inspector for boarding (Deputy Head, IAPS school)
Mrs Denise Hammersley	Team inspector for boarding (Deputy Principal, ISA school)
Mrs Alison Fleming	Team inspector (Headmistress, IAPS school)
Mr Oliver Stokes	Team inspector (Senior Deputy Head, IAPS school)
Mr Daniel Phillips	Team inspector (Head of Department, HMC school)
Mr Jay Piggot	Team inspector (Headmaster, HMC school)
Dr Stephen Wilkinson	Team inspector (Director of Studies, HMC school)