



ISI Independent
Schools
Inspectorate

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

Sunningdale School

November 2018



Contents

Contents	2
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	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupil	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	9
PART 7 – Manner in which complaints are handled	9
PART 8 – Quality of leadership in and management of schools	9
3. Educational Quality Inspection	10
Preface	10
Key findings	11
The quality of pupils' academic and other achievements	11
The quality of pupils' personal development	14
4. Inspection Evidence	17

School's Details

School	Sunningdale School			
DfE number	868/6007			
Address	Sunningdale School Dry Arch Road Ascot Berkshire SL5 9PZ			
Telephone number	01344 620159			
Email address	headmaster@sunningdaleschool.co.uk			
Headmaster	Mr Tom Dawson			
Proprietor	Mr Tim Dawson			
Age range	7 to 13			
Number of pupils on roll	89			
	Boys	89	Girls	0
	Day pupils	14	Boarders	75
Inspection dates	13 to 15 November 2018			

1. Background Information

About the school

- 1.1 Sunningdale School in Ascot is a small independent family-run boarding and day school for boys aged between seven and thirteen years. The school is owned by Mr Timothy Dawson, the father of the current headmaster, Mr Tom Dawson. Mr Dawson senior is still very much involved in the life of the school as director and proprietor.
- 1.2 Sunningdale was founded in 1874 by Canon William Girdlestone. Twins Nicholas and Timothy Dawson took over the ownership of the school in 1967, running it together. Tom Dawson became headmaster in 2005.
- 1.3 The school is set in large grounds and centres on the original Victorian house in which the school was founded. Boarding pupils are accommodated on the upper floors of this building. A chapel in the grounds dates from the earliest years of the school, and the school has added classroom buildings, five courts, an indoor swimming pool, a sports hall and most recently a library building.

What the school seeks to do

- 1.4 The school aims to provide a happy and supportive environment in which boys can prosper as individuals and as members of the school community. The school aims to prepare boys for life at public school and to instil traditional values of honesty, good manners, hard work and kindness in all its pupils and to encourage resilience and a zest for life.

About the pupils

- 1.5 A majority of boarding pupils come from the London area and around a quarter of pupils come from overseas. Boarders from families in more distant parts of Britain and day boarders who live more locally mostly come from a range of professional White British families. The school's own assessment indicates that the ability of pupils on entry to the school is above average. The school has identified 17 pupils as having special educational needs or disabilities (SEND) including dyslexia, dyspraxia and attention deficit disorder, all of whom receive additional support. One of these pupils has an education, health and care plan. English is an additional language (EAL) for twenty-two pupils, ten of whom receive additional support.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools.](#)

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment instead of the national framework
- 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.
- 2.4 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 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

- 2.7 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 on a day-to-day basis; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.8 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.
- 2.9 Arrangements to safeguard the pupils are not all secure or well-managed. The school remedied some policy deficiencies during the inspection, but the safeguarding policy was not fully implemented with regard to the safe recruitment of staff. The school does not have due regard to the guidance from the Secretary for State, 'Keeping Children Safe in Education', in following procedures for staff recruitment and does not follow its own stated procedures for checking the suitability of staff with sufficient rigour. Checks against the barred list and the list of those prohibited from management are not always completed before their employment commences. The school does not always obtain references for new members of staff before they start work.
- 2.10 The National Minimum Standards relating to child protection and staff recruitment and checks on other adults are not met and represent a failure to safeguard boarders because of the failures to undertake appropriate pre-employment checks on staff.

2.11 The standards relating to welfare, health and safety in paragraphs 9-16, 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, 6-10, 12, 16 and 20 are met but those in paragraphs 7 [Safeguarding], 8 [Safeguarding of boarders]; NMS 11 [Child protection] and NMS 14 [Staff recruitment and checks on other adults] are not met.

Action point 1

- **The school must safeguard pupils and boarders by ensuring it fully completes all pre-employment checks on the suitability of staff before their employment commences, particularly in terms of checking the barred list and the list of those prohibited from management, and the seeking of references [paragraphs 7 (a) and (b), 8 (a) and (b); NMS 11 and 14.1].**

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

2.12 Visitors to boarding accommodation are appropriately supervised.

2.13 The school makes appropriate checks to ensure the suitability of the vast majority of staff for appointment and completes a single central register to record appointments. Identity checks are not always completed for staff before the employment commences, and medical checks are not always completed appropriately. The school does not always verify the identity of new members of staff, and medical checks are not always completed for staff before their employment commences. The single central register of appointments does not always record the dates on which checks have been carried out to verify a new member of staff's identity or to check that new staff are not included on the barred list or the list of those prohibited from management.

2.14 The standard relating to the suitability of those in contact with pupils at the school in paragraph 20 [Appointment of proprietors] is met but those in paragraphs 18 [Appointment of staff] and 21 [The single central register] and NMS 14 [Staff recruitment and checks on other adults] are not met.

Action point 2

- **the school must ensure that all required checks are completed before an individual takes up employment and that these checks are properly recorded in the single central register of appointments [paragraphs 18(2)(c)(i) and (ii), 18(3) and 21(3)(a)(i), (ii) and (iii); NMS 14.1]**

PART 5 – Premises of and accommodation at schools

2.15 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.

2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

- 2.17 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 any pupil 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, 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.
- 2.18 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

- 2.19 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.
- 2.20 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

- 2.21 The proprietor does not ensure 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 does not ensure that the required records are maintained and effectively monitored.
- 2.22 Leadership and management do not always ensure that pre-employment checks are completed. The single central register is not appropriately maintained.
- 2.23 The standards relating to leadership and management of the school in paragraph 34 and NMS 13 [management and development of boarding] are not met.**

Action point 3

- **the school must ensure that leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities for the well-being of pupils by carrying out all pre-employment checks for staff and recording these accurately in the single central register of appointments [paragraph 34 (1)(a), (b) and (c); NMS 13.3-13.5 and 13.8].**

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>
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
Form 5	Year 7
Form 6	Year 8

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities achieve a high measure of success in their academic and other achievements.
 - The development of pupils' knowledge, understanding and skills is excellent through most areas of learning and in their extra-curricular studies.
 - Most pupils are successful in gaining places against strong competition for the next stage of their education.
 - Pupils' attitudes to learning are decidedly positive; they are highly confident, articulate and eloquent speakers.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils live up to the school's ambitious aims to imbue in them the qualities of kindness, courage, honesty, self-discipline, and to foster resilience and zest for life.
 - Pupils demonstrate exemplary manners and take responsibility for their own behaviour. In the face of difficulty or when challenged intellectually, pupils show strong perseverance.
 - Pupils show a highly developed respect and appreciation for the school's traditions and culture and through this demonstrate sensitivity and tolerance to those with different traditions or backgrounds.

Recommendation

- 3.3 The school is advised to make the following improvements:
- Ensure that teaching provides pupils with learning opportunities to develop their higher order thinking skills.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve highly in accordance with the school's aim to prepare each pupil for public school life. Most pupils are successful in gaining places, including scholarships, against strong competition for the next stage of their education. This is due to the high expectations of teachers, who know and understand the needs of the pupils and who set appropriately challenging tasks. The school does not take part in National Curriculum tests, but the results of standardised assessment data provided by the school, supported by inspection evidence from lesson observations and the scrutiny of pupils' work, indicate attainment to be well above average in relation to national age-related expectations. The school's robust and effective systems for tracking pupils' progress indicate that pupils of all ages and abilities, including those with SEND and EAL, make excellent progress. This picture is confirmed by the observation of pupils' performance in lessons, where their short-term progress is excellent in relation to the norm for their age. The teaching in most lessons creates challenging learning opportunities, and extension activities further support pupils to develop higher-order thinking skills. The overwhelming majority of pupils who answered the questionnaire recognised that they are encouraged to think for themselves, and inspection evidence confirms this view. In their work in religious studies in Year 8, for example, pupils responded with great sophistication and showed considerable insight when asked to reflect on and write about the tension between God's omnipotence and the horror of the holocaust. An excellent rate of progress was maintained in most lessons observed during the inspection. Pupils are highly motivated to achieve in all aspects of their learning through a comprehensive system of fortnightly 'orders' which records marks so that tutors

can monitor progress over time, communicate changes in attainment to parents and implement appropriate interventions.

- 3.6 Pupils, including those with SEND, make exceptional progress. Pupils benefit from well-paced and sensitive one-to-one lessons which consolidate learning and promote basic skills for learning which are developed to a particularly high level in all areas of learning: linguistic; mathematical; scientific; technological; human and social; physical; and aesthetic and creative. Pupils are highly effective in applying the skills learned in one subject to other areas, as seen in thoughtful discussions in a French lesson about some of the differences and similarities between Latin, French and English grammar. Boarding pupils appreciate the subject-specific 'surgeries' in which teachers provide one-to-one guidance and revision, and their attainment in Common Entrance papers, for example, shows that they greatly benefit from this additional support. All the parents who answered the questionnaire agreed that teaching enables their children to make progress, and this very positive response was echoed by pupils. Pupils demonstrate high levels of initiative and independence across all subjects and show very enthusiastic attitudes towards learning, as seen in the high levels of concentration and application in 'prep' and in the majority of lessons observed in which pupils were very attentive and responded with relish to the tasks set. The high expectations of staff and strong pastoral care allow pupils to make mistakes and take risks with their learning. Pupils display great confidence in asking questions to clarify their understanding, and teachers are thoughtful in their responses, often asking the pupils to reflect on what they already know in order to consolidate their learning. Pupils work very well in independent study sessions on tasks set by their teachers and enjoy researching tasks which are then presented to the class. A very sophisticated project on alternative energy prepared for a Year 8 science lesson showed great commitment to collaborative learning, an excellent understanding of the topic and highly developed presentation skills.
- 3.7 Pupils' knowledge, understanding and skills are excellent. Pupils concentrate well and build effectively on their previous learning. In an English lesson in Year 5, for example, pupils were quick to understand and apply the rules of possessive plural nouns with great accuracy and, in a science lesson in Year 7, they used correct and advanced vocabulary when investigating the changes in mass of substances during and after burning. Pupils' skills are enhanced through a rich and broad curriculum and supported by challenging work and a supportive school culture, underpinned by a dedicated teaching staff who endeavour to recognise and reward the efforts made by pupils. Well-structured teaching in a geography lesson in Year 8, for example, helped pupils to develop and demonstrate an excellent understanding of the problems of living in slums, and clear marking and target setting in a range of subjects allowed pupils to reflect on their work and make improvements. Pupils in geography were able to quickly clarify the difference between non-renewable and renewable sources of energy and developed excellent understanding by thoughtful and mature consideration of the advantages and disadvantages for each. Pupils extend their range of skills further through the breadth of additional opportunities available from a wide range of extra-curricular activities, such as high-wire climbing, T-shirt printing, juggling workshops, and archery, and achieve highly in these activities.
- 3.8 The pupils demonstrate unusually high levels of eloquence; they articulate their views thoughtfully, seek clarification without embarrassment and hold mature conversations with adults and with each other. Pupils, including those from overseas, read lessons in morning chapel to a very high standard, with appropriate clarity and emphasis, and many relish the opportunity to take part in school events such as the French drama evening in which they perform to a very high standard. Competence in listening and speaking in French is highly developed, in part through the opportunity to visit the school's property in Normandy and to spend a day in a French school. Boarding pupils appreciate the approachability of staff and enjoy activities such as book reviews, which enable them to express their own opinions. Pupils generally present their written work to a very high standard. They write at length, using mature vocabulary. Pupils take an active role in school council and food council meetings, in which their voice is very much heard. Pupils read widely in their free time.

- 3.9 Pupils demonstrate high levels of competence in numeracy, not only in mathematics lessons but in subjects such as science, geography and design and technology. In a mathematics lesson in Year 8, the use of calculators to calculate Pythagoras' theorem was excellent, accurate and efficient. Pupils demonstrate effective skills in their weekly information and communication technology (ICT) lesson, and the use of laptops in a range of lessons supports pupils' competence in the use of ICT. Pupils know how to stay safe online and display excellent skill in the use of presentation software. Pupils work collaboratively on shared documents, producing a range of excellent projects and stimulating wall displays. They enjoy the competitiveness of online quizzes set by teachers and sometimes by older pupils.
- 3.10 Pupils' success in sport, performing and other arts is a real strength of the school. Pupils win scholarships at schools with very high standards of entry, and achieve strong results in Common Entrance and scholarship examinations due to the thorough preparation provided by the school. Pupils have, in recent years, achieved scholarships to their next schools in music, design and technology, art and sport. Almost every pupil represents the school in sports teams, many of which enjoy success because of high-quality coaching, the positive attitudes of pupils and the high levels of skill shown in team sports, as seen during competitive football matches against another school during the inspection. Every pupil takes part in the annual school concert and all participated in the recent whole-school production of the *Lion King*. A large majority of pupils relish the opportunity to perform in regular informal concerts. Pupils benefit from the inclusive approach which enables each individual to achieve their personal best. The house system supports a singing competition for individuals and a whole-house performance, which is very much enjoyed by the school community. Pupils enjoy success when they participate in an excellent variety of sporting events organised through a full programme of inter-school matches. Parents and pupils are extremely positive about the extra-curricular activities provided by the school. Many pupils receive musical instrument lessons at the school, and a large majority achieve highly in national music examinations and develop their skills further through the extra-curricular music activities on offer. Pupils' artistic skills, as seen in art room exhibitions, are highly developed as a result of the school's guidance that enables them to discover and explore their talents.
- 3.11 Pupils' attitudes to learning are entirely positive and, as a result, they are highly productive in individual and collaborative work. They are engaged and actively involved in lessons. Pupils plan and organise their work effectively and value the opportunities they have to take part in the many practical experiments in science lessons, for example. Many pupils show high levels of initiative and independence. In many of the books seen during the inspection, it was clear that pupils carefully considered the targets set for them and responded with their own positive reflections to their teachers' marking. All pupils agree that their lessons have interesting activities, use the time well and that their teachers help them to learn and make progress, and boarding staff explicitly help boarders to develop these skills. Pupils enjoy very good relationships with teachers; they are unfailingly polite, committed to their learning and aware of their privileged position.

The quality of pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop excellent skills to prepare them for the next stage of their lives. They demonstrate excellent self-knowledge. They are proud of their school and of their own achievements but are not arrogant. They are self-confident and aware, supported by teachers and boarding staff who know each pupil very well. Staff use praise to bring out the best in each pupil, fulfilling the school's aim to develop a happy way of being together, understanding and promoting the notion that their self-respect leads to a respect for the rights and needs of others from their own and other cultures. Praise is used effectively by teachers to encourage pupils and to help them improve the accuracy of their answers, and to help foster positive attitudes. Pupils show an excellent understanding of how to improve their own work because of consistently well-marked books, regular review and target setting and their own strong understanding of how marks are allocated in Common Entrance examinations across a range of subjects. Pupils want to do well and work hard to achieve their goals.
- 3.14 Pupils develop a strong sense of respect for those within their society and the wider community, partly because the school leadership and proprietor ensure that planning for spiritual, moral, social and cultural development is central to the life and work of the school. Pupils appreciate the circumstances of those less fortunate than themselves and are active in supporting them. Most pupils are involved in significant activities that benefit others through charitable enterprises such as the annual Charity Day, this year to support a local school for pupils with learning disabilities. Pupils have a strong sense of community in school and are enthusiastic and proud of the school's culture and heritage, which has been nurtured and strongly promoted by the proprietor who values the traditions upon which the school was founded. Older pupils set a very high example in their approach to other pupils and adults. 'Monitors' show excellent qualities of leadership in promoting the ethos of the school and take some responsibility for rewarding the good behaviour of pupils and for reporting any misdemeanours through a whole-school system of compliments and concerns. Those with responsibilities, including in boarding, fulfil these with great success; they take independent and effective action where required, and are highly respected by other pupils. A very effective 'guardian' system, in which more senior boarders take responsibility for the induction of new boarders, includes a responsibility, which pupils are keen to embrace, to extend the network of guardians for the next generation of new boarders. This whole-school procedure helps to build a nurturing community, in which the pupils are known and valued.
- 3.15 Pupils delight in helping others. Scholarship pupils work creatively in their last term at school to, for example, create revision quizzes for younger boys or hold revision clinics. Pupils willingly embrace responsibility at whole-school events such as open morning, charity day, sports day, as well as in the more mundane duties of helping to clear the dining room. The positive attitudes of pupils and their ability to make appropriate decisions about their learning are robustly promoted through the tutor and school house systems which inspire the pupils to perform well. Pupils are determined and resilient. They work very hard at the demanding tasks that teachers often set and thrive on challenge. Pupils' excellent spiritual understanding is nourished by the opportunities they have each day to attend chapel and through a very well developed personal, social, health and economic (PSHE) programme. The school fully meets its aim to provide a warm and welcoming Christian ethos so that pupils develop strong Christian values. Pupils display excellent ability in reflecting on their personal development.

- 3.16 The pupils show a highly acute awareness of Sunningdale's 'six qualities', which the pupils not only know, but also strive to follow. In discussions with inspectors, it was clear that unkindness and dishonesty are frowned upon and seldom seen. Pupils understand when their behaviour is not good enough and take responsibility for their actions, even if this leads to a pupil being placed on the 'no privilege list' for more serious misbehaviour. Pupils were able to articulate that school equipped them to improve their understanding of right and wrong, citing the debating society as being important in giving them an opportunity to discuss morals and the differences and similarities between right and wrong. The effective use of management information systems allows school leaders to monitor behaviour carefully and to provide excellent pastoral care for all, including and perhaps especially, for those who board. The principles of right and wrong are also taught through chapel readings and the headmaster's talks, which actively promote fundamental British values. All of the pupils who responded to the questionnaire confirmed that the school expects them to behave well.
- 3.17 Pupils are socially aware and reflective. At the end of an art lesson, for example, they considered their individual and collective contribution to a mindfulness activity which had required them to be attentive to each other. In their conversations with inspectors, pupils recognised the privileges they enjoy but avoided arrogant and judgmental statements and understood the responsibilities that accompany privilege. Pupils willingly help to clear table after lunch, hold doors open for adults and enter and leave classrooms in an orderly manner. They are respectively silent during grace before and after meals, and in prayers in chapel and before bedtime. In a games lesson, pupils demonstrated the ability to make their own decisions and used higher-level thinking skills to improve their performance, prompted by well-directed questioning from the coach. In a design and technology lesson, pupils made individual decisions about the processes needed to develop their model of a working lever based on a crocodile jaw with excellent results. They enjoy and benefit from the various mindfulness activities they experience and are thoughtful when it comes to making decisions. Talks in chapel remind them that the decisions they make are the determinants of their own success, and pupils take their responsibilities for their own behaviour and for the support of others with commitment and great care.
- 3.18 Pupils mix readily with pupils of other nationalities, backgrounds and beliefs. They clearly value the cultural diversity that international pupils bring to the school and enthusiastically promote understanding of their own and other cultures. They appreciate and celebrate the success and contribution of those who achieve at particularly high levels in academic work, sport and music and are generous in their recognition and celebration of these achievements. They look forward to the publication of fortnightly orders. Pupils understand and support the particular needs of those with SEND and, in discussions with inspectors, were able to articulate that individual pupils are valued for their contribution to the community and their efforts as much as their achievements. An effective PSHE programme fosters, and helps pupils to demonstrate, a strong appreciation and respect for diversity within society. All of the parents who responded to the questionnaire agreed that the school actively promotes values of democracy and respect and tolerance for other people, and the overwhelming majority of pupils agreed that the school encourages them to respect and tolerate other people.
- 3.19 Pupils know how to stay safe and fully understand how to be physically and mentally healthy. They are extremely resilient but will readily seek professional advice or support if needed. Pupils know who to turn to if they feel worried or anxious and feel very well supported by teachers and boarding staff. They show high levels of understanding about how to maintain a healthy lifestyle. Through their PSHE and ICT lessons, they produce high-quality presentations on cyber-awareness, anti-bullying and healthy living. Pupils are very well supported by careful pastoral oversight, guidance from boarding staff and safety reminders from teachers. Pupils are physically healthy and keenly support the school's commitment to outdoor games which means that every pupil is encouraged to take part in team games, in swimming and in activities such as archery or polo. The Sunningdale sporting ethos: 'Together, Honesty, Etiquette, Decision-Making, Ambition, Leadership and Energy' (The Dale) is fully lived out by the boys. Almost every pupil represents the school in a team sport and, in their discussions

with inspectors, pupils were clear about the benefits this brings to their fitness and stamina, their sense of community and enjoyment of school-life. Pupils very much appreciate the nutritious and well-balanced diet provided by the school. All of the parents who completed the questionnaire agreed that the school encourages their children to adopt a healthy lifestyle. The overwhelming majority of pupils also agreed that there is a suitable choice and quantity of food at mealtimes and all the pupils responded that they know how to stay safe online

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

Inspectors

Mr Michael Goodwin	Reporting inspector
Mr Ant Falkus	Team inspector for boarding (Deputy head, IAPS school)
Miss Jane Rogers	Team inspector (Head, IAPS school)
Mr Richard White	Compliance team inspector (Bursar, IAPS school)