



**ISI** Independent  
Schools  
Inspectorate

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

**Mount Kelly Foundation**

**November 2021**

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## School's Details

<b>School</b>	Mount Kelly Foundation			
<b>DfE number</b>	878/6009			
<b>Registered charity number</b>	306716			
<b>Address</b>	Mount Kelly Foundation Parkwood Road Tavistock Devon PL19 0HZ			
<b>Telephone number</b>	01822 813100			
<b>Email address</b>	reception@mountkelly.com			
<b>Principal</b>	Mr Guy Ayling			
<b>Acting Chair of governors</b>	Mrs Kerstin Lewis			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	630			
	<b>Day pupils</b>	377	<b>Boarders</b>	253
	<b>EYFS</b>	16	<b>Prep Y1–6</b>	120
	<b>Senior Y8–11</b>	324	<b>Sixth Form</b>	170
<b>Inspection dates</b>	9 to 12 November 2021			

## 1. Background Information

### About the school

- 1.1 Mount Kelly Foundation is an independent co-educational day and boarding school, originally founded in 1877. The school is a charitable company limited by guarantee, whose trustees act as governors. It occupies two sites, one on each side of the River Tavy in Tavistock. The preparatory school, on one of these sites, comprises a pre-prep, for children and pupils from Nursery to Year 2, and prep, for pupils from Years 3 to 8. The college, on the other site, comprises the senior and sixth form departments. Boarding is available from Year 3, and boarders are accommodated in seven houses situated on the school's two sites.
- 1.2 Since the previous inspection, the senior boarding houses have been restructured to accommodate all age groups age thirteen to eighteen years. The Acting Chair of Governors took up the role earlier this term.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 A number of boarders continued to be accommodated on site.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.7 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.8 During the lockdown period of January to March 2021, most pupils other than vulnerable pupils or the children of key workers received remote learning provision at home or, in the case of overseas boarders who did not return home, at the home of their guardians. A small number of overseas pupils remained on site.
- 1.9 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.10 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.11 The school aims to deliver a values-led, life-defining education. It endeavours to promote the characteristics of spiritual growth and moral fortitude, excellence through innovation, valuing the individual, service to others, local roots with a global outlook, tradition with creativity and breadth of access, diversity and inclusion.

### About the pupils

- 1.12 Pupils have a range of socio-cultural backgrounds, both within the UK and overseas. A significant proportion of the pupils are swimmers, drawn from across Europe and more widely. Nationally standardised data provided by the school indicate that the ability of the pupils is broadly average overall. The school has identified 175 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and other conditions, of whom 68 receive additional specialist help.

Seven pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 92 pupils, of whom 64 are supported by specialist teachers.

## 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 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#).

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

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The preparatory school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. 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.
- 2.9 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**

- 2.10 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.11 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.
- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.13 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.
- 2.14 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**

- 2.15 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.
- 2.16 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 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and 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 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.
- 2.22 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

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

- Pupils are good communicators.
- Pupils display a positive attitude to their learning, particularly when working together collaboratively.
- Pupils' achievements beyond the classroom are excellent, particularly in the field of sport and outdoor activities.
- Pupils' academic achievements, although good overall, are less well developed.
- The progress of pupils is impacted by their limited ability to self-evaluate their academic learning.

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

- Pupils show respect and value diversity within the community. They demonstrate highly inclusive attitudes.
- Pupils are aware of their social responsibilities and work well with others to achieve a common goal.
- Pupils behave well, value fairness and accept responsibility for their own actions.
- Pupils have a very strong understanding of how to stay healthy, both physically and mentally.

#### Recommendations

3.3 The school is advised to make the following improvements:

- Enable all pupils to achieve their academic potential across the full range of subjects.
- Ensure that all pupils develop the ability to evaluate their own progress rigorously and set themselves ambitious academic targets.

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

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

3.5 Pupils across all phases of the school make good progress including those with SEND or for whom English is an additional language (EAL). Their attainment is good overall, and particularly strong in studies linked to sport or outdoor pursuits. This is supported by the available data for pupils' externally standardised tests and examination results, and more recent assessments. Almost all children in the

EYFS meet or exceed expected levels of progress across all the Early Learning Goals. Most pupils in the preparatory school make good progress in English and mathematics and achieve the age-related expectations or better. In the sixth form, pupils' progress is more marked as their motivation increases to reach their target grades in their chosen subjects. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make good progress.

- 3.6 Pupils show good skills, knowledge and understanding across a range of subjects and in their extra-curricular activities. Most pupils recall material from previous lessons well and knowledge is developed further as well as applied to other areas of the curriculum. For example, in a Year 8 chemistry lesson, pupils appreciated and analysed the shape of the sample, measured its mass and used their mathematical knowledge and skills effectively to apply Pythagoras' theorem to calculate the length and hence the volume of the cylindrical object so that its density could be calculated.
- 3.7 They are well supported by staff who understand their needs and ensure their learning is effectively planned and make good use of resources, including the opportunities afforded by the outdoor environment.
- 3.8 Pupils' geographical understanding is seen when pupils describe their concerns around climate change. Pupils linked ideas well and showed articulate use of language to describe 'images of suffering' in a discussion on the migrant crisis. Pupils are animated and noticeably proficient when describing their knowledge, skills and understanding in the physical sphere and appreciate the support they receive in developing their swimming.
- 3.9 Pupils' skills in speaking and listening are strong. Throughout the school, pupils are articulate and express themselves well, encouraged by the school culture to speak in public both in class and to a wider audience. Throughout the preparatory school, pupils show strong communication skills in presenting their work orally and in listening attentively. Reading and writing are good, as seen in English, geography, and science and whilst reading from scripts in drama rehearsals. In the senior school, pupils' competence in communication and its application to other areas of learning are well developed. This is corroborated by the pupils' speaking, listening, reading, writing and creative skills in lessons and in the wider life of the school. For example, in a Year 9 critical thinking lesson, pupils used advanced descriptive vocabulary such as 'arboreal' and 'deforestation' when discussing climate change. Similarly, sixth-form pupils fluently discussed complex texts in English, producing logical arguments and a high standard of written work.
- 3.10 Throughout the school, pupils' numeracy skills are good. Pupils, including children in the EYFS, make good progress mathematically. This is because teaching makes the most of the opportunities to relate numbers to pupils' experiences. The youngest children learn to count successfully as they ladle sand into tubes and pots. Older preparatory school pupils apply their numeracy skills well outside mathematics lessons such as during activities on 'Young Money'. In the senior school, pupils of all ages and abilities demonstrated strength in numeracy. Senior pupils apply their knowledge and skills to good effect in science and economics and more broadly when discussing statistical or other data in geography and history. For example, in a Year 12 psychology lesson, exploration of the *Likert scale* elicited discussion of how 1 to 5 ratings could be applied, and this was competently expressed and understood by the pupils.
- 3.11 Pupils in the preparatory school display competent information and communication technology (ICT) skills for their age and apply these skills in other areas of their learning. Pupils are confident using the technology and are fluent in the use of the virtual learning platform for classwork or the completion of prep. Young pupils used ICT to research their pirate project on the internet successfully. Older pupils used their own devices effectively to complete mini assessments on their understanding of temperature and internal energy.
- 3.12 In the senior school and sixth form, pupils use ICT extensively and some good examples of work using their own devices were seen in mathematics and sciences. However, progress in some areas is sometimes hindered by a lack of consistency in provision and approach taken by both staff and pupils.

- 3.13 Pupils in the preparatory school draw knowledge from a range of sources beyond their teachers and demonstrate effective study skills for their age. Sometimes these skills are seen to be highly effective, such as when more able pupils researched and explained how molecular structure is related to the energy properties of materials. They are encouraged to do this through teaching which features challenge and high expectations. Older pupils sometimes demonstrate appropriate thinking skills, including the ability to analyse, hypothesise and synthesise. There are, however, inconsistencies in some classes where the passive nature of some pupils in terms of taking responsibility for their own study and learning hinders progress. For example, one art lesson tested pupils' previous knowledge about artists, yet in the review and evaluation phase of the lesson, the pupils paid little attention to their own progress in learning.
- 3.14 Pupils' achievements beyond the classroom are excellent, particularly in the field of sport and outdoor activities. Recently scholarships have been gained by preparatory school pupils both to the senior school and to other schools in a variety of disciplines. Pupils regularly perform in competitions such as the Plymouth Festival or Rotary Youth Speaks and LAMDA passes, merits and distinctions are consistently high in number, reinforced and encouraged by an atmosphere that makes public speaking a part of normal school life. Recently, many preparatory school pupils combined to produce an excellent virtual concert, a recording of which was seen by the inspectors.
- 3.15 Some older pupils achieve well in scholarships and competitions. However, achievements within the classroom overall, although good, are less well developed than those outside. Here, pupils of all ages achieve a considerable measure of success, particularly in sports and outdoor pursuits. Pupils are proud of their achievements in swimming especially and the improvement in their performance since joining the school proved by the medals and trophies they displayed. Some pupils and alumni are highly successful in their chosen sport, reaching national, international and Olympic standards.
- 3.16 The youngest children show high levels of enthusiasm and concentration as they experiment effectively with paint creating images of poppies and firework displays. Preparatory school pupils demonstrate consistently good attitudes towards peers and teaching staff. Pupils participate well and contribute pertinent ideas as a normal and essential part of the group's process from question to solution. Throughout the preparatory school, pupils are engaged and actively involved in lessons where group discussion and collaborative working are a strength. Pupils tackled the Year 8 design project, completed over the summer holidays, with enthusiasm. They produced independent pieces of work with many choosing to focus on sustainability. In a Year 13 further mathematics lesson, the most able pupils showed a ready desire to work towards improvement to reach the very highest grades.
- 3.17 Pupils throughout the senior school thrive when working together and many are adept at working independently. They exhibit a positive attitude towards their learning. For example, in a Year 11 mathematics lesson, pupils relished the opportunity to evaluate incorrect solutions to examination questions, solve these questions and suggest to their partners why the mistake had occurred. A Year 10 work scrutiny revealed a good deal of pride and quality in a presentation on the study of Buddhism.

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

- 3.18 The quality of the pupils' personal development is excellent.
- 3.19 Pupils develop high levels of self-confidence and resilience through leaders' successful promotion of the school values and the many opportunities provided within and outside of the classroom for personal challenge. In the preparatory school, pupils show self-confidence in lessons, around school, in lunch and assemblies. In the face of a challenging task, pupils are willing to persevere, to think, to ask and to try again. Preparatory school pupils express how they overcame fear of heights by abseiling, and how rewarding they found the successful completion of a 'bog run'. They also valued the opportunity to help others as well as being supported by them. Most pupils are resilient. Senior pupils showed determination and perseverance when running round a cricket square carrying kayaks

between them in preparation to repeat their previous success in the Devizes to Westminster canoe challenge. In conversations with older pupils, they felt they were making good academic progress. However, they do not show an ambition to develop further by setting themselves aspirational targets. This is because there is limited encouragement of pupils' self-reflection, particularly in their academic learning.

- 3.20 The implementation of initiatives such as the introduction of School Values, the redevelopment of PSHE, the changes to the house structure and the newly introduced *Pupil Leadership Programme* are monitored and supported by the governors and school leaders. Boarders benefit from high quality pastoral care which enables them to develop strong mutually supportive relationships which enhance their self-awareness and self-confidence.
- 3.21 A strong culture of participation is expected at Mount Kelly Foundation. A diverse and wide range of extracurricular provision enable pupils to develop their self-knowledge, inner perspective and confidence as they progress through the school in fulfilment of the school's aims. Pupils develop into confident, resilient young people with an open and positive outlook which prepares them well for the next stage of their lives. For example, Year 10 pupils showed good understanding of self in written responses to the Buddhist theory of 'no fixed self'.
- 3.22 When given the opportunity pupils make excellent decisions and can give reasons for their choices and behaviour. Pupils make good decisions in the way they conduct themselves and understand that the decisions they make impact their learning and affect others. For instance, following research on their rainforest topic, pupils who were upset about the effects of deforestation decided to contact the charity website and use a school assembly to seek wildlife sponsorship.
- 3.23 Pupils have well-developed decision-making skills gained through many and varied experiences. For example, during their Ten Tors training and subsequent event they were able to assess risk very well, devise effective control measures and understand the consequences of their own decisions. Opportunities for leadership and to work in teams are embedded throughout the school culture, enabling pupils to take full responsibility for their actions. This is especially through the voluntary and high participation rate in The Duke of Edinburgh's Award scheme, Combined Cadet Force (Navy) and strong culture in involvement in team sport, such as swimming, rugby, hockey and football.
- 3.24 Pupils show an appreciation for the non-material aspects of life, benefitting from the wonder of the local moorland landscape and the opportunities for mindfulness. They develop an excellent spiritual awareness and understanding through well planned activities and events. For example, during the moving Remembrance Day service, pupils demonstrated their respect and appreciation for the sacrifices made in the past through poignant music, readings and flag-bearing contributions. Pupils recalled and discussed a recent assembly on autism, showing real appreciation of the importance of not judging anyone until they understood their background and needs.
- 3.25 Pupils distinguish right from wrong and take full responsibility for their own actions and behaviour. They have a firm sense of justice and fairness which pervades the strong community in the school and in the houses. In this diverse community, and particularly in boarding, pupils come from a wide variety of backgrounds. As pupils share their culture and experience in friendship, they develop an understanding of more complex, moral and philosophical issues and are able to evaluate them effectively. For example, in a Year 11 philosophy and religious education (PRE) lesson, the topic of violence and wrongdoing elicited thoughtful and reasoned responses from the pupils. They framed perceptive questions and responses displaying awareness of how moral responsibility affects one's actions. Pupils in the preparatory school accept responsibility for their own behaviour and behave well, showing great respect for each other in physical education and for their teachers at all times. For example, Year 8 pupils chose to create a set of flags that championed causes of diversity and anti-bullying.
- 3.26 Pupils collaborate with high levels of success. They support each other and work extremely well together in enterprises such as the recent music festival, *Band Gig*. Older pupils readily support

younger children, helping them with team or outdoor activities and pupils keenly appreciate and praise the achievements of others. Boarders form a strong community within their houses and develop very positive relationships with the adults and fellow boarders. Preparatory school pupils exhibit productive working relationships with each other extremely well both in lessons and on recent projects such as the refurbishment of the adventure playground. The 'Reading Buddies' scheme allows older pupils to support the reading of the younger children.

- 3.27 Pupils work extremely well together, in lessons, sport, outdoor education, service, music and drama. They are supportive of each other, have a mature outlook and are able to empathise with others effectively. In the vast majority of lessons seen, pupils supported each other collaboratively. For example, as part of their coaching BTEC, sixth-form pupils leading the lesson directed others in the class, giving clear instruction and adapting the format to suit the group's skills and abilities. The participating group responded very well to their peers.
- 3.28 Pupils at the preparatory school show a strong awareness of the need to support others. They voluntarily opt to support charities within and outside the school, some on their own initiative. They recognise the importance of helping others. Pupils offer their time and effort freely to support others, the school and wider community locally and work especially well in teams. Their development is excellent in this regard. During lockdown they regularly telephoned and talked with elderly and vulnerable people that were shielding and recently sent cards and video messages to a local resident to help celebrate his one hundredth birthday. Junior boarders decided to gather clothing for boxes in response to the refugee crisis in Calais. Senior pupils have been proactive in their support of the Tavistock Foodbank as well as in driving forward the fundraising initiative with parents that led to the refurbishment of the adventure playground. Prefects wrote letters to the parent body to explain their objective, fulfilling their responsibilities with great success.
- 3.29 Pupils throughout the school show much tolerance and respect for other pupils with varied abilities and those from different backgrounds. They are highly aware of the needs of others and show great sensitivity in the way they offer their support. Their work on Sir Francis Drake shows mature appreciation of how pirates and explorers affected those with different beliefs and cultures. In the questionnaire, most parents agreed strongly that the school promotes the values of democracy, respect and tolerance of others.
- 3.30 Older pupils demonstrate deep understanding and appreciation of different cultures, perspectives, and viewpoints with tolerance, sensitivity, and respect. This is evident in the way they speak about issues such as racism, sexism and discrimination of all kinds, and the way they conduct themselves around the school. The nature of the school, its philosophy and aims, in combination with its diverse community results in an accepting and supportive school environment where pupils live together harmoniously. The positive relationships that pupils form between peers, with their teachers and in boarding are clear strengths of the school.
- 3.31 Pupils are lively and committed to active lives. They understand the importance of healthy living and maintaining their own well-being and do so very well. They appreciate opportunities to relax and be mindful in order to find a balance. They are informed, resilient and motivated and subsequently able to manage themselves physically and mentally very effectively. This is particularly evident in those involved in the swimming performance centre but also in other sport, community service and the comprehensive extracurricular programme. The strong boarding culture also contributes significantly to this aspect of their development.
- 3.32 Pupils are alert to risks but assess and manage them whether they are out walking on Dartmoor or using the internet for research or social media. Throughout the school, pupils understand how to keep themselves safe including online. Pupils, including the very youngest, show themselves able to make healthy choices at snack and meals times. Pupils in the preparatory school also show excellent understanding of mental well-being. For example, older prep pupils took the initiative to create a safe

space that could be used by anyone feeling overwhelmed. They designed the space, calculated how much it was likely to cost, created mood boards to hang in it and named it *The Sanctuary*.

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

### Inspectors

Mrs Linda Smallwood	Reporting inspector
Mr Vaughan Jelley	Accompanying inspector
Mr Ian Sterling	Compliance team inspector (Headmaster, ISA school)
Dr Antony Johns	Team inspector for boarding (Former housemaster, HMC school)
Mrs Anne Haas	Team inspector for boarding (Head of junior school, HMC school)
Mr Jonathon Anderson	Team inspector (Head of prep, HMC school)
Mrs Emma Hattersley	Team inspector (Head, HMC school)