



ISI Independent
Schools
Inspectorate

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

Bedales School

May 2022

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

School's Details

School	Bedales School			
DfE number	850/6007			
Registered charity number	307332			
Address	Bedales School Church Road Petersfield Hampshire GU32 2DG			
Telephone number	01730 300100			
Email address	admin@bedales.org.uk			
Headteacher	Mr Will Goldsmith			
Chair of governors	Mr Stephen Nokes			
Age range	3 to 18			
Number of pupils on roll	766			
	Day pupils	388	Boarders	378
	EYFS	33	Dunannie	64
			Dunhurst	204
	Bedales	279	Sixth Form	186
Inspection dates	10 to 13 May 2022			

1. Background Information

About the school

- 1.1 Bedales School was founded by John Badley in 1893 as an alternative to mainstream nineteenth century public schools. It is a registered charity and a limited company; its board of governors being the directors and trustees. The school is made up of three schools, each with its own head: Dunannie, for pupils aged 3 to 8, which includes the Early Years Foundation Stage (EYFS) setting; Dunhurst for pupils aged 8 to 13; and Bedales for pupils aged 13 to 18. The three schools share the same 120-acre site in the South Downs National Park, in Hampshire. A new head of Bedales, who has overall management of all three schools, was appointed in February 2022. Since the previous inspection, the management teams across all three schools have been restructured. The curriculum has been revised and significant investment made in information and communication technology (ICT) resources, in classroom facilities and in outdoor provision. A sixth-form study building has been completed.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The schools set out to educate 'head, hand and heart', developing pupils' intelligence, initiative and individuality, working under the overarching motto of 'work of each for weal of all'. It aims to provide a progressive, liberal education and a climate of openness and respect, where questioning, different ways of thinking and the freedom to learn from mistakes are encouraged. It intends that its pupils become life-long learners with the ability to think critically and creatively.

About the pupils

- 1.4 The majority of pupils come from within the United Kingdom, with some boarders coming from overseas. Standardised tests indicate that the pupils are of ability above the national average for those taking similar tests. The school has identified 301 pupils as having special educational needs or disabilities (SEND), predominantly dyslexia. Of these, 202 receive additional support according to their individual needs, which may include one-to-one specialist support. There are three pupils with an educational, health and care (EHC) plan. There are 37 pupils who speak English as an additional language (EAL), 27 of whom receive extra support. The school encourages all pupils to challenge themselves beyond the norm, and endeavours to ensure that opportunities for enrichment and extension, such as its '3i' programme, are available to all.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 In Dunannie and Dunhurst, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, Bedales, the school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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.
- 2.5 Pupils receive relationships education below the age of 11 and relationships and sex education from the age of 11, 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.
- 2.6 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.
- 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, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised 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 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.
- 2.15 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 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and 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] is met.**

3. Educational Quality Inspection

Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Group 1	Year 4
Group 2	Year 5
Group 3	Year 6
Block 1	Year 7
Block 2	Year 8
Block 3	Year 9
Block 4	Year 10
Block 5	Year 11
6.1	Year 12
6.2	Year 13

Key findings

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

- Pupils make good progress and overall attainment in the school is good; in Dunannie and Dunhurst levels of attainment are often excellent.
- Pupils develop excellent communication skills and are exceptionally confident and articulate speakers.
- Pupils achieve well in response to the innovative curriculum, which encourages learning through doing and breaks down subject boundaries.
- Pupils are confident in the everyday use of ICT but less so in their ability to exploit its possibilities fully in their learning.
- A small minority of older pupils do not always demonstrate positive attitudes to study, being unwilling to show initiative, independence or commitment to their learning.

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

- Pupils learn to know themselves well and so develop extremely high self-confidence and deeply rooted self-esteem.

- Pupils highly value the considerable autonomy they are given and the vast majority use this well.
- Pupils have strong personal value systems based on an accepting and non-judgemental respect for all, irrespective of ability, gender or ethnicity.
- Pupils show an excellent understanding of the school ethos and that a strong, mutually respectful community depends on all accepting responsibility and challenging the unacceptable.

Recommendations

3.3 The school should make the following improvements.

- Improve the pupils' willingness to exploit the possibilities of using ICT to support their learning across the curriculum.
- Ensure that all pupils learn to maintain focus and a sense of academic purpose; to think beyond the obvious and to respond positively to advice and feedback.

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 the school achieve good academic standards overall. The majority of children in the EYFS meet the early learning goals by the time they move into Year 1. Standardised tests and the school's own assessment processes show that pupils in Dunhurst make excellent progress, many working at levels above normal expectations for their age. Over the last three years, the overall pass rate at GCSE and for the school's Bedales Assessed Courses (BACs) has averaged 98%. In 2021, 58% of teacher-assessed GCSE grades and 67% of BACs grades achieved were at levels 7 to 9. At A level, over the last three years, almost all results have been at grades A* to E, the majority being at A* to C. In 2021, teacher-assessed grades of A* and A were awarded to 65% of A-level entries. The majority of pupils win places at universities in the United Kingdom and the USA with demanding entry requirements; others gain place as prestigious art colleges or conservatoires. Results overall show that the pupils make good progress from their starting points, many achieving results higher than those predicted on entry. They have been supported by senior leaders' commitment to setting up rigorous assessment and tracking systems and the use of such systems to inform teachers' planning. Pupils identified with SEND achieve in line with their ability and there are no significant differences between the achievements of male and female pupils. Pupils identified as more able are encouraged to achieve their full potential by involvement in the school's 3i (intelligence, initiative and individuality) programme of lectures and competitions. In questionnaires, the vast majority of parents and most pupils expressed great satisfaction with the progress and learning of pupils. Inspection evidence supports this view although some older pupils do not always achieve at levels commensurate with their potential.

3.6 Pupils develop a wide range of knowledge and skills thanks to the school's innovative curriculum and its focus on educating 'head, hand and heart'. Pupils in Dunannie and Dunhurst develop their basic literacy and numeracy skills highly successfully alongside their understanding of other subjects in a cross-curricular and project-based approach. Dunannie's Harmony Project develops pupils' awareness of the interconnectedness of nature to excellent effect. Children in the EYFS developed their motor skills well alongside their understanding of the natural world as they kneaded dough to bake rolls, then collected honey from the school's hives ready for a picnic. In their humanities studies of India, Year 2 pupils developed good understanding across a spectrum of geography, history, mathematics and religion. Year 9 pupils develop a range of practical and physical skills in the outdoor work programme in which they contribute to the running of the school's sustainable smallholding. Older pupils in Bedales show excellent scientific understanding, for example in exploring the biodiversity of the school's site. The core of GCSE subjects alongside a choice of BACs enables Bedales pupils to

develop their interests to high levels and prepares them well for A-level work. Pupils are highly creative; their work in art, fashion design and product design shows great imagination as well as technical skill. They enjoy exploring different genres of music and dance as well as theatre, reaching consistently excellent standards.

- 3.7 Pupils develop excellent communication skills. They grow to be assured speakers because of the many opportunities they are given and the respect with which their views are received by their teachers. Children in the EYFS talk happily with visitors and explain what they are doing with clarity, explaining that the screen on the paper computer they are making is coloured black because the computer hasn't been switched on yet. Reading and writing skills develop well in Dunhurst, with pupils showing growing competence in a range of styles and a wide vocabulary. Pupils in Year 5 show excellent understanding of sentence structure and the use of literary devices such as simile and metaphor. Pupils in Year 8 shared confidently with the rest of the class their research on the life and work of Oscar Wilde prior to writing a biography of him. In Bedales, pupils read with expression and write with fluency. Essays written as part of sixth-form pupils' Extended Project Qualification (EPQ) are cogently structured and use mature and sophisticated vocabulary. The pupils' assurance in speaking to a large audience was seen in a full school assembly. Pupils spoke about their success in building an ecological car, completing an expedition for the Duke of Edinburgh's Award scheme (DofE) at gold level and reporting on the actions of the pupil-led 'Dialogue for Change' initiative.
- 3.8 Pupils' numerical skills are highly developed. Children in the EYFS counted and matched the number of dots on their dominos confidently and accurately. Year 6 pupils worked out how many paper bags a family on the Indian sub-continent could make in a week, calculated how much money this would earn and reasoned the impact on the family's lifestyle. In Bedales, pupils' work shows good mathematical skills, for example in a lesson with an exercise on Pythagoras' theorem where they confidently made good substitution of values into a formula. The school's curricular approach encourages and enables pupils to apply their knowledge well beyond mathematics lessons. Pupils spoke of using their number skills in outdoor work, for example in measuring wood to build a shelter for the ponies. Fashion pupils learn to minimise wastage in cutting out material with guidance from mathematics staff. Pupils develop their confidence in manipulating number thanks to skilful teaching and excellent relationships which encourage them not to be afraid of making mistakes.
- 3.9 Pupils are confident in using many common ICT applications and they access the school's virtual learning platform with ease. From the EYFS onwards, they take using the internet to research for granted. Otherwise, there has been limited progress in response to the recommendation of the previous full inspection. Pupils in Dunhurst acknowledged that they have good resources but said that they don't use them much in their learning. There is limited use in the curriculum of the types of software which are now commonly used in the workplace and higher education. In Bedales, pupils following BACs and A-level courses in some practical subjects use more sophisticated software confidently, but these pupils are in a minority. The majority of pupils interviewed said that they would like to develop their ICT skills and to know more about using other programs such as presentational or spreadsheet software. Inspection evidence confirms that pupils have limited opportunities to do so at present.
- 3.10 The majority of pupils develop good study skills, because of the school's determination to break barriers between subject areas and focus on learning across disciplines, and encouragement for pupils to follow their natural curiosity. Children in Nursery set themselves the task of seeing how many cups of water it would need to make the toy dinosaur float; others correctly predicted what would happen when they mixed red and blue ink. Year 8 pupils put forward credible theories to explain the differences in global maps from different periods, such as why sixteenth century maps of Africa showed only the coastal areas. Boarders of all ages appreciate the access they are given by senior leaders to research facilities and to staff support after the end of the formal school day, although the school's clearly stated belief that boarding houses should primarily be homes, not places of study, limits the academic support available. Most pupils showed curiosity and critical thinking in the lessons

observed; Year 10 pupils set out methodically to test a hypothesis about the rate of photosynthesis in plants and analysed the data from a practical experiment effectively. Other similar-aged pupils showed quick ability to suggest what resources revealed about attitudes in Victorian literature but some were easily satisfied and did not take their thinking beyond the obvious, a trait seen on other occasions. Sixth-form politics pupils demonstrated more acute powers of analysis, for example considering a provocative source from which they concluded that an anarchist state is an oxymoron.

- 3.11 Pupils achieve academic success in competitions within and beyond the school. Pupils are successful in national competitions for mathematics, chemistry, economics, politics, philosophy and English. There have been numerous achievements in music, dance, speech and drama examinations and in film making at high levels. Team and individual sports include successes at county level in hockey, table tennis and football. The school consciously does not promote a competitive atmosphere but instead encourages all to take pride in the achievements of others and of themselves. When asked about their achievements, rather than focusing on accolades sixth-form pupils spoke about becoming more open minded. Pupils develop a balanced approach to school life, acknowledging successful achievement but also valuing perseverance such as not giving up on an arduous DofE expedition. This interpretation of real achievement reflects the school's successful promotion of its ethos in teaching the pupils that what matters is who they are, not what prizes they win.
- 3.12 Pupils throughout the school are highly skilled in working collaboratively and independently. Dunannie and Dunhurst pupils have an excellent attitude to learning. They have a strong work ethic and approach tasks with enthusiastic interest. Their instinct to help each other spontaneously is clear. In music, for example, pupils worked in small groups to create very successful short pieces using musical scales from Middle Eastern traditions. In Bedales, pupils work together and support each other naturally. The majority work with purpose and an alert, critical mindset. This attitude is not seen consistently below the sixth form, however. Some pupils in Years 9 to 11 have not developed an understanding of why being punctual and well prepared for lessons matters. Their ability to maintain focus can be short lived. Pupils were sometimes observed to distract themselves and others with their mobile phones or chatter, taking unconstructive advantage of the school's relaxed atmosphere. Sixth-form pupils, however, have a mature and determined attitude, showing the school's success in promoting an intelligent and curious approach.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show extremely high self-confidence and an exceptionally mature understanding of themselves. They describe themselves as learning to be inquisitive, fearless and ready to confront that which is unacceptable. The school is extremely successful in creating an atmosphere in which all pupils know that they are valued and respected as unique individuals. They say that the school is a safe space where they can freely talk about their feelings. Boarders spoke of the positive impact on their confidence and resilience of living away from home and in a community. There is no uniform and all in the community, staff and pupils, are on first name terms; the atmosphere is relaxed and firmly underpinned by mutual respect. This means that the pupils have no fear of being ridiculed for making mistakes in lessons; in a music lesson, Dunhurst pupils congratulated classmates for carrying on and starting again after playing incorrect notes. Pupils show a good understanding of how they best can demonstrate their understanding. Dunhurst pupils, for example, played music in an assembly rather than speaking. Sixth-form pupils working for an EPQ wrote essays, chose to create effective artwork or to make physical objects.
- 3.15 From the earliest age, pupils make decisions for themselves. Children in Nursery and Reception select their own activities throughout the day with purpose. In an art session following a visit to Wisley gardens and considering the work of Georgia O'Keefe, pupils in Year 3 decided their design and medium for themselves, absorbed in experimenting with the textures they created. In Dunhurst,

pupils choose how best to use their free periods, whether in completing prep, music practice or joining an activity. Being given these options enables pupils to start to take intelligent responsibility for their progress, learning the consequences of unwise decisions effectively. In Bedales, some pupils do not always make wise decisions about how to use their time, lacking the realisation that, although the school's ethos is to implement a limited range of sanctions, there are personal consequences if they misuse their considerable freedoms or break trust. That this ethos is realised successfully is apparent in the more acute understanding evident as pupils mature. Numerous pupils spoke about how much they value the autonomy they are given, including boarders choosing their dormitory mates. Pupils come to understand that the school's trust in them depends on them using their freedom responsibly and understanding that actions will always have an impact.

- 3.16 Pupils have a very strong appreciation of values beyond the material and they also perceive that their lives are in many ways far more fortunate than those of others. They do not take the beauty of their built environment and of its grounds for granted. They get genuine pleasure from these and from a curriculum which leads to a growing awareness that there are aspects of human existence far greater than the mundane. Thoughtful topics in sixth form EPQ submissions have included reflection on whether there is such a thing as free will or whether humans are always constrained by societal forces. Pupils spoke of the satisfaction and pleasure that comes with outdoor work and seeing new lambs being born on the farm. Some said that they love being in the library at sunset because of the sheer beauty of the way the light shines through the stained glass in the windows. Their joy in creativity is apparent in their art, design, theatre and music work in widely different genres. It is also clear in the care taken in the ecologically sensitive design of the pony shelter created as part of an EPQ project. Pupils seldom use the word spiritual but their comments show they have an intensely spiritual awareness of the everyday wonders and beauty of life.
- 3.17 The pupils' understanding of morality does not depend upon observing a set of strict rules, which would be seen by them as contrary to the school's ethos. Their code of values is solidly based on respect for all and they absorb the importance of good relationships explored in the well-being course that runs throughout the school. This demonstrates the successful promotion of the school's ethos by senior leaders and governors. Discussions with pupils and observations did not support the views of a small minority in questionnaire responses that the school does not listen to pupils or treat them fairly. Relationships between pupils and staff and pupils' behaviour across the school are excellent. Pupils say they know that the school's warm and accepting atmosphere depends on mutual trust and that their responsibilities include not breaching that trust. They are aware that, should that happen, the school takes firm action and will expect pupils to reflect on lessons to be learnt. Most pupils said that they would own up should they have done something wrong and appreciate the fact that they would be given another chance. Pupils are taught from Nursery to think about the needs and feelings of others and they consider successfully the impact of their words and actions as a result. In Bedales, pupils spoke of how they challenge disrespectful behaviour by peers; they make their disapproval clear. They also said they welcome being challenged themselves, because it helps them to grow into better people. Equally, pupils are unafraid to challenge decisions made by school leaders if they think these are wrong. They are well prepared for adult life.
- 3.18 Pupils' interpersonal skills result in high levels of social awareness and excellent ability to work with others. Children in the EYFS played together happily, fetching water for those in the sandpit or selecting more blocks to create their castle. Year 4 pupils worked extremely well in small groups to identify and discuss old-fashioned language in an Enid Blyton story. In theatre studies, Year 12 pupils' trust and confidence in each other were clear as they experimented with the physical theatre techniques of Lecoq. Pupils value the assessment structure of the BACs, elements of which depend on their ability to work together, for example in a group debate for the global awareness course. Teamwork skills were also clear in activities, from cricket to ecological car building and to preparing for a forthcoming rock concert. Their understanding of the importance of collaboration is strongly supported by school leaders' emphasis on the school being a community of equals, all accepting the ethos of 'the work of each, the weal of all.' Pupils demonstrate this symbolically by shaking hands at

the end of the weekly assembly as a visual statement of everyone's commitment to supporting others in the school community.

- 3.19 Pupils know and accept their responsibility for creating a positive community. This was seen as children in EYFS helped to tidy up and pupils in Year 8 helped the children in the playground as part of their weekly community service. In Bedales, pupils take on responsibilities as peer mentors or as subject dons, to whom others can go for help. Boarders especially appreciate the system of mixed age dormitories, with a Year 12 pupil acting as mentor and role model to whom younger pupils can turn for advice and support. A number of pupil-led activities or groups have been established successfully such as the eco group, an LGBTQ+ society and the 'Dialogue for Change' group which raises awareness of issues of sexual harassment and sexual violence. These have a tangible impact on the community and develop pupils' social awareness strongly. Any incidents of unacceptable sexual behaviour are viewed by pupils as clearly contrary to the ethos of the school community. Pupils also understand their responsibility to contribute to the wider society. Dunhurst pupils nominate a number of charities to support each year and raise considerable sums of money through their efforts. In Bedales, termly 'Badley days' are given over to community or charitable work. The most recent, where pupils raised money for a local refugee charity, involved all pupils undertaking a sponsored walk in which the distance they covered in total was equivalent to that from the school to Idlib in Syria.
- 3.20 Pupils have a strong and sensitive awareness of issues of diversity and equality. They are proud of being in a school where everyone is accepted without judgement and respected for who they are, regardless of ability, gender, or ethnicity. They enjoy the range of languages and cultural background of their peers and actively seek to learn more of these. Their awareness is consistently encouraged in lessons. Dunhurst pupils learning about the Crusades were encouraged to think beyond the feelings and beliefs of the crusaders and they showed great sensitivity to Muslim perspectives. Year 10 pupils considered a passage from *Jane Eyre* from the perspective of male and female equality. Their responses were typical of pupils who are inherently non-judgemental. Pupils said that this attitude makes it easy for them to explore their own emerging identities as they mature. They consider that acceptance and respect go hand in hand and inspection evidence supports this view of pupils' development.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe and healthy. They have a clear understanding of online safety. Children in the EYFS manage their own hygiene well, knowing the importance of washing their hands. Pupils in Year 1 could correctly identify which of a range of substances found in the school it would be safe to put into or onto their bodies. Pupils across the school know the importance of healthy eating and regular exercise to maintain their physical health. They are equally aware of the importance of looking after their emotional and mental well-being; Dunhurst pupils said that the welcoming environment created in 'The Nest', a room where they have wellbeing lessons and can seek support from pastoral staff, helps to make it easy to talk. Older pupils, including boarders, said that they may choose to talk to friends initially but that staff are always willing to listen to them and offer support. Pupils develop their own strategies, too, successfully finding peace in meditation or in walking in the grounds. Older pupils said that their greatest support comes from knowing that in the school's strong and nurturing community, people genuinely care if another person is troubled and that they 'have each other's backs'. Inspection evidence strongly supports this view.

4. Inspection Evidence

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

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr Ian Senior	Compliance and team inspector (Deputy head, GSA and HMC school)
Mr Adrian Downie	Team inspector (Director of studies, IAPS school)
Mrs Elizabeth Harris	Team inspector (Former director of music, IAPS school)
Mr David Sibson	Team inspector (Former head, IAPS school)
Mr Andy Skinnard	Team inspector (Senior deputy head, HMC school)
Mr Jonathan Burnet-Harris	Boarding and team inspector (Deputy head, IAPS school)
Mr Richard Feldman	Boarding and team inspector (Director of reports, HMC school)