



**ISI** Independent  
Schools  
Inspectorate

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

**The Yehudi Menuhin School**

**May 2019**



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## School's Details

<b>School</b>	The Yehudi Menuhin School			
<b>DfE number</b>	936/6539			
<b>Registered charity number</b>	312010			
<b>Address</b>	The Yehudi Menuhin School Stoke d'Abernon Cobham Surrey KT11 3QQ			
<b>Telephone number</b>	01932 864739			
<b>Email address</b>	head@menuhinschool.co.uk			
<b>Headteacher</b>	Mrs Kate Clanchy			
<b>Chair of governors</b>	Mr Richard Morris			
<b>Age range</b>	8 to 19			
<b>Number of pupils on roll</b>	87			
	<b>Boys</b>	38	<b>Girls</b>	49
	<b>Day pupils</b>	19	<b>Boarders</b>	68
	<b>Juniors</b>	9	<b>Seniors</b>	50
	<b>Sixth Form</b>	28		
<b>Inspection dates</b>	30 April to 2 May 2019			

## 1. Background Information

### About the school

- 1.1 The Yehudi Menuhin School is an independent co-educational boarding and day school for musically gifted pupils between the ages of 8 and 19 years. It offers specialist tuition on violin, viola, cello, double bass, piano, classical guitar and harp, and at least half of each pupil's day is devoted to musical studies. Some pupils spend an additional year to support their entry to international conservatoires. The school was founded by Lord Menuhin in 1963 and relocated to its present site at Stoke d'Abernon in Surrey in 1964. It is a charitable company limited by guarantee, administered by governors who are directors as well as trustees. The school was accorded special status as a centre of excellence for the performing arts in 1973 and since then has been supported by the Department for Education, through its music and dance scheme.
- 1.2 Most of the school's population are boarders. They are accommodated in two houses, Music House for the girls, and Harris House for the boys. Teaching, performance and boarding facilities are grouped around the original early nineteenth-century buildings. Since the previous inspection, the school has successfully applied to increase its numbers to 100 and refurbished the boys' boarding house. The current headteacher took up her appointment in January 2018 and members of the leadership team have all been appointed since that date, with the exception of the director of music who was appointed to that post in September 2017, having been a member of the music department since September 2006.

### What the school seeks to do

- 1.3 The school aims to develop the musical potential of gifted young people, regardless of race, creed or financial background within an academic environment that supports and develops their social, emotional, aesthetic and physical needs. It endeavours to prepare pupils for their adult lives, either as musicians or in other roles, as friendly, thinking individuals well equipped to contribute to the international community.

### About the pupils

- 1.4 Pupils come from all over the world, joining the school in all year groups following a comprehensive audition. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is above average and the school's own assessment indicates similar ability for pupils in the junior school. The school has identified six pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, five of these pupils receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language (EAL) for 50 pupils, 25 of whom receive additional support. All pupils are exceptionally musically talented but those identified as having other academic abilities receive individualised provision, entering public examinations early and taking part in external competitions.

## 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 In the junior school, the school measures attainment using national curriculum tests. In 2015, the results were well above the national average for maintained schools.
- 2.3 At GCSE in the years 2014 to 2017, performance has been well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 and 2016 have been well above the national average for sixth formers in maintained schools. In 2017 results were above the national average.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.8 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 In most respects, 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 school's arrangements for safeguarding on a day-to-day basis are secure. Pupils feel safe in school and are confident that they know how to stay safe online. Staff receive regular updates on specific aspects of safeguarding and are aware of how to report concerns. Referrals to external services are prompt and records are maintained correctly. Whilst full-time staff are trained at an appropriate level for their responsibilities, not all visiting staff have undertaken training. Records showing which staff have not completed safeguarding training have not been followed up to ensure their training is expedited. In a few cases, the school has not ensured that it follows statutory guidance in ensuring

that all staff have a separate barred list check should their criminal records check be delayed, nor that their references have been received.

**2.12 The standards relating to welfare, health and safety [paragraphs 9 to 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 and 12, 15 and 16 are met, but those in paragraphs 7 [safeguarding] and, for the same reason, 8 [safeguarding of boarders] and NMS 11 [child protection] are not met.**

### **Action point 1**

- the school must ensure that the safeguarding policy is implemented effectively with regard to the induction and training of visiting staff [paragraph 7(a) and (b); 8(a) and (b) and NMS 11].

### **Action point 2**

- the school must ensure that its recruitment procedures have due regard to statutory guidance, particularly in carrying out a separate barred list check before staff start work, should the criminal record check be delayed, and also obtaining references before appointments are confirmed [paragraphs 7(a) and (b); 8(a) and (b) and NMS 11].

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

2.13 Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.

2.14 Whilst most recruitment checks on staff are correctly carried out, the school has not ensured that medical fitness and qualifications are always checked before appointments are confirmed. The single central register does not consistently record the dates that all checks were carried out.

**2.15 Most of the standards relating to the suitability of those in contact with pupils at the school in paragraphs 17-21 and NMS 14 are met but those in paragraph 18 (2)(b), 18 (2)(c)(ii and iv), 18 (2)(f) and 18(3); paragraph 21(3)(a)(iii and iv) and 21 (3)(b) [suitability of staff, supply staff and proprietors] and, for the same reason, NMS 14.1 [staff recruitment and checks on other adults] are not met.**

### **Action point 3**

- the school must ensure that it carries out appropriate checks to confirm medical fitness and qualifications, and those against the prohibition from teaching list, before confirmation of appointment and ensure these checks are recorded in the single central register of appointments [paragraphs 18 (2)(b), 18 (2)(c)(ii and iv), 18 (2) (f) and 18 (3); paragraph 21 (3)(iii and iv) and NMS 14.1].

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

2.16 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.

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



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

- 2.18 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 pupils 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.
- 2.19 **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**

- 2.20 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.
- 2.21 **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**

- 2.22 Since there are shortcomings in safeguarding training and recruitment checks, the proprietors have not conducted sufficiently rigorous oversight to ensure that the leadership and management demonstrate good skills and knowledge in fulfilling their responsibilities to monitor whether standards are consistently met to actively promote the well-being of the pupils.
- 2.23 **The standards relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

### **Action point 4**

- **the governors must ensure that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c) and NMS 13.1, 13.3, 13.4 and 13.5].**

### 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>
D	Year 6
C1	Year 7
C2	Year 8
C3	Year 9
B1	Year 10
B2	Year 11
A1	Year 12
A2	Year 13
A3	Post A Level

## Key findings

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

- Pupils' exceptional musical talents are developed highly effectively to enable them to move on to successful careers in music.
- Pupils achieve well above average results in public examinations despite spending less time on academic subjects than their peers in mainstream education.
- Pupils, including those with EAL, communicate well, both linguistically and through their musical performance.
- Disciplined study habits gained through rigorous practice enable pupils to demonstrate strong critical thinking skills which they apply to all their studies.
- Pupils' attitude to learning is outstanding; concentration, self-discipline, initiative and collaboration underpin all their work.

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

- High levels of confidence and self-awareness are developed by pupils as they progress through the school.
- Pupils display a mature ability to make decisions, particularly about their future career path and what they need to do to achieve their goals.
- Pupils' excellent spiritual awareness arises out of their strong connection and response to music as well as opportunities for quiet reflection.
- Pupils are highly supportive of one another and their social skills are highly developed.
- A strong appreciation and respect for the diverse cultures from which they come is evident throughout the pupil community.

## Recommendation

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

- Strengthening further the support provided within the boarding community by exploring additional ways to consult and engage with boarders.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The pupils' exceptional musical achievements are developed through a strong emphasis on the individual and a recognition that each young musician has a unique voice and will develop on their own pathway. Pupils themselves display an astute sense of their own progress and all are particularly appreciative of the impact of their instrumental teachers in guiding their development and fostering their motivation. Pupils achieve outstanding success in their musical studies, demonstrated in a wide range of musical performances and competitions. As a result the overwhelming majority are well-equipped to move on to successful professional careers in music.
- 3.6 Pupils join the school at varying ages, many with EAL. Due to highly effective specialist support in learning English, together with support from their peers, pupils quickly acquire facility in English to become effectively bilingual and achieve well in public examinations. In 2015 junior pupils achieved results in key stage 2 examinations well above the national average. Results at GCSE in the years 2014 to 2017 have been well above the national average for maintained schools and results in combined science, coordinated science, and history IGCSE have been higher than worldwide norms. A-level results in the years 2015 and 2016 have been well above the national average for sixth formers in maintained schools and in 2017 results were above the national average. Pupils' performance at GCSE and A-level is a particular achievement given that they spend far less time on academic subjects than pupils in mainstream schools. Whilst the vast majority of pupils gain places at major conservatoires in the UK and abroad, their academic success equips them with alternative career choices. These levels of attainment, supported by scrutiny of pupils' work, lesson observation and interviews with them, indicate that throughout the school pupils make excellent progress. The very few pupils with SEND make good progress due to individual support in very small classes. In the pre-inspection questionnaires, a small minority of pupils and a few parents did not agree that boarding helps them with their academic work, though almost all pupils agreed that teachers help them learn and make progress, a view supported by their parents, almost all of whom agree that the school helps their child to develop skills for their future.
- 3.7 Pupils develop strong knowledge and skills in academic areas, exceptionally so in their musical development. The curriculum is broad considering the time constraints, and it includes as a key language German, to facilitate entry to higher education in Germany, for those pupils who so desire. Pupils' learning is well structured across year groups to allow for an appropriate balance in the development of their skills, which they apply confidently. For example, in a chemistry lesson, an older pupil knew the position of an element in the periodic table and was able to use this information to infer its properties. Pupils' instrumental studies are well supported by lessons in theoretical music and musicianship in which they demonstrate exceptional level of understanding of harmony, form and musical language; for example, pupils in Year 8 recalled learning about ritornello in the baroque period to make parallels with the binary form of a Debussy prelude. Pupils can monitor their progress through marking which is generally regular and gives useful advice on how to improve; junior pupils, in particular, benefit from much oral feedback. A characteristic of teaching which maximises learning opportunities is strong teacher subject knowledge which enables lessons to be conducted briskly with clear instruction, so that no time is wasted. The pupils, who are determined learners and used to the discipline of music, respond positively to this style of teaching. Teachers have positive relationships with pupils and ensure that those who miss lessons due to music commitments are enabled to catch up. All pupils study art as a non-examined subject, and the work that is displayed around the school demonstrates the creativity and technical skill many possess.

- 3.8 The pupils' communication skills are excellent. Most speak confidently, such as when introducing themselves and giving brief programme notes before a performance. Most lessons encourage high levels of interaction between pupils who are encouraged to communicate their ideas and opinions with one another. The pupils hold strong well-reasoned opinions and enjoy debating in an informal but sometimes heated manner, for example during interviews when exchanging views about the value and dangers of competition. Those with EAL rapidly acquire competency in English through interactions with their peers and effective support from teachers and specialist staff. Pupils communicate profoundly and movingly in their music-making, demonstrating exceptional maturity. They listen with rapt attention to one another's performances and assert that their aural acuity and concentration are transferred from music to other lessons. Written work, as seen in excellent examples of extended writing in English and history, is of an extremely high standard. Older pupils read and analyse texts successfully and those interviewed spoke about their love of reading a wide range of literature encompassing diverse interests from Turkish poetry to *Das Kapital*.
- 3.9 Pupils' work in mathematics is strong, particularly in their accuracy in the manipulation of numbers and algebra. Younger pupils demonstrate good numeracy skills and develop and apply these across subjects, such as with data collection and graph work in science, and this is facilitated by online quizzes. Older pupils also apply mathematical skills competently in science, for example when using statistics in biology. Pupils are able to apply mathematical skills to more complicated problems, for example when successfully combining their knowledge of kinematics and vectors to solve problems about collisions in two dimensions. They take initiative and work well as a team; for example, some older pupils have set up an unofficial mathematics club which meets in the library regularly in the evening to work through problems.
- 3.10 Pupils make effective use of information and communication technology (ICT) to support their studies. They use ICT competently for desktop publishing in history, spreadsheets and graphs in mathematics, and data loggers in science, as well as for researching topics for discussion in modern foreign languages. Pupils tend to compose by hand but use composition software to bring works together. Some manage the control room in the Menuhin Hall for internal concerts. The school is aware that the use of ICT is an area for continued development.
- 3.11 Pupils' study skills are a significant strength. These are inculcated through the rigorous regime of practice and rehearsal which crosses over into academic areas so that pupils adopt a dedicated approach to study, both in class and in personal study time. Pupils transfer ideas between subjects; for example, creative writing describing a plane hijack combined vivid descriptive writing with ideas from physics such as inertia and Newton's first law of motion. Pupils capably analyse and evaluate sources, use mind maps and conduct research in history. They are able to hypothesise, for example predicting that increasing temperature would increase the rate of photosynthesis in science. Teachers use incisive questioning effectively to support the pupils in drawing conclusions and to challenge them to think independently beyond the bounds of subjects; pupils are happy to take risks within a culture where it is acceptable to get things wrong. Pupils concentrate particularly well and show strong self-discipline. In their instrumental studies, they are accomplished in seeking clarification and interpreting advice. The collegial and empathetic relationships between staff and pupils enjoyed within the music department enable pupils to develop a mature and committed approach to their studies.

- 3.12 Pupils' academic and other successes are excellent. Most relate understandably to music, where their achievement is exceptional. All pupils learn and grow as musicians by their participation in frequent concerts and pupils regularly participate extremely successfully in international competitions. Strong links with alumni who have become successful soloists and who visit, for instance, to give masterclasses, enable pupils to grow in confidence and commitment to their art through opportunities to play with them, such as at the Founders Day concert which took place during the inspection. Pupils accompanied an internationally acclaimed artist in both Chopin piano concertos arranged for quintet and piano, part of which was transmitted on the radio. Apart from music, pupils are successful in other activities as time permits, such as in national mathematics challenges. The annual school play is often written by the pupils with music composed and performed by them. Some pupils choose to take part in the Duke of Edinburgh's Award (DfE) Scheme, where they gain bronze and silver awards.
- 3.13 The pupils' attitude to learning is outstanding. It starts with music, which is foremost in every pupil's attention, but also flows into other areas of learning. Pupils work exceptionally hard to perfect their musical skills, being highly motivated and aspirational, discussing their learning with enthusiasm and pleased to be amongst other pupils with a similar passion. Completing academic work to their best ability is a priority. They are proactive in seeking help from their teachers if there is a topic they do not understand, and they are encouraged through the high expectations of their teachers and good relationships with them.

## The quality of the pupils' personal development

- 3.14 The quality of pupils' personal development is excellent.
- 3.15 As they move through the school, pupils develop the confidence and self-awareness they will need as performers so that when they leave they recognise their personal strengths and weaknesses, understand how to improve their learning and performance, and display appropriate levels of self-esteem, yet without conceit. This high level of self-awareness comes from both demanding nature of their performance programme and the mature level of thought expected from their teachers which drives their strong work ethic. Academic classes are small so that pupils receive individualised support in a nurturing environment. Boarders state that the boarding community provides additional opportunities to develop their confidence, independence and preparedness for the next stage in their education, such as ensuring they develop a good routine for practising and self-organisation. Pupils are clear about their goals in music and feel well prepared musically for the next stage in their training. Whilst older pupils express confidence in their resilience and preparedness for the profession, they are aware that their general resilience is not necessarily as well-developed, questioning whether pastoral supervision is sometimes over-zealous. Inspectors noted that pupils are generally resolute in managing a busy timetable where staff strive to balance the competing pressures of keeping up with academic work as well as musical commitments. Whilst this necessarily brings tensions, most pupils successfully develop the emotional strength and adaptability they require.
- 3.16 Pupils demonstrate a mature ability to make sensible decisions. For example, junior pupils are given opportunities and supported in making decisions that contribute to successful learning. In their relationships they are encouraged to resolve issues themselves with the teacher as a support. Pupils have some flexibility to decide how to manage their time such as whether to do extra practice or attend an activity. Although some of the older pupils expressed a view that they are not able to make decisions appropriate to their age, inspectors found that they have appropriate freedom of choice and age-appropriate responsibility in making decisions, such as through the school council and weekly boarders' meetings. The school listens and responds to the views of pupils, as seen in feedback at morning meeting, and the leadership seeks to find an appropriate balance between maintaining a safe environment and permitting a degree of flexibility for older pupils to make decisions for themselves.
- 3.17 Pupils' spiritual awareness is exceptionally strong; some are very reflective and philosophical. They appreciate the need for reflection as a release in their busy lives and this is achieved through the morning meetings and other opportunities such as yoga and Alexander technique. Pupils display a sense of inner calm and peace when they sing reflectively a Bach Chorale without words each morning. The art room is a valuable space where pupils can express themselves through another avenue. The wide variety of cultures and religions at the school promotes an atmosphere of inclusivity, and spirituality is implicit in pupils' response to music and respect for both aesthetic and non-material values. The leadership's promotion of a holistic musical education, which encourages pupils to develop as thinkers as well as musicians, has a profound impact on the spiritual development of the pupils. They experience the depth of emotion they themselves express in their playing and perceive in that of others, so that they are much attuned to spiritual depth and using music to communicate what they have to say.

- 3.18 Pupils' moral understanding and their behaviour is excellent and a reflection of the high expectations of staff and the positive sibling-like role modelling by older pupils, which creates a culture of mutual support within the school. They are attentive during both lessons and concerts, and are polite and courteous as they move around the school. They demonstrate a clear sense of right and wrong and an understanding of consequences, take responsibility for their behaviour and show initiative, often linked with an implicit awareness and empathy of the needs of others. They have a particularly well-developed self-discipline for their age, gained from their musical studies. Older pupils express frustration, as developing adults, with perceived restrictions on their liberty but, ultimately understand how to express this in an appropriate manner such as through the school council. In their responses to the questionnaires, most parents and pupils agreed that the school promotes good behaviour and all the staff indicated that pupils display positive behaviour and attitudes towards others.
- 3.19 Pupils have a clear understanding of the importance of a healthy lifestyle and keeping safe, gained from regular coverage of these aspects in science and personal, social and health education lessons. Pupils appreciate the role of exercise in physical and mental health and report that opportunities for sport have improved with increased swimming sessions, table tennis and football. They have an excellent understanding of healthy eating and, although a minority of boarders expressed some dissatisfaction about food in their questionnaire responses, inspection evidence found that the variety, quality and quantity of food was suitable. A minority of pupils were less positive about leading a healthy lifestyle and the balance of free time and activities. Inspection evidence indicates that given the special nature of the school, a suitable balance is offered. In the questionnaires, a very small minority of boarders did not feel their needs were well understood, or that their concerns would be listened to, a view reiterated to inspectors, particularly by older boarders. Inspection evidence indicates that the school is committed to boarders' welfare, but that since home is far away for many pupils and pressures are greater than for non-musicians, many boarders do not feel confident in confiding their concerns in those who have direct responsibility for their pastoral care. Pupils state that they feel safe at school and, in their questionnaire responses, are all confident they know how to stay safe online.
- 3.20 The pupils' social development is outstanding, due in part to the role that boarding plays in encouraging socialisation and helping pupils learn to live and work as part of a community. The family nature of the community, as well as the close and positive relationships between pupils of different ages, are significant factors, together with the act of collective music making, particularly in chamber music groups, where awareness of the complex interplay between different parts, is a potent demonstration of the art of collaboration. Due to frequent opportunities for co-operative learning, pupils show high regard for one another's opinions and contributions as seen in science with junior pupils where strong teamwork was evident. Pupils readily take initiative; for example, many will seek out their own repertoire in music and rehearse with a group of friends independently of adults, demonstrating a natural collaboration and trust between one another which accelerates their progress. Pupils work together successfully to achieve common goals in DfE expeditions and in volunteering activities, such as in local charity shops and assisting with lighting in the Menuhin Hall.



- 3.21 Pupils exhibit a strong sense of responsibility for one another and, although there are no formal positions of responsibility within the school, they learn to appreciate the importance of contributing to both their school and the wider community. Pupils act as mentors, provide informal emotional support within boarding and undertake duties within the boarding houses. They take responsibility for leading some rehearsals, have opportunities to lead sections and, when older, lead warm-up sessions prior to practice. They stage manage concerts reliably and some volunteer to lead the Saturday morning meeting. Pupils of all ages take music into the community through the school's outreach programme, for example when engaged in a composition project with local secondary schools or performing in primary schools and care homes. They articulate a strong sense of giving back through their musical talents. Pupils raise funds for charity such as by selling plants they have grown or organising a Valentine's Day raffle to support a children's charity as part of their DfE work. Their concert tours in the UK and abroad widen their contribution to others.
- 3.22 Pupils throughout the school have a mature appreciation for one another's cultural backgrounds. They are brought together by their musicality and, although they come from a wide range of national, social and religious backgrounds, they all have a great respect for each other. For example, in discussions junior pupils articulated a strong regard for the diverse community in which they live and described how it enriches their experiences. Pupils indicated that disrespect towards others was rare. In tutor groups they talk about where they come from, and they also learn about other cultures through school events such as languages day and opportunities to celebrate the cuisine of different countries. Their awareness is further heightened through their exposure to such a wide variety of music. All the parents and staff and almost all pupils agreed that the school encourages them to respect and tolerate other people.

## 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 two governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended morning meetings and concerts. 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

Mrs Jan Preece	Reporting inspector
Mr James Harrison	Compliance team inspector (Headmaster, Society of Heads school)
Mr Roger Shaw	Team inspector (Senior master, HMC school)
Mrs Fiona Thomas	Team inspector (Headteacher, IAPS school)
Mr Alex Osiatynski	Team inspector for boarding (Headmaster, IAPS school)