



ISI Independent
Schools
Inspectorate

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

ALDENHAM SCHOOL

DECEMBER 2017



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SCHOOL'S DETAILS

School	Aldenham School			
DfE number	919/6003			
Registered charity number	298140			
Address	Aldenham School Elstree Borehamwood Hertfordshire WD6 3AJ			
Telephone number	01923 858122			
Email address	enquiries@aldenham.co.uk			
Headteacher	Mr James Fowler			
Chair of governors	Mr Trevor Barton			
Age range	3 to 18			
Number of pupils on roll	736			
	Boys	511	Girls	225
	Day pupils	553	Boarders	183
	EYFS	42	Preparatory	134
	Seniors	391	Sixth Form	169
Inspection dates	5 to 7 December 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Aldenham School is an independent day and boarding school for boys and girls aged between 3 and 18 years. It was originally founded in 1597 by Richard Platt and occupies its original site. Since the last inspection the school has invested in a new sports field, and refurbished its boarding and day houses.
- 1.2 The school is a registered charity and is administered by a board of governors, including representation from the Brewers' Company and other local bodies.
- 1.3 The school is divided into three sections: the pre-preparatory department for pupils aged 3 to 7 which includes the Nursery; the preparatory school for those aged 7 to 11 years; and the senior school for 11 to 18 year olds. Boarders are accommodated across 5 residential houses, from year 7 upwards

What the school seeks to do

- 1.4 The school aims to encourage each pupil to fully develop their intellectual, physical and cultural talents in response to appropriately challenging goals, and to recognise the importance of the social, moral and spiritual dimension of today's modern society. It also seeks to enable pupils to successfully meet any future challenges.

About the pupils

- 1.5 Pupils come from a culturally diverse range of professional and business backgrounds, mostly from London and surrounding counties with some originating from overseas. The school's own assessment indicates that the ability of pupils is above average. A total of 137 pupils have been identified by the school as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, 40 of whom receive additional specialist help. Also, 1 pupil has an education, health and care plan. English is an additional language (EAL) for 54 pupils, 17 of whom receive additional specialist support with their English. Data used by the school have identified 22 pupils as most able in the school's population, and the curriculum is modified for them and for 40 other pupils due to their talents in sport and creative arts.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

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

This is a REGULATORY 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.

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

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

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

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the 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 the preparatory school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2016, performance has been above the national average for maintained schools. Where data is available for 2015 and 2016, results in IGCSE English, history, information and communication technology, biology and physics have been higher than worldwide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2016 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

Key Findings

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

- Pupils of all ages make excellent progress in relation to their starting points and abilities, successfully achieving the school's aims.
- Pupils' attitudes to learning are decidedly positive and they display great enthusiasm across a range of subjects.
- Pupils of all ages have excellent communication skills, listen attentively and participate well.
- Pupils develop real strength and individual talents due to the wide range of opportunities offered.
- Pupils do not always demonstrate independent learning and thinking as strongly as possible.

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

- Pupils are highly self-reflective, self-confident and display notable resilience for their age.
- Pupils have a natural inclusivity and respect for other cultures and for those with different nationalities, backgrounds and beliefs.
- Pupils demonstrate empathy and an appreciation of those less fortunate than themselves, and are active in supporting them.
- Pupils collaborate well and support each other in communal enterprises, achieving common goals and solving problems.
- Pupils with responsibilities, including in boarding, fulfil these with great success and are highly respected by their peers.

Recommendation

3.3 The school is advised to make the following improvements:

- Ensure that pupils have more opportunities to further strengthen and apply their independent learning and thinking skills.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The following analysis uses the national data for the years 2015 to 2016. These are the most recent two years for which comparative statistics are currently available. Pupils' performance at GCSE has been above average in relation to the national average for maintained schools, while results in IGCSE English, history, information and communication technology, biology and physics have been higher than worldwide norms. A-level results have been similar to the national average for maintained schools. Data provided by the school indicate that percentages of pupils achieving A* and A at GCSE, IGCSE and A-Level in 2017 were improved over the previous year. The preparatory school does not take part in National Curriculum tests but the available evidence from lesson observations, scrutiny of pupils' work and the school's own assessment data demonstrates attainment to be above average in relation to national age-related expectations. The vast majority of leavers enter their first choice of university, with over a quarter of the cohort achieving places at highly competitive universities. Altogether the evidence supports the opinion of almost all parents and most pupils, who responded in their pre-inspection questionnaire responses that the school enables pupils to make good progress and develop skills for the future.
- 3.6 Pupils including those in the Early Years Foundation Stage (EYFS) make excellent progress in relation to their starting points, with most pupils' basic skills at a particularly high level in all areas of learning across the school. By the end of Reception, almost all children perform at levels which are above or at those expected for their age and abilities. They develop a strong foundation for learning through a varied and vibrant curriculum which is planned to carefully meet individual needs, underpinned by a rigorous initial assessment of each child's abilities within the first six weeks of joining the Nursery. Children follow a curriculum which enhances their speaking, listening, reading and writing skills, while also encouraging their wider intellectual and social development through music and dance. Preparatory pupils develop strong skills of grammar, punctuation and spelling and make excellent progress, as evident from the high-quality and volume of work produced which is at a level far above expected for their ages. This is due to the high degree of challenge and extremely encouraging feedback that they receive.
- 3.7 Pupils with SEND or EAL across the school perform well above expectations for their abilities and generally achieve in line with their peers, due to strong classroom support. These pupils' progress and performance in art and design, maths and science performance is typically in advance of that of their peers. All pupils across the school demonstrate a very high level of knowledge, skills and understanding in the core subjects of English, mathematics and science and other subject areas due to the high aspirations and early provision of additional support, informed by established systems to track and monitor pupil progress. Most pupils are highly effective in applying their skills from one area of learning to another. For example, pre-preparatory pupils during a geography lesson were able to use their prior knowledge about different nouns to successfully identify key place names around the school grounds. Similarly, senior pupils were able to utilise their computer programming skills when designing and controlling the sound and lighting sequences required in a school play. In the majority of lessons observed, pupils achieved all the challenges set for them. In some lessons within the senior school, pupils' progress was slow as they were not always encouraged to develop their independence and take risks in their learning.
- 3.8 More able pupils make excellent progress due to the early identification of and support and challenge for potential scholars and those pupils with additional talents across sport and creative activities, successfully meeting the recommendation from the previous inspection. For example, more able senior pupils demonstrated an excellent use of highly technical computing language and complex coding as a result of the stretch and challenge provided by the teacher to design a currency converter programme.

- 3.9 Pupils' attitudes to learning are decidedly positive, and pupils demonstrate great enthusiasm across a range of subjects. They are able to rise to any challenge set without fear of failure through the motivation and encouragement provided by teachers. For example, children in the EYFS displayed excellent listening and concentration skills when they successfully danced in time as marching soldiers and pretended to splash in puddles after only one demonstration from the teacher. Sixth form pupils demonstrated a keen eagerness to reflect more deeply when discussing the link between mental health and dance. More able pupils naturally help less able pupils in lessons if they are struggling with any task, enabling them to learn from each other and from their mistakes through constructive peer assessment.
- 3.10 Pupils demonstrate excellent study skills; pupils of all ages take a pride in their work as evident from the standards of presentation, volume, writing and organisation seen in workbooks. Senior pupils demonstrated an excellent ability to deal with the rapid delivery of information and very articulately developed a presentation on America's response to its perceived threats in the 1950s, through careful questioning and intelligent role-modelling allowed by the teacher. Sixth form pupils collaboratively demonstrated further imaginative new ways to learn facts on psychology through use of board games, mobile phone applications and online social media platforms as a result of exemplar prompt cards initially provided by the teacher. Pupils are able to draw upon a suitably wide range of sources and develop higher-order skills, including the ability to analyse, hypothesise, synthesise and present their ideas. In year 1, children articulately presented the reasons for not viewing photographs of children negatively as a potential bully just from their first impressions of their faces and body language. Pupils possess degrees of problem-solving skills and rise to any challenges set. In year 2, more able children supported less able children in using lower numbered timetables or finger techniques to solve challenges set if they were not sure of the primary timetables being asked. Preparatory pupils regularly work together to solve perimeter or fraction calculations in maths or to achieve success with their computer programming coding. Boarding and day pupils achieve very well due to the extra support provided by their peers as well as boarding tutors in the evenings and at weekends. Boarders spoke highly about the flexibility of boarding which allows them to reside at the school to provide better use of their time and more focus to concentrate on revising for exams.
- 3.11 Pupils of all ages have excellent communication skills; they listen attentively and participate well due to the strong rapport between their peers and teachers, exemplified by the high standards achieved during discussions, debates, public speaking and writing. For example sixth form pupils developed an excellent balance of views by valuing all contributions when discussing the issues of Apartheid in South Africa during a history lesson. Preparatory pupils successfully researched different adverbs, pronouns and conjunctions on tablets to develop a persuasive story about the life of a crayon. Senior pupils demonstrated an excellent use of scientific terminology and sources of evidence when presenting a balanced philosophical debate on the effectiveness of using stem cells in research.
- 3.12 Pupils develop individual strengths and talents in non-academic areas due to the wide range of opportunities offered. Their achievement in extra-curricular activities such as music, drama and sport are excellent throughout the school, with individual and team successes in local and county competitions in football and cricket. Individual sporting successes are notable, with county selections in athletics, swimming and netball, and successful selection at national levels for show jumping, football, fencing, korfbal, karting and golf. Pupils achieve exceptionally well in other minor fixtured sports such as sailing, volleyball, tennis, fives and gymnastics through leaders' commitment to encourage all pupils to try something that they may well have never done before. Pupils' achievements in performing arts and music are also excellent; the EYFS children and pre-preparatory pupils demonstrate great confidence and talent in their annual drama productions, and in 2017 all senior pupils who entered achieved distinctions in external speech and music examinations. Musical achievement both at individual and group level are a strength of the school due to the many opportunities to study a musical instrument, sing in the house choirs, and perform in spring and summer concerts or at local festivals. Pupils achieve a high standard across many instruments through the excellent specialist support from visiting musicians. Pupils' achievements in all levels of the UK

Math Challenge and all Science Olympiads are noteworthy, with significant success every year across all year groups.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages are highly self-reflective and self-confident, and display notable resilience for their age. They are determined to always 'try their best' in as a result of the embedded culture within the school which is encouraged from a very young age. In Reception, children actively participated in a meditation calming down session where they were able to successfully reflect on how well they had learned in their personal, social and emotional development lesson about the consequences of bullying. Pupils have a very good understanding of their own strengths and weaknesses, and can confidently articulate how well they are doing through effective use of mindfulness techniques. For example, senior pupils confidently review their goals set within their personal development logs by assessing how well they have achieved them with their tutors. Pupils know how well they are doing through a fun and encouraging marking system which starts in the EYFS and pre-preparatory department and continues into the preparatory school. Pupils demonstrate an awareness of how to improve their work further by teachers' use of a green pretend watering can to show 'green feedback' for growth in understanding of a subject and a pink feather duster ('pink feedback') for 'tickling up', to show how to make the work better. Preparatory pupils confidently changed the gender of their characters in a drama lesson to create a better performance. A few pupils' in questionnaire responses maintained that the marking of their work does not always show them how they might improve, but work scrutinised during the inspection demonstrated that marking was typically helpful and encouraging, and that there were also other approaches whereby pupils could receive verbal feedback on their work. Almost all boarding parents said in their questionnaire responses that the boarding has helped their children become more confident and independent.
- 3.15 All pupils demonstrate a natural inclusivity and respect for other cultures and for those with different nationalities, backgrounds and beliefs; pupils display a natural empathy to look after each other whatever their background. Pupils gain a great understanding of other cultures through themed menus, experiencing different cultural festivals such as Hanukkah and Chinese New Year and opportunities to display the flag of their country within the annual poppy day remembrance service. The overwhelming majority of parents agreed that the school actively promotes respect and tolerance of those with different faiths and beliefs, and a very large majority of pupils said that the school encourages them to be tolerant of those with different faiths and beliefs.
- 3.16 Pupil's spiritual awareness is excellent; pupils study a range of religions and have a deep understanding of non-Christian faiths through presentations by visiting parents and other speakers, covering topics such as Diwali and other festivals. Further understanding is also achieved through regular assemblies, visits to religious places of worship, school societies and a Christian chaplaincy service, which supports pupils and staff of all faiths. From the earliest years in the school, pupils develop an outstanding appreciation of non-material aspects of life through their successful performances in music, drama and arts competitions. In the EYFS, children demonstrated their appreciation of the natural wonders of nature and form through their installation of branch and twig sculptures within the woodland bark garden. Senior pupils broaden their appreciation of art through numerous opportunities for exploration with different conceptual art techniques, use of different media and forms such as glass, textiles and ceramics inspired by a range of visiting artists.
- 3.17 Pupils have empathy and appreciation for those less fortunate than themselves and are active in supporting them. They develop natural empathy and awareness for others through their spiritual reflection in chapel and participation in music, art, literature and charity fund raising. Senior pupils spoke highly of the opportunity to support physically handicapped and able-bodied children on a weekend residential within the school grounds; the oldest pupils reported that applications for places

on the overseas trip to Malawi to support an African charity with refurbishing of village schools or constructing new drainage systems is always over-subscribed. Lower down the school, pupils successfully collected a large number items for the annual Christmas shoebox appeal.

- 3.18 Pupils collaborate well and support each other in communal enterprises, achieving common goals and solving problems. Pupils demonstrate excellent team working skills as it is introduced from a young age through encouragement of play within the EYFS. By the time pupils move up the school, these skills are very well advanced. In the pre-preparatory area, the established woodland seating area encourages pupils to create co-operative role-play activities and stories about adventures in the woods. Senior pupils displayed high degrees of team working as evident from their success in team sports, the Combined Cadet Force and The Duke of Edinburgh's Award scheme Pupils are excellent role models within their own school and the wider community. They exhibit great rapport with each other and with members of staff who have high aspirations for them to do well.
- 3.19 Pupils with responsibilities towards others including those in boarding fulfil these with great success and are highly respected by other pupils. Pupils spoke highly of the desire to take on responsibility and help other people, particularly beyond the classroom, for example through the preparatory and senior school councils, boarders' committee or by other opportunities. Pupils fully understand that the decisions they make may reflect both on themselves and upon the community of which they are a part. The school council successfully arranged for new water fountains to be installed which have proved beneficial for all pupils at the school. Senior pupils regularly volunteer to support younger pupils with their maths and English lower down the senior school and preparatory pupils are able to take on additional responsibilities such as supporting teachers with the tidying away of books at the end of a lesson. Pupils demonstrate a clear awareness that the decisions they make affect their future success, exemplified by the oldest pupils who displayed a confident ability to make informed decisions in choosing areas of research for their Extended Project Qualifications which not only interested them but might be a future specialism at university.
- 3.20 Pupils of all ages have a very clear sense of right and wrong and of the importance of rules and laws; their behaviour both in lessons and around the school is excellent. All pupils recognise the need to be well behaved and to abide by the school rules which are consistently implemented by teaching staff and promoted by the leadership. Pupils are courteous and supportive to each other, and have an excellent awareness on the impact of their behaviour upon others. Preparatory school pupils recognise the importance of the school's 'Golden Values' known as the 'Five Cs', of which being caring and considerate to each other are a natural part of school life. As pupils progress up the school they demonstrate an increasing ability to reflect highly on the morality of a modern society; sixth formers displayed an excellent understanding of ethical dilemmas within a philosophy lesson when discussing the relationships between different moral texts.
- 3.21 Pupils know how to stay safe including when online, maintain a healthy lifestyle and develop positive mental health from an early age. Children in the EYFS and preparatory school undertake a weekly 'walk a mile' activity around the school's field. Preparatory pupils developed an excellent awareness of road safety by successfully undertaking a cycling safety course. Senior pupils recognise the importance of leading healthy lifestyles by participating in team sports or taking exercise as well as demonstrating a mature understanding of consensual sex, through support and guidance provided by the school.
- 3.22 Through the introduction of a new mindfulness programme and greater opportunities for self-reflection, leadership and management have ensured that pupils develop the skills, competence and resilience which prepare them well for the next stage of their lives. Pupils leave the school as confident, mature and compassionate young people with the 'Aldenham Attributes' as guiding principles to help lead successful and fulfilling lives.

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

Inspectors

Mr Geoffrey Marston	Reporting inspector
Miss Sue Duff	Accompanying inspector
Mr Mark Wallace	Compliance team inspector (Headmaster, HMC school)
Mr Graham Malcolm	Team inspector (Former headmaster, IAPS school)
Miss Jo Parry	Team inspector (Deputy head pastoral, IAPS school)
Mrs Ann Prior	Team inspector (Former deputy head, HMC school)
Mr John Tuson	Team inspector (Academic deputy head, HMC school)
Mr Richard Balding	Team inspector for boarding (Former head of department, IAPS school)
Mr Jonathan Shaw	Team inspector for boarding (Vice-principal pastoral, HMC school)