



ISI Independent
Schools
Inspectorate

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

WINDERMERE SCHOOL

FEBRUARY 2018



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SCHOOL'S DETAILS

School	Windermere School			
DfE number	909/6008			
Registered charity number	526973			
Address	Windermere School Patterdale Road Browhead Windermere Cumbria LA23 1NW			
Telephone number	01539 446164			
Email address	jjones@windermerschool.co.uk			
Headteacher	Mr Ian Lavender			
Chair of governors	Dr Michael Dwan			
Age range	3 to 18			
Number of pupils on roll	362			
	Boys	172	Girls	190
	Day pupils	231	Boarders	131
	EYFS	23	Juniors	74
	Seniors	185	Sixth Form	80
Inspection dates	06 to 08 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Windermere School is an independent day and boarding school for boys and girls aged between 3 and 18, overseen by the Windermere Educational Trust. The school is a member of the Round Square schools. Founded in 1863, it is now located on three campuses near Windermere, in the Lake District: one for pupils aged from 11 to 18 years; a junior section, for pupils aged from 3 to 11 years, and an accredited water sports centre on Lake Windermere. There are three boarding houses on the main site. The school was previously known as St Anne's, and then Windermere St Anne's, until 2010.
- 1.2 Since the previous inspection, the three sections have been combined into one school. A programme of renovation has been undertaken for all boarding houses, most classrooms, the sports hall and artificial pitch, with the addition of new mathematics classrooms and an additional information technology facility.

What the school seeks to do

- 1.3 The school's motto is 'Vincit qui se vincit.' (One conquers, who conquers oneself.) The school aspires to be the best small school in Britain, aiming to produce confident, yet compassionate, people. The school aims to instil global perspectives, using their unique lakeside location, and to develop individual talents. The school seeks to foster a democratic culture and encourage excellence.

About the pupils

- 1.4 Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior sections is above average overall. The ability of pupils in the sixth form is in line with the national average. The school does not select pupils by ability. One pupil has an education, health and care (EHC) plan. The school has identified 76 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional support, appropriate to their need. English is an additional language (EAL) for 61 pupils, whose needs are supported by the EAL department and their classroom teachers. Data used by the school identify 30 pupils as being more able and 25 as having particular talents. The curriculum provides individual pathways for all pupils. Day pupils come from a range of professional and local business backgrounds, living within a 30-mile radius of the school. Many boarders come from overseas, representing a wide range of nationalities.

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 unmet 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](#), [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 The junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 From 2014 to 2016 results in GCSE examinations have been above the national average for maintained schools.
- 2.4 At IGCSE in the years 2015 to 2016, performance has been above worldwide norms.
- 2.5 In the sixth form, International Baccalaureate results in the years from 2014 to 2017 have been above worldwide norms.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

- 2.13 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.14 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.15 Suitable toilet, 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.17 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

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

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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 abilities achieve highly across the school and make rapid progress.
- Pupils' achievement in outdoor pursuits is exceptional.
- Pupils demonstrate excellent attitudes, are highly-motivated self-learners and respond enthusiastically to the academic and adventure programmes tailored to the individual.
- Pupils communicate with notable confidence and clarity at all times.

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

- Pupils demonstrate high levels of self-awareness, maturity and independence.
- Pupils' outstanding personal development leads to success in working together in challenging situations and in having a strong global perspective.
- The personal development of boarders is excellent, which in turn strengthens the whole school community.
- Pupils' excellent sense of spirituality is promoted by their unique environment.
- Pupils behave in an exemplary manner.

Recommendation

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

- ensuring that pupils are able to develop and utilise their information, communication and technology (ICT) skills more widely.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school fulfils its aims by inspiring pupils through a broad and balanced curriculum which challenges them both inside and outside the classroom. Pupils wholeheartedly embrace the opportunities to be successful. Parents are highly satisfied, as reflected in their positive responses to all questions in the questionnaire, unanimously agreeing that teaching helps their child to make good progress and develop skills for the future.
- 3.6 Pupils' academic outcomes are excellent, across the full range of ability. An upward trend in examination results has been established, wholly fulfilling the school's aim to encourage excellence. This is because the pupils receive a personalised, flexible education, with individualised 'pathways' throughout the school that respond to their differing needs. Staff give freely of their time, for example in the senior school through daily mentoring, to ensure that pupils are always supported in their learning.
- 3.7 Almost all children in the Early Years Foundation Stage (EYFS) achieve a good level of development, with many children exceeding this. Evidence from standardised tests, lesson observations and the scrutiny of pupils' work in the junior section indicate high standards of numeracy and literacy.
- 3.8 Attainment at GCSE in the years 2014 to 2016 is above average. An initial scrutiny of 2017 examination results at both GCSE and International GCSE (IGCSE) shows a significant improvement, with many pupils attaining top grades and all pupils passing English and mathematics. This is supported by the school's own data, lesson observations and book scrutiny. Pupils take GCSE and IGCSE examinations in both Years 10 and 11, depending on aptitudes and interests, devoting one or two years, or double the teaching time, to ensure success. This flexibility is a major factor in retaining pupils' engagement in learning. The IGCSE programme builds very effectively on the junior school curriculum, rapidly developing the independent study skills and self-motivation pupils need to succeed.
- 3.9 Pupils' International Baccalaureate (IB) results are well above the world-wide average. The 100% pass rate in both 2016 and 2017, with several pupils gaining notably high scores, represents a significant achievement, given the school's non-selective entry policy. The vast majority of entrants, over half of whom in this cohort had EAL (English as additional language), gained the diploma qualification. Ten pupils obtained the bilingual diploma. The introduction of a career pathway, the IB Career Path (IBCP), with qualifications at BTEC, such as business and music technology, and accreditation of optional strands alongside the more-established IB diploma route, mean that all pupils, including those who have special educational needs or disabilities (SEND) and EAL pupils, including many of the boarders, can achieve highly. Pupils in interviews spoke highly of the IBCP because of the direct relevance to their chosen field of work. Pupils with SEND and EAL across the school often achieve beyond expectations because of the well-targeted support from the learning support department which underpins their progress. This is bolstered by staff encouragement and by pupils' self-belief, engendered through involvement in the extra-curricular programme.
- 3.10 Pupils' progress throughout the school has been at least good, and recently rapid, due to the good teaching they receive and the support and encouragement of staff. Good systems for tracking progress allow staff to pinpoint when extra help is needed, or when a pupil may not be working to their full potential, and then quickly intervene.

- 3.11 In the EYFS, the youngest children demonstrate excellent skills in numeracy, language and understand their environment, for example showing excellent knowledge of letter blends and sounds. In the junior section pupils progress rapidly, responding eagerly to well-planned teaching, skilful use of resources and effective questioning that encourages creativity and enthusiasm and makes them think logically. This was seen in a humanities lesson, where pupils applied their prior learning well, readily using technical geographical terms. In the senior school most teaching is exemplified by high expectations and challenge, with the teacher as facilitator, getting pupils to reflect and analyse, as seen in a sixth form lesson where pupils were guided to draw links between Greek tragedy and modern literature to produce a more accessible resource.
- 3.12 Pupils throughout the school develop high levels of knowledge, skills and understanding across many subjects, retaining both breadth and depth. They demonstrate excellent higher-order thinking skills and very effective, personalised ways of learning, building on the excellent foundations laid in the junior section. Pupils apply skills gained earlier in practical, focused, deeper ways in IB subjects. The diploma 'Theory of Knowledge' and the more practically-based 'Personal and Professional Skills' courses develop these skills systematically and highly effectively. The broad curriculum prepares pupils well for further study, their study skills honed by the time they leave. The vast majority of pupils proceed into higher education, to a wide range of courses, such as medicine, law, engineering, management-related degrees, music and performance technologies, including some overseas institutions, often linked to their different pathways through school.
- 3.13 Pupils have excellent communication skills. They are highly articulate, communicating with teachers and their peers with confidence and clarity. They listen to one another with respect and understanding. Pupils' skills are highly developed because the school listens to what they have to say. In lessons pupils discuss and engage with ideas with their peers in group work. Pupils are successful in public speaking accredited examinations, but also regularly lead assemblies in school and pursue other public speaking opportunities, allowing pupils of all abilities to demonstrate their talents. Pupils of all ages show excellent levels of written communication, across different genres.
- 3.14 Pupils' mathematical skills are highly developed, as mathematics is a compulsory element of all the pathways to age 18. From the EYFS onwards, pupils develop strong numeracy skills. In the junior section, pupils showed good progression in their problem-solving skills, often applied to real-life situations. Senior school pupils apply their mathematical skills with confidence in other subjects, for example balancing equations in chemistry, or in geography, calculating the potential tax effect on the prices of products.
- 3.15 Pupils' ICT skills are less well developed, although pupils across the school are competent users of ICT for practical purposes, such as presentations, word-processing and research. Pupils have limited opportunities to use ICT more widely in lessons and in written work to support their learning, although a recent increase in new resources is starting to address this.
- 3.16 Pupils' skills in outdoor pursuits are exceptionally well-developed, as this occupies considerable core curriculum time from Years 3 to 9. Pupils complete a logbook of their achievements, leading to accreditation. The school draws well on its lakeside location, with a centre dedicated to water sports. From age 7, all pupils learn to sail, for example. Here, the school holds national championship status and the sailing teams compete at national and international levels. One sailing team are Under-13 national champions and six pupils are in the national squad. Pupils also learn the skills of kayaking, windsurfing, climbing and caving through the adventure programme, taught by the school's specialist coaches, who enable pupils to develop skills to a high level. From Year 10 onwards, most pupils choose to pursue their interests alongside academic studies. More than ten pupils each year gain The Duke of Edinburgh's Award at gold level, and others at bronze. The school values individual success in the broadest terms, viewing academic success as flowing from successful

involvement on the extra-curricular front: 'One conquers, who conquers oneself', and this can be seen in the excellent outcomes in all areas of school life.

- 3.17 Pupils are successful at local and county levels in team sports such as netball, and hockey, where two teams were county runners-up in 2017. In cross-country, pupils have recently competed successfully at county and national level. Pupils play in regular fixtures for football, basketball, cricket and tennis and participate in a number of clubs catering to other interests, such as gymnastics in the junior section. Several Year 7 pupils competed for Cumbria, the team winning the track and field event. In the junior section, pupils enthusiastically participate and compete at a good level in a wide range of sports and activities. In the EYFS and Key Stage 1, children take full advantage of their woodland learning environment. Pupil participation rates are high, commensurate with the school's aim of using its environment to the fullest, as a classroom for adventurous learning for all.
- 3.18 Pupils also achieve well in other fields, such as the arts, performing in school dramatic and musical productions. They are successful in local music festivals, winning 13 classes in 2017. They secure numerous distinctions in music theatre examinations and stage a biennial dance show. Pupils also take part in the annual Shakespeare schools' festival and were the top-performing junior school nationally for speech and drama examinations in 2017.
- 3.19 Pupils have excellent attitudes to learning, in all aspects of school life, accepting challenges enthusiastically, because of the high levels of trust between staff and pupils. The school's leaders and managers articulate well their vision of excellence for each child, quietly but highly effectively instilling a belief that this is attainable for all. They set out the means to do so through an exciting and inspiring curriculum that is leading to improving outcomes for individual pupils year on year. Junior pupils show an innate love of learning, with an 'opt in, not out' approach to adventure learning. Pupils soon become engaged, effective learners because self-evaluation begins early in the junior section and permeates the senior section. Pupils know to learn from their mistakes.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.20 The quality of the pupils' personal development is excellent.
- 3.21 Pupils' and parents' questionnaire responses praise the direct impact of the school's vision, challenging curriculum and dedication of the staff on pupils' personal development. Parents comment that the school succeeds in bringing out the best in children academically, as well as developing them as 'rounded' individuals. Pupils are confident and open, demonstrating high levels of self-confidence in their approach to every aspect of school life, underpinned by the school's open culture. Children in the EYFS showed excellent resilience and persistence in their woodland learning activities and when building tracks for their cars, facing many challenges on the way.
- 3.22 Pupils are quietly self-assured as a result of the wide-ranging adventure activities programme. Through the outdoor education programme pupils learn the skills of teamwork, decision-making and facing the unknown, overcoming fear, reflecting and refining their skills in what can be a personally challenging environment. Pupils understand the importance of decisions they make and the impact on others, for example in response to potentially high-risk situations, such as planning a kayaking expedition around the Scottish coast. Teachers actively promote pupils' aspirations constantly and securely, suggesting ways in which pupils can make further progress, regularly seeking their reflections. This strong relationship encourages pupils to take on new challenges which promote their personal development. Pupils comment that debating and public speaking have made them more confident.
- 3.23 Pupils make cogent, well-reasoned decisions that consider others as well as themselves, often through taking on responsibilities, such as sports captains or prefects. Senior boarding pupils help house staff in managing day-to-day arrangements for younger pupils in a mature and positive manner. Pupils throughout the school know how to improve their own learning and performance. They follow target-setting and 'pathways' programmes in both sections of the school, inputting into their own learning, addressing areas for improvement. In this way, each pupil has a tailored education, but pupils take full responsibility for the suitability of their choices. Staff support pupils well in taking decisions which affect their future life, Year 11 pupils commenting that they had received full, unbiased advice on subject choices.
- 3.24 Pupils work together in a highly collaborative way because the curriculum provides frequent opportunities to do so. They see that supporting one another is a natural part of school life and recognise the contribution this makes to their own development. Pupils are highly reflective; their individual perspective shaped by the school's vision and aims. The emphasis on building confidence and encouraging empathetic, mutually-supportive relations in outdoor pursuits plays a large part in developing pupils' respect for one another and for diversity. Pupils instinctively respect one another. They show notably thoughtful approaches to religion and spirituality, and excellent empathy with and understanding of those of different faiths. These attitudes are actively promoted through the 'Ideals' programme, where pupils discuss a range of different faiths and cultures. The school openly celebrates cultural differences by holding cultural days where pupils readily experience the life and traditions of a different country.

- 3.25 Boarding adds significantly to pupils' personal development: boarders quickly develop character strong traits, most notable in their maturity, social skills, tolerance and self-reliance. They develop a deep level of understanding of the importance of working together with respect to building an effective community. Boarders from overseas comment that they are warmly received, and likened the school to a family. There is a reciprocal benefit for the more locally-based pupils, developing a sense of cohesion. Boarders from other cultures add depth to pupils' awareness of different values and traditions. In turn, they grow in understanding of the British way of life, being quickly fully integrated as members of the school. In the questionnaire, almost all parents rate highly the care provided by the boarding staff and the ease of communication.
- 3.26 Pupils are empathetic and tolerant, qualities that are promoted through teamwork in school and out of doors. Service and caring for others plays a large part in school life, with staff modelling that caring nature. Pupils translate empathy into action, ranging from regular afternoon tea for local older people to the established link and visits to South Africa, where pupils and staff support African pupils in a disabled centre with their learning, in practical ways, under the auspices of Round Square schools. Windermere pupils also lead on other charitable ventures nearer to home. The wide-ranging charities programme allows all pupils to get involved. Pupils make excellent contributions to their local community through involving local primary schools in sporting events, school plays and supporting a local hockey club. Regular exchange links operate with schools in Europe, Canada, Australia, Denmark and Japan. Such ventures contribute strongly to pupils' all-round personal development, in particular their self-reliance, but also open their eyes to the world around them, in line with the global vision espoused by the school's leaders.
- 3.27 Pupils show calm and happy dispositions, presenting as well-rounded young people. This comes to some extent from their environment, where they spend much time outdoors in fresh air and in physically challenging activities. Equally, pupils enjoy the quiet spaces at school for personal reflection. Pupils demonstrate a strong sense of spirituality in their appreciation of their unique environment and the opportunities to become self-aware. The locality provides the perfect backdrop for that 'sense of awe'. The location and activities are for some an entitlement, and for many a positive choice. In the daily routines around school the peaceful setting percolates at a significant level in their lives and their being. Outdoor science and work in protecting the local environment enhance pupils' sense of stewardship.
- 3.28 Pupils' behaviour is excellent; they readily take responsibility for their own behaviour. This is reflected in their parents' responses to the questionnaire: all parents were happy with behaviour. Pupils spoke positively about the school's moral code. They have a strong sense of social justice: a minority of pupils in the questionnaire commented on inconsistency in sanctions and some favouritism on the part of teachers. However, inspectors found no direct evidence to support this perception. Pupils understand that rules are necessary to maintain the fabric of society; they have a well-developed sense of moral awareness and a sense of right and wrong, reflected in their conduct and courtesy towards each other. Older pupils who are boarders reflect on the transitional stages in their lives and appreciate the need for different rules at different times.
- 3.29 Many pupils show strong leadership skills, developed through the numerous opportunities the school provides to both day and boarding pupils to take on responsibility, through the house system, as prefects, or to achieve common goals, for example working together to assist younger students to develop their debating skills. Pupils understand the role of democratic process and the associated rule of law, as shown in the hustings for new council members. Pupils in the junior school take most seriously these elections, deepening their understanding of democratic processes.

- 3.30 Pupils really enjoy the adventure programme, which allows pupils from an early age the opportunity to work in threes to climb rocks, sail and explore caves. They have to rely on each other to complete individual tasks for the safety of the group. Pupils put all these inter-personal skills into practice later, for example through the IB programme, working together successfully to organise large-scale events for charitable causes and projects, such as school productions, or practical placements for music, organising a show: contracts, bands, technology, lighting and marketing. At times, the school supports pupils to take practical placements abroad, to fulfil their pathway.
- 3.31 Pupils of all ages show excellent attitudes towards developing a healthy lifestyle. They understand the importance of good nutrition, although some questionnaire responses indicated that in practice, a small minority would prefer less healthy food more often. The school campuses naturally support an outdoor, healthy lifestyle. Pupils take full advantage of the ample opportunities to exercise and enjoy the great outdoors, whatever the weather. Their responses to inspectors indicated how much they appreciate this aspect of school life. Pupils gain acute self-awareness through their exposure to the location and the environment. From the outset, the programme for outdoor pursuits is child-centred and skill-developmental. Consequently, pupils of all ages understand that their own physical and mental health and well-being are matters over which they have control.

4. INSPECTION EVIDENCE

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

Inspectors

Mrs Honoree Gordon	Reporting inspector
Mr Graham Gorton	Additional inspector
Mr Paul Lunn	Compliance and team inspector (Deputy head, HMC school)
Mrs Jane Buttery	Team inspector (Deputy head, GSA school)
Mrs Rebecca Glover	Team inspector (Headmistress, HMC school)
Mrs Fiona Thomas	Team inspector (Headmistress, ISA school)
Mrs Anne Wakefield	Team inspector for boarding (Deputy head, HMC school)