



ISI Independent
Schools
Inspectorate

BRITISH SCHOOLS OVERSEAS

INSPECTION REPORT

KING WILLIAM'S COLLEGE, ISLE OF MAN

MARCH 2018



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SCHOOL'S DETAILS

College	King William's College			
Address	King William's College Castletown Isle of Man IM9 1TP			
Telephone number	01624 820400			
Email address	principal@kwc.sch.im			
Headteacher	Mr Joss Buchanan			
Chair of governors	Mr Nigel Wood			
Age range	3 to 18			
Number of pupils on roll	534			
	Boys	280	Girls	254
	Day pupils	440	Boarders	94
	EYFS	13	Juniors	144
	Seniors	266	Sixth Form	111
Inspection dates	27 February to 2 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 King William's College is a co-educational independent day and boarding school of 534 pupils aged 3 to 18, including 94 boarders accommodated in two boarding houses. The Buchan, the college's co-educational day junior school for pupils aged 3 to 11, is on a separate site. The governors are also directors of King William's College (Limited), which owns both schools. The Trustees of Bishop Barrow's Charity guard the ethos of the school and manage its investments. They provide advice and support to the governors where required. The two school sites are located in Castletown, a mile apart. The college opened in 1833. The junior school was founded as a girls' school by Laura, Lady Buchan, in 1878, later renamed in her memory and merged with the college in 1990. King William's College admitted girls from 1983. A nursery for children aged two to four on the Buchan site is run independently as a separate entity and did not form part of this inspection.
- 1.2 Almost all members of the senior leadership team have been appointed since the previous inspection. In the senior school, the boarding houses, year group centres and the art and drama departments have been redeveloped, and new changing facilities have been completed. In the junior school, the science laboratory has been refurbished and the school day has been extended.

What the school seeks to do

- 1.3 The school aims to create a sense of community, with bonds of friendship and mutual support which will last a lifetime. It seeks to offer an education with academic rigour at its heart through a curriculum supported in particular by the values and internationalism of the International Baccalaureate (IB). The school tries to support and stretch each pupil by providing teaching and developing learning of the highest quality together with appropriate support and extensive enrichment and extra-curricular programmes. Pupils are encouraged to contribute both to the school community and to the wider world.

About the pupils

- 1.4 Nationally standardised data indicate that the profile of the pupils in both sections of the school is above average. Most of the local pupils come from professional backgrounds, and around one-sixth have a parent who attended the school. Very few day pupils come from an ethnic minority background, which reflects the population of the island. A large number of nationalities is represented among the international boarders, who come mainly from professional backgrounds in Germany, Russia and China, including Hong Kong. The school has identified 102 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, dyspraxia and other behavioural and learning difficulties, of whom 54 receive additional support. There are 61 pupils who have English as an additional language (EAL), of whom 16 receive additional support. The school offers academic enrichment to all pupils including those identified as more able.

2. INSPECTION OF STANDARDS FOR BRITISH SCHOOLS OVERSEAS

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years. The school's last inspection was in November 2011.

Key Findings

2.1 The school meets all the Standards for British Schools Overseas and the Minimum Standards for Boarding and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

2.3 Pupils in both the junior and the senior schools follow an appropriate curriculum that reflects the aims of the school. Children in Reception follow a programme based on the Early Years Foundation stage (EYFS) in England. In the senior schools, pupils follow courses leading to IGCSE and the IB. The curriculum is expanded by a range of additional activities as part of the co-curriculum. The programme of opportunities provided, reflecting the values of the school, prepares pupils for life in British society. The curriculum, including personal, social and health education (PSHE) is supported by plans, handbooks and schemes of work throughout the school. Pupils receive suitable career advice and guidance.

2.4 All pupils have opportunities to learn and make progress, including those with SEND, EAL and those identified by the school as more able or with particular talents. Support is provided for pupils with SEND and EAL through additional tuition individually or in small groups. An academic enrichment programme provides additional challenges for more able pupils. This includes both activities within school and competitive and other opportunities outside school relating to the wider world. In both the junior and senior school, the curriculum and teaching ensure that fundamental British values are not undermined.

2.5 Pupils make good progress as a result of teaching that shows detailed planning and the use of a wide variety of suitable resources to support pupils' learning. Behaviour in lessons is well managed and results from teaching that is effectively planned, uses a variety of activities, and shows both good time

management and clear understanding of pupils' needs. A suitable framework is in place to assess pupils' performance and to track their progress. Assessment information is used to plan teaching and support pupils' progress.

- 2.6 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

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

2.7 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

- 2.8 The pupils' personal development is fostered by the values and atmosphere of the school, which strongly reflect British values. Pupils in both the junior and senior schools experience assemblies and other activities that inform them about those values. They are enabled to learn more by putting the values into practice, for example through the student councils, which operate according to democratic principles. As a result of the frequent praise and encouragement they receive, pupils develop self-confidence and self-esteem. They become more self-aware through regular discussions with teachers and critical comments received about their work and overall progress. Pupils understand and accept the rules in place throughout the school, to which they contribute, and recognise the difference between right and wrong. They accept responsibility for their own behaviour and understand how this is supported by the system of rewards and sanctions.

- 2.9 Pupils learn about public institutions in both the Isle of Man and the UK through assemblies, visiting speakers and school trips. As a result of the ethos of the school and its strong promotion of Christian values, pupils develop a conscious tolerance of those from different religious and other backgrounds, and consistently show mutual respect.

- 2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

PART 3 – Welfare, health and safety of pupils

2.11 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.12 The school makes appropriate arrangements to safeguard and promote the welfare of pupils, taking into account both local and English requirements. Safeguarding and child protection policies are suitable and effectively implemented, including the staff recruitment policy. The school maintains contact with local children's services. A regular programme of appropriate training is carried out for all staff including those with designated safeguarding responsibilities, some of which is provided by the island authorities. Detailed records are kept. All new staff receive appropriate induction training. One governor takes a lead in relation to safeguarding arrangements and the governing body monitors the implementation of safeguarding procedures through appropriate annual review. Confidential records are kept of all child protection concerns. Pupils and parents feel that any issues that arise are well dealt with by the school. Pupils, including boarders, are confident that there is always an adult they can turn to if they are worried by anything, and that the school responds appropriately in such cases.

- 2.13 The school has appropriate policies in place to promote good behaviour and to prevent bullying, including cyberbullying. These are known and understood by pupils and staff and effectively implemented. Pupils are conscious of the many initiatives taken by the school to address bullying, for example in assemblies, PSHE lessons and tutor periods. Pupils are aware of the range of advice they receive to deal with any bullying that may occur. They confirm that little bullying takes place; any occasional cyberbullying is effectively dealt with by the school. A system of rewards is in place to recognise pupils' successes and good behaviour and appropriate sanctions for poor behaviour are

implemented when necessary. The school keeps suitable records of all behavioural issues and serious sanctions which are monitored in order to identify trends or patterns.

- 2.14 The school implements rigorous policies with regard to health and safety and policies meet local requirements. Responsibilities are clearly allocated and detailed records kept of all maintenance and fire safety checks. Staff receive regular training in fire procedures and the school regularly seeks external professional advice. Policies are regularly reviewed and updated, and procedures strengthened if necessary. Comprehensive risk assessments are in place for all buildings and facilities and for all other identified risks in or out of school, together with measures taken to mitigate them. Any issues arising are dealt with immediately, reflecting particularly the school's determination to ensure the safety and security of the site. Staff receive training in the carrying out and recording of risk assessments. Fire drills, evacuations and lockdown practices are carried out regularly and appropriately recorded, with any follow-up action taken promptly.
- 2.15 The school has a suitable first-aid policy which is known and understood by pupils and staff. Medical matters are the responsibility of suitably trained staff and detailed records are kept as appropriate. Several staff are trained in first-aid including the required number in paediatric care for children in the EYFS. Pupils, including boarders, are content that they are well looked after if they are sick or injured. All medicines are securely stored. The school has appropriate procedures in place for all medical matters, supported by a comprehensive medical management policy. The school communicates promptly with parents should their child be ill or injured. A regular rota ensures that pupils are appropriately supervised out of lesson times. Pupils, including children in the EYFS, are given regular advice on how to keep themselves safe, including online. Admission and attendance registers are suitably maintained and stored, and meet local requirements.

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

- 2.16 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.17 The school carries out appropriate checks on staff and governors to ensure their suitability to work with children. These include barred list, prohibition, identity, medical fitness, right to work in the host country, qualifications and criminal records checks. All checks are suitably recorded in detail on a single central register of appointments of all staff and governors which is appropriately monitored.

PART 5 – Premises of and accommodation at schools

- 2.18 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.19 Appropriate and well-maintained toilet, washing and changing facilities are provided for pupils of all ages. Suitable accommodation and facilities are provided for the short-term care of sick and injured pupils and for pupils who are disabled. The buildings are generally maintained in good condition and checks are regularly carried out to ensure the health, safety and welfare of pupils so far as is reasonably practical. Acoustic, sound insulation and lighting conditions are suitable. Adequate drinking water facilities are provided and clearly marked as such. The school carries out regular checks on the temperature of hot water at the point of use in both the schools and the boarding accommodation. Pupils have suitable outdoor space for physical education and play.

PART 6 – Provision of information

- 2.20 The Standards relating to the provision of information [paragraph 32] are met.**
- 2.21 The school provides or makes available to parents, as appropriate, all required information including contact details for the school, the principal and the chairman of governors, a statement of the school's ethos, and policies and procedures relating to safeguarding, admissions, health and safety, first aid,

the promotion of good behaviour, the prevention of bullying and provision for those pupils with SEND and/or EAL. Much of this information, including the school's complaints procedure, is published on the school's website. Written reports are regularly provided to parents about their children's progress and attainment.

PART 7 – Manner in which complaints are handled

2.22 The Standards relating to the handling of complaints [paragraph 33] are met.

2.23 The school has an appropriate complaints procedure which is published on its website and is available to parents. This provides for a three-stage process with clear timescales, including an informal initial stage. If concerns are not resolved, parents are able to proceed in writing to a formal stage. If a complaint remains unresolved, the school makes provision for a hearing before a panel which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel may make findings and recommendations. A confidential record is kept of all complaints and findings, together with action taken by the school whether or not the complaint is upheld. The school's records indicate prompt responses to any complaints received, most of which are resolved informally.

PART 8 – Quality of leadership in and management of schools

2.24 The Standard relating to leadership and management of the school [paragraph 34] are met.

2.25 Governance shows sufficient experience and understanding to ensure that the leadership and management of the school demonstrate the good skills and knowledge and fulfilment of responsibilities needed so that the Standards for British Schools Overseas and the Minimum Standards for Boarding are met consistently and the well-being of pupils is actively promoted. Evidence during the inspection showed that these responsibilities are fulfilled speedily and effectively if any deficiency in meeting the Standards is identified.

2.26 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

PART 9 – Minimum Standards for boarding

2.27 The Minimum Standards for Boarding [Standards 1 – 20] are met.

2.28 The school has in place a statement of boarding principles and practice which is known to boarders and understood by them. Boarders receive appropriate induction through both documentation and individual support from staff and older pupils. An independent listener is available to boarders. Boarders have access to local medical services, including regular visits from the doctor. Boarders receive support for emotional and mental health issues and training in first aid. Medication is securely stored and records are kept confidentially. Boarders are allowed to self-medicate and to give or withhold consent for their own treatment if assessed as sufficiently responsible to do so. Boarders are able to contact family and friends without difficulty and in private if they wish. Appropriate health and safety and risk assessment policies are in place. Each boarding house has separate risk assessments. Maintenance of boarding accommodation and facilities ensures that, so far as is reasonably practicable, the health, safety and welfare of boarders are ensured. The school complies with local and UK fire regulations and carries out fire drills regularly when boarders are in their houses. Recruitment procedures meet the requirements of the Standards for British Schools Overseas. In addition, procedures are implemented as appropriate regarding all persons over 16 not employed by the school but living in the same premises as boarders, and all visitors to boarding accommodation. The school does not make any arrangements for the appointment of guardians. Staff working with boarders have suitable job descriptions and performance reviews. Staff supervising boarders are

sufficient in number, training and experience. An appropriately qualified member of staff has responsibility for boarders at all times and staff know the whereabouts of boarders.

- 2.29 Boarders' laundry is taken care of in-house and boarders are able to do their own laundry if they wish. They can obtain necessary personal and stationery items at the school shop or locally after lessons. Reasonable protection is provided for boarders' personal possessions including money and passports. Appropriate procedures are in place for the searching of boarders' personal belongings. There are written policies to promote good behaviour amongst boarders, and to prevent bullying, including cyberbullying, as far as practicable. Sanctions are implemented when necessary with consistency between boarding houses. The houses celebrate diversity and boarders freely discuss issues of equality. Boarders are encouraged to share their views individually or through one of the many committees that exist. Those views are discussed by prefects and house staff at regular meetings. Prefects are selected after wide consultation with boarders and have a clearly set out range of responsibilities. They receive guidance, training and supervision. Their role is pastoral and they offer support to younger pupils.
- 2.30 Suitable sleeping and study accommodation is provided for boarders. Toilet and washing facilities are provided which are appropriate and reasonably accessible from the sleeping accommodation. Heating, lighting and ventilation are adequate. Reasonable adjustments are made should any boarder have restricted mobility. Accommodation is suitably furnished and of sufficient size. It is reserved for the use of boarders and appropriately maintained. Food and drink for boarders are adequate in nutrition, quantity, quality, choice and variety, and meals are prepared in hygienic facilities. Boarders also have access to drinking water and to snacks at non-meal times. There is an appropriate range and choice of activities for boarders in the evenings and at weekends, and a boarders' social committee contributes to the programme. Boarders have access to a range of safe recreational areas, to information about events in the world outside and to local facilities as appropriate. The school's complaints policy specifically requires records of complaints to show those which relate to boarding provision and action taken by the school, regardless of whether such complaints are upheld.
- 2.31 The governors monitor the effectiveness of the leadership, management and delivery of boarding and welfare provision and receive presentations from boarding staff. Required records are kept and monitored. There is clear management, leadership and development of boarding, and effective links exist between academic and residential staff because significant numbers of boarding tutors also act as teachers. The school's leadership and management demonstrate good skills and knowledge appropriate to their role and undergo regular training. They fulfil their responsibilities effectively to ensure that the Standards are met.

3. INSPECTION OF EDUCATIONAL QUALITY

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools overseas and the Minimum Standards for Boarding, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management and boarding on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
The Buchan: junior school	
P1	Reception
P2	Year 1
P3	Year 2
Form 1	Year 3
Form 2	Year 4
Form 3	Year 5
Form 4	Year 6
King William's College: senior school	
Lower 4	Year 7
Upper 4	Year 8
Lower 5	Year 9
Middle 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

Key Findings

- 3.1 The quality of the pupils' learning and achievement is good.
- 3.2 The quality of the pupils' personal development is excellent.

Recommendations

- 3.3 The school is advised to make the following improvements:
 - Ensure that pupils' progress is supported further by bringing the quality of marking and assessment throughout the school up to the level of the best practice already in evidence.
 - Ensure that all pupils, particularly the more able and some younger pupils, are enabled to reach their full potential by consistently being set appropriately demanding challenges.

The quality of the pupils' learning and achievements

- 3.4 The quality of the pupils' learning and achievement is good.
- 3.5 Children in the EYFS show a consistent enthusiasm for their learning as a result of excellent teaching which gives individual support and encouragement as required. By the time they leave Reception, all children can recognise letters and numbers, with some able to read simple words and write out letters, numbers and even complete words. They are stimulated by the spacious and colourful environment, in which their progress is fostered by keen listening from their teacher. Pupils are able to talk with confidence about the past and identify sources of evidence for historical study, responding eagerly to prompts from the teacher about life in the Victorian age. Pupils in the early years of the junior school are able to produce striking attempts at their own versions of art, prominently displayed in the entrance hall in response to their experience of the work of well-known artists, and the effective guidance they are given in painting techniques. Where data is available for 2016 and 2017, results for children in Reception and Year 1 indicate that all made progress at least in line with expectations, and almost half of the children made progress at a higher level. The results of Year 6 pupils in standardised tests in mathematics, English and science showed their attainment to be above average. Pupils who achieve particularly well in science are identified and given extension homework using more advanced material, enabling them to undertake more challenging tasks successfully. Pupils who achieve particularly well in English or mathematics do not consistently receive the same opportunities to make appropriate progress. As a result of new online assessment software recently introduced, pupils' progress in both the junior and senior schools has begun to be more closely monitored and has improved. Pupils' learning and achievement are strongly supported by this, although the quality of marking of written work does not consistently indicate to pupils how they might improve, an issue the school continues to address following a recommendation at the time of the previous inspection.
- 3.6 In the senior school, pupils show a determined, resilient approach to their learning when encouraged by teaching that is demanding and appropriately challenging. They use subject-specific vocabulary with confidence in science, showing interest in their work and good background knowledge. Their thinking is stimulated by questioning that draws out complex explanations and answers. As a result of well-planned teaching involving the effective use of a range of resources, pupils are well prepared to undertake practical experiments in a manner that is structured and safe. Pupils' independent learning is particularly evident in sixth form IB lessons, where they show outstanding concentration and a deep knowledge of their subjects. They can analyse and interpret literary texts in German and hypothesise about complex relationships between characters, taking on both roles in paired interviews with equal facility. Younger pupils are beginning to develop independent research skills because the school is taking steps to inculcate the philosophy of the IB into other parts of the senior school. The good resources of the library enable pupils to explore ideas and make connections. The following evaluations relate to pupils' performance in the years 2014 to 2016, these being the most recent three

years for which comparative data is available. Results in GCSE examinations have been consistently above the UK national average, although in results in 2017 this was less clearly marked. The proportion of grades achieved at A and A* has been significantly above the UK national average. The level of attainment at GCSE and standardised measures of progress that are available indicate that pupils make appropriate progress in relation to the average for pupils of similar abilities. Results in IB examinations have been higher than worldwide norms. In 2017, the average points score was 32.8, with seven pupils achieving a score of 40 or higher, leading to successful entry to selecting universities. Standardised measures of progress indicate that pupils make good progress in relation to the average for pupils of similar abilities, as a result of the greater independence of learning they show.

- 3.7 Pupils with SEND and EAL make good progress according to their ability, supported effectively by focused intervention and individual tuition. In the junior school, pupils with SEND participate fully in reading a wide range of material. Pupils with SEND benefit from receiving additional support to improve their skills, including individual tuition and in-class support as appropriate. For them, working on a computer in lessons and in examinations is an important factor in helping them to fulfil their potential, and they particularly develop their ability to touch-type. Standardised assessments are carried out every year for pupils with SEND including a group reading and spelling test. Pupils' progress is closely monitored enabling focused help to be provided.
- 3.8 Pupils throughout the school show excellent communication skills. They take advantage of the exceptionally wide range of opportunities available to develop strong abilities in public speaking and performance, as well as in discussion in lessons. Pupils with EAL achieve at a particularly high level, when taking into account the additional challenges they face. Pupils regularly give presentations within particular subjects, for example on the adaptation of animals in biology. They also take the lead in chapel services for the whole of the senior school, writing and delivering compelling sermons on a range of important issues including the nature of leadership. Pupils also achieve success in speech and drama examinations and local public speaking events including national bible reading competitions. In the junior school, pupils showed excellent communicative ability when rehearsing for the production of *The Worst Witch* and when discussing how to continue an episode from *The Water Horse*, as a result of the creativity and confidence inspired by their teachers. Pupils are able to discuss articulately the development of practical experiments in science and use mathematical terms with ease. They are good and attentive listeners. In the senior school, pupils showed notable ability in explaining the concept of minimalism in music, using technical language with confidence and fluency. They responded positively to the opportunity to focus on their favourite books in connection with World Book Day, enjoying the discussions on why literature was important to them. They use online presentation packages effectively to convey ideas and their analysis of set poetry texts to other pupils.
- 3.9 Pupils develop good levels of competence in numeracy. Junior school pupils are able to apply their learned skills successfully to division using two different methods, aided by detailed planning and the identification of those who need extra help. Pupils identified as more able receive only slightly greater challenges in their work, restricting progress for some within mixed-ability sets, although pupils in one set in Year 4 were able to tackle questions of greater complexity than their peers. All pupils have a secure knowledge of multiplication tables. Pupils are able to interpret continuous data graphs and show a good knowledge of prime and square numbers. In the senior school, pupils successfully tackle appropriate mathematical tasks including calculation of the angles in quadrilateral figures, or plotting graphs when studying inequalities. In the sixth form, pupils achieve a good standard at the appropriate level of their IB study. Sixth form and senior school pupils use information and communication technology (ICT) routinely in their work, for example in note-taking or annotating files. In the junior school, pupils show variable ability in the use of ICT. Some pupils successfully use their ICT skills to make excellent progress in creating original computer games, as a result of earlier excellent teaching of coding and other transferable skills. For other pupils, the experience of using ICT in the curriculum outside specialist lessons is limited. Pupils are able to use websites to research information.

- 3.10 Throughout the school, pupils make excellent use of the opportunities offered to them to develop their independent study skills. They respond to a high level of questioning with reflective, thoughtful comments. They use a variety of historical sources to support their research and engaged eagerly in a task investigating Britain's climate. In the junior school, pupils in the pre-prep follow their own interests in topic work and respond imaginatively to 'Why?' questions. Older pupils benefit from the challenge club, enabling them to explore higher order thinking skill tasks. Pupils apply themselves rigorously to the task of understanding the complex concepts involved in the theory of knowledge, showing a lively, inquisitive approach to subjects such as 'storytelling in indigenous cultures' or 'censorship and the arts'. Homework set does not consistently present appropriately demanding challenges. When faced with problem-solving tasks in lessons, pupils think deeply, analyse evidence and synthesise information from a variety of sources. At other times, younger pupils particularly are not required to use higher order learning and thinking skills when teaching is more instructional than stimulating or creative. As a result, their progress is less effective. Boarders benefit from the period of private study in the houses every evening, when their study skills are encouraged by teachers and tutors.
- 3.11 Pupils achieve notable success in a wide range of academic and other activities throughout the school. They develop existing interests and discover new ones as a result of the exceptional variety of choices offered to them. They achieve success in instrumental music examinations, including many at distinction. They attain high-level results in the UK mathematics challenges. Pupils participate successfully in the island's charity challenge and the Model United Nations. Large numbers of pupils achieve the Duke of Edinburgh's Award at all levels. Recent individual successes have included one pupil winning the Isle of Man Linguistics Olympiad and another being awarded an International Space School scholarship. Pupils represent the island and Team GB in gymnastics, snowboarding, golf and pole vault, and sports teams compete successfully in external events and competitions. Junior school pupils have achieved success in tennis, hockey, netball, football, rugby and swimming. Pupils sing in one or more of the school's choirs both on the island and further afield. Pupils of all ages enjoy developing design skills and contributing to the school's eco-status.
- 3.12 Pupils' attitudes to learning are excellent. They are participative and enthusiastic, and are keen that opportunities for collaborative learning, already in evidence in several year groups, should be spread more widely through the school. Boarders show a particularly strong capacity to work together and support each other. Pupils throughout the school are positive, focused and eager to learn, often showing an exemplary approach to their study, as in the evident satisfaction they derived from discussing different approaches to divorce within the Christian church. In a pre-inspection questionnaire, parents expressed overwhelming satisfaction with the progress their children make, and with the range of the curriculum and other activities. Pupils strongly shared these views.
- 3.13 The wide-ranging successes achieved by the pupils across both the junior and senior schools are a direct result of the excellent governance, leadership and management which consistently embody the values of the school. Strategic planning has effectively enabled the school to expand its curriculum and facilities to support the learning of the pupils and ensured that the boarding provision contributes both materially and in less tangible ways to pupils' overall achievement. The learning environment, the administration of the school, and the generally high expectations set, all contribute to its atmosphere of purposeful endeavour, to which pupils respond positively.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils develop a strong sense of self-esteem and self-confidence as a result of the constant guidance and encouragement they receive from their teachers and tutors. They feel trusted and safe, showing enjoyment of their life at school whether as day pupils or boarders. They are friendly, enquiring, concerned and engaged, the older pupils caring in a natural way for the younger ones as appropriate

in both the junior and senior schools. This is an element fostered particularly through the IB Community, Action, Service (CAS) programme. Boarders benefit from the school's life skills programme, which includes such domestic challenges as cooking and ironing, and take pride in demonstrating skills learned, for example, in preparing the parents' supper once a year. Pupils are well prepared for the next stage of their lives, whether moving from the junior to the senior school, or leaving school for university. They develop resilience as a result of the challenging activities offered and the demands placed on them during a busy school term. They learn to cope with adversity because of the support of those around them, both staff and other pupils, for example, when not yet quite sure of their lines in rehearsals for one of the school shows. They persevered, for example when completing a circuit training session in Year 3. Pupils have the confidence to speak publicly in front of their peers, whether in a junior school assembly or giving a powerful lecture on St David in chapel. Because teachers model excellent teaching, pupils develop the ability to coach each other and value the feedback they receive. They accept constructive criticism calmly. They speak confidently about the strengths and weaknesses in their academic work. Their acknowledgement of what they find difficult is a further reflection of their self-awareness and self-esteem.

- 3.16 Pupils understand that the decisions they make will have an important impact on their future success and well-being. This awareness is fostered throughout their time at the school, including by involving pupils in the devising of the school's code of conduct or rules. In the junior school pupils make decisions for themselves, for example on chair designs, the sequence of steps required to make porridge successfully, which materials to use for building a boat, or the choice of subject for painting in art. Older pupils conduct mature discussions on issues affecting their future before reaching a decision, including, for example, on whether to stand for election to one of the leadership positions and, if so, how to conduct their campaign. Pupils are encouraged to be aspirational and feel well prepared for their future life. Pupils have a strong sense of right and wrong and are not afraid of expressing their opinions in a considered, courteous way. They have a clear understanding of what is expected of them and show respect for the school's rules, younger pupils even pointing out a correlation between the Buchan Charter and British and Manx values. They are conscious of the type of comments that are unacceptable on the internet or social media. Pupils are kind to each other, and generally behave well in lessons, calmly focused and self-controlled, as a result of the ethos and values of the school that are strongly in evidence. They understand the need for good behaviour and how it impacts on others around. They talk often about the school as a community, and the need for all to play their part in ensuring that it remains a harmonious and peaceful one.
- 3.17 During their time at the school, pupils develop a deep appreciation of the non-material aspects of life and an understanding of the role of the Christian faith in a community where many pupils do not belong to a Christian church or any other faith. Assemblies in the junior school are often led by sixth formers, and in the chapel for the senior school by tutor groups of older pupils. Pupils studying the work of famous artists gain an understanding that goes beyond the technical and into the realm of awe. Younger pupils comparing Norse versions of the origin of the world with the biblical account in the book of Genesis showed a ready understanding of different explanations of the world. In assemblies, pupils sing hymns with understanding, sensitivity and enthusiasm. They participate or listen intently with patience and focus. They show empathy in their discussion of poetry in GCSE classes. Pupils take time out from the busy life of the school day to enjoy worship and reflect in the chapel. They explore a variety of spiritual issues within various subjects, including history, geography and environmental systems and societies in IB lessons and through the theory of knowledge paper.
- 3.18 Pupils are socially aware in respect of both the school community and the wider world. They keenly involve themselves in activities to support local, national or international charities such as for lifeboats, or supporting a school in Nepal. Within school, pupils work together eagerly, collaborating to solve common problems. Several opportunities are taken advantage of by pupils to ensure their voice is heard within school, including the boarders' social council, food committee, digital committee and college council. They enjoy working constructively in pairs or small groups on specific projects, such as science experiments or building Viking ships, and working with those not in their forms on

House Days. Among other social responsibilities undertaken are entertaining the elderly at Christmas, participation in the island Armistice Day service, and acting as digital leaders, eco-warriors, chapel leaders, sports captains or prefects within school. Pupils rise to such challenges keenly.

- 3.19 In line with the school's international outlook and values, pupils respect and value diversity, and show appreciation of their own and other cultures. They welcome pupils from around the world and often take the opportunity to visit them at home and develop lasting friendships. The school makes a notable effort to welcome those from abroad, including through special events such as themed meals or culture evenings, or by inviting parents in to speak about their own culture and beliefs. Relationships between pupils of diverse countries are excellent. Boarders from around the world speak comfortably in their second language, appreciating the rich diversity of the house communities. They show a strong enthusiasm for the values of their boarding house, seizing opportunities to work together towards common goals in a positive atmosphere of mutual respect and understanding. The ethos of the school community reflects values such as tolerance, the rule of law and democracy, for example in the elections held shortly after the inspection for leadership roles in the houses for which pupils were preparing during inspection.
- 3.20 Pupils throughout the school understand their own responsibility to contribute to staying safe, including online. This is fostered through assemblies, PSHE and physical education lessons and the tutorial programme. Pupils understand and can explain why they wear protective clothing and eye goggles in science lessons and have a knowledge of basic first aid, one of the elements that can be included within the Buchan Badge. Pupils are able to demonstrate their knowledge of the importance of healthy eating, the effects of smoking and the need for regular exercise, including in the circuit training activity. Pupils enjoy being at the school and feel that it helps them to develop a healthy lifestyle. They are resilient and enjoy their sporting activity, feeling that this is a key factor in helping to develop their self-confidence. They are encouraged to be safe and healthy by their tutors and, in addition, by the medical staff. In addition, they take part readily in mindfulness, meditation and quiet times and learn how to manage panic attacks and deal with anxiety. There are high levels of pupil participation in sport, and also on school trips.
- 3.21 The school's governance, leadership and management constantly emphasise the role of its pastoral and boarding care in supporting pupils' personal development. Pupils benefit from highly motivated and committed staff who carefully monitor their welfare and personal development. The success of this aspect of the school's provision is evident in the excellent outcomes for pupils, who become engaged, compassionate, kind and mutually respectful members of the school community at all ages, with a genuine concern to contribute towards improving the wider world. From responses to pre-inspection questionnaires it was clear that pupils overwhelmingly like being at this school, and that parents are similarly positive about the attitudes and values promoted by the school and the provision made for its boarders.

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 meetings, form meetings, chapel and assembly. Inspectors visited boarding houses and the facilities for sick and injured 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 regulatory documentation made available by the school.

Inspectors

Mr John Dunston	Overseas Reporting inspector
Mrs Val Clark	Assistant Overseas Reporting inspector
Mrs Penny Forsyth	Team inspector (Former head, IAPS school, UK)
Miss Karen Tuckwell	Team inspector (Head of lower school, IAPS school, UK)
Mrs Sue Goff	Team inspector (Former headmistress, GSA school, UK)
Mr Andrew Williams	Team inspector (Senior School Principal, HMC school, UK)