



# MAGDALEN COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL FOR BOYS 7 - 18 AND SIXTH FORM GIRLS



“This remarkable school”

“Incredibly rich opportunities”

“Pupils’ achievements are exceptional”

## INDEPENDENT SCHOOLS INSPECTORATE REPORT

March 2017

# JUNIOR SCHOOL



**“In the Junior School, the pupils are self-assured, show the ability to reflect on their learning and display an eagerness to improve their performance. They attribute these abilities to the support and encouragement they receive from staff, with whom they have a strong rapport.”**

**“A vibrant, active community which develops pupils’ personal skills and qualities to the very highest level.”**

**“In the Junior School, the pupils display excellent manners and high standards of behaviour.”**



**“The school amply fulfils its aim to develop each pupil’s interest in and enjoyment of a broad range of activities. Pupils’ achievements beyond the formal curriculum are exceptional.”**





# SENIOR SCHOOL



**“Pupils’ contribution to the wider community is particularly outstanding.”**

**“The teaching takes them way beyond the confines of the examination curriculum.”**

**“Academic results are exceptional.”**

**“Teachers display a passion for their subjects and high levels of expertise, both in terms of their subject knowledge and of how to communicate this effectively to the pupils.”**



**“Pupils’ achievements in music, art, drama, sports and a whole range of other extra-curricular activities are exceptional.”**



# SIXTH FORM



**“Exceptional  
A-Level results.”**

**“Pupils display remarkable  
balance and equanimity  
considering their drive to achieve  
the highest academic standards,  
whilst being involved in such a  
wide range of activities.”**

**“Sixth Form girls commented  
on how they had grown in  
confidence as a result of the  
school’s approach to learning.”**

**“Waynflete Studies: many of  
these are of an astonishingly  
high quality and display pupils’  
remarkable ability to use their  
initiative, to think creatively and  
to express themselves clearly  
and with conviction.”**



**“The pupils’ excellent  
progress ... and their  
understanding of how  
to improve their own  
performance, prepare  
them extremely well for the  
next stage of their lives.”**



**EDUCATIONAL QUALITY INSPECTION**

**MAGDALEN COLLEGE SCHOOL**

**MARCH 2017**



## SCHOOL'S DETAILS

<b>School</b>	Magdalen College School			
<b>DfE Number</b>	931/6094			
<b>Registered charity number</b>	295785			
<b>Address</b>	Cowley Place Oxford Oxfordshire OX4 1DZ			
<b>Telephone number</b>	01865 242191			
<b>Email address</b>	enquiries@mcsoxford.org			
<b>Master</b>	Miss Helen Pike			
<b>Chair of governors</b>	Mr Tim Edwards			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	898			
	<b>Boys</b>	789	<b>Girls</b>	109
	<b>Juniors</b>	142	<b>Seniors</b>	452
	<b>Sixth Form</b>	304		
<b>Inspection dates</b>	15 to 16 March 2017			



## 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.

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 following their inspection 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.

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.

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 an EDUCATIONAL QUALITY inspection, reporting 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.

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 the published report but will have been considered by the team in reaching its judgements.

All inspections of independent schools in England are conducted according to the requirements of the Independent School Standards Regulations. 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'.**

## INSPECTION EVIDENCE

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 the governors' education committee, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. 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 Graham Sims	Reporting inspector
Mr Andrew Matthews	Team inspector (Deputy head, HMC school)
Ms Emily McGhee	Team inspector (SENCO, HMC school)
Mr David Price	Team inspector (Head, IAPS school)
Mr John Watson	Team inspector (Head, HMC school)
Mr David Woodward	Team inspector (Deputy head, HMC school)



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## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Magdalen College School was founded in 1480 by William Waynflete, Bishop of Winchester and Lord Chancellor of England, to provide a solid grounding in Latin and Greek grammar to support rigorous humanist studies in the university. It continues to fulfil that role but has expanded considerably over the years and is now an independent day school for boys from the age of 7 to 18 years and for girls from the age of 16 to 18 years. The school has three sections: the junior school for boys in Years 3 to 6, the senior school for boys in Years 7 to 11 and the sixth form for boys and girls in Years 12 and 13. Formerly administered by Magdalen College, the school became a charitable trust in the mid-1980s. It still maintains a close relationship with the College which appoints a quarter of the governing body.
- 1.2 There have been many changes since the school's interim inspection in March 2011. A new chairman of the governing body was appointed in 2013 and the current Master took up her post in September 2016, when a new post of deputy head for education development was created. An all-weather games pitch was constructed in 2014, and a new sixth-form centre was under construction at the time of the inspection.

### **What the school seeks to do**

- 1.3 The school aims to enable pupils to develop independent and searching minds, to take pleasure in the life of ideas, to do their best in public examinations and to develop an interest in and enjoyment of a broad range of activities including sport, music, art, drama, outdoor pursuits and community service. It seeks to do this within a Christian framework and by providing a safe, friendly and supportive environment in which each pupil feels valued as an individual and where their pastoral, social and academic needs are met in an atmosphere of mutual respect and support.

### **About the pupils**

- 1.4 Pupils come from a range of professional and academic backgrounds, mostly from White British families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is well above average. The school, nevertheless, identifies around ten per cent of the pupils within each year group who are performing at the highest level across the curriculum and provides them with additional challenge and stimulus. It has identified 59 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autism spectrum disorder, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs funded by the local authority. English is an additional language (EAL) for 41 pupils, of whom seven receive additional support.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
<b>Junior School</b>	
J1	Year 3
J2	Year 4
J3	Year 5
J4	Year 6
<b>Senior School</b>	
Second Form	Year 7
Third Form	Year 8
Lower Fourth	Year 9
Upper Fourth	Year 10
Fifth Form	Year 11
<b>Sixth Form</b>	
Lower Sixth	Year 12
Upper Sixth	Year 13

### Recommendations from previous inspections

- 1.6 The previous full inspection of the school by ISI was an interim inspection in March 2011. The recommendation from that inspection was:
- Ensure that all teaching comes up to the standard of the best.
- 1.7 The school has successfully met the recommendation of the previous inspection. Further detail is given in the main text of the report.



## **2. KEY FINDINGS**

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

- Pupils' motivation to do well, excellent teaching and a curriculum which is not limited by examination requirements enable pupils to achieve exceptional GCSE and A-level results.
- Pupils develop communication skills, mathematical competence and knowledge, skills and understanding in other subjects which are far beyond the levels expected for their age.
- Pupils' achievements in music, art, drama, sports and a whole range of other extra-curricular activities are exceptional.
- Pupils display highly positive attitudes to work, show perseverance and initiative, and manage their heavy workloads extremely well.

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

- Pupils display high levels of self-confidence, self-discipline and resilience, and an excellent understanding of how to improve their own performance.
- The pupils' moral and social development is excellent, leading to a safe, friendly and supportive environment in which each pupil feels valued.
- Through the numerous opportunities provided by the school, pupils make an exceptionally positive contribution to the school, the local community and wider society.
- Pupils show great respect, sensitivity and tolerance towards others and help to create a community where all pupils feel equal and at home.

### **Recommendations**

2.3 In the context of the excellent outcomes, the school might wish to consider the following improvements:

- Provide greater opportunity both within and across the curriculum for pupils to develop their skills in information and communication technology (ICT) to the highest level.
- Improve the physical environment of the junior school.

### **3. THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS**

- 3.1 The quality of pupils' academic and other achievements is excellent.
- 3.2 The school's leaders and governors have been highly successful in creating a school which strives for the highest academic standards by providing a broad and challenging curriculum which is taught by knowledgeable and skilled staff. The positive views expressed by a very large majority of parents and pupils in response to the pre-inspection questionnaires in relation to pupils' academic and other achievements are fully justified by the findings of the inspection.
- 3.3 The pupils' academic results are exceptional. Since the school's previous inspection in 2011, results in GCSE and A-level examinations have been consistently far above the national averages for maintained schools. In 2016, three-quarters of the school's GCSE and IGCSE entries, and half of those at A level, were graded A\* at examination. Nearly 40 pupils achieved nine or more GCSE passes at A\* and almost one-third of the cohort achieved three or more A\* grades at A level. Pupils of all abilities make excellent progress throughout the school, even when taking into consideration that the ability level of the large majority of pupils is already well above average when they join the school. The pupils' excellent achievement and progress are not only evident in the school's examination results. They can also be seen clearly in the breadth and depth of their intellectual life, revealed when engaging in discussion with the pupils, looking at their work, or observing their intelligent and perceptive contributions in lessons. This excellent progress starts in the junior school, where pupils display an insatiable curiosity for knowledge and the teaching encourages them to think for themselves and constantly probes them to improve their work. It continues throughout the senior school and the sixth form, where pupils show a steely determination to do well, and the teaching takes them far beyond the confines of the examination curriculum. It is hardly surprising, therefore, that all pupils proceed to university, with a large majority gaining places at universities with the most demanding entry criteria.
- 3.4 Throughout the school, pupils develop knowledge, skills and understanding far beyond the levels expected for their age. During the inspection, for example, pupils in the junior school were observed using complex mathematical vocabulary and musical terms, displaying excellent knowledge of the solar system, applying previous learning in a thoughtful discussion of the impact of humans on the environment, and then turning their hand to producing creative writing of high quality. In the senior school, pupils' obvious intellectual curiosity, their desire to clarify anything they do not understand so that progress is not impeded, their strong linguistic skills and their excellent recall of prior knowledge and understanding help them to excel. Their extensive background knowledge is used to excellent effect; for example, pupils in Year 8 compared their view of James I with the development of English history since Henry VIII, whilst pupils in Year 13 were able to synthesise both macro- and micro-economic factors when examining Chinese trade. Their skills come to the fore in some exceptional independent research projects, named Waynflete Studies in honour of the school's founder, on such diverse topics as 'Pre-Raphaelite Painters', 'The Distribution of Primes', 'Cognitive Training' and 'Alzheimer's Disease'. Projects often draw high praise from a panel of academics from the University of Oxford.
- 3.5 The pupils' communication and mathematical skills are of the highest order and are applied extremely well across different areas of learning. In the junior school, pupils display excellent knowledge and understanding of literary terms, have an extensive vocabulary and produce written work of very high quality. They are articulate and speak with confidence in front of others. They are quick to understand what others say, although they occasionally choose not to give their full attention when others are speaking. They have excellent addition and

subtraction skills and are confident in the use of number in many different contexts. They apply their knowledge well, for example when multiplying fractions or constructing graphs to illustrate their work. In the senior school, pupils' written work shows a highly proficient command of language. Pupils in Year 8, for example, turned Shakespearean language into highly effective and imaginative contemporary language. They apply their skills effortlessly from one subject to the next; for example, pupils applied lessons learned in theology about the structure and nature of argument to their French essays. In discussion, pupils are confident in exploring complex philosophical arguments, expressing their ideas with clarity. They listen carefully to others' contributions and respond appropriately. They read with insight, extracting relevant information and understanding what the author really means. They demonstrate highly effective use of number, mathematical theorems and the application of scientific law to tackle problems and questions. During the inspection, for example, sixth-form economists were observed using graphs competently to carry out statistical analysis, physicists used mathematical skills to solve physical questions relating to gravitational potential energy, and mathematicians used differential equations and integration to demonstrate the relationship between velocity and the hypothetical acceleration of a car. They display excellent command of scientific and mathematical language. Their linguistic and mathematical skills are honed through the many opportunities for discussion and formal presentation in class, but also the many extra-curricular opportunities such as debating, public speaking, essay writing competitions, poetry recitations, speech and drama examinations, junior, intermediate and senior mathematics challenges and Olympiads.

- 3.6 Throughout the school, pupils are proficient in using generic word processing, spreadsheet and presentation software and in using ICT for research purposes. In certain subjects, pupils are highly competent in using more advanced software. For example, pupils were observed skilfully manipulating photographic images in art and using composition software in music, whilst biologists created a stop-motion video animation of the process of digestion. Others develop their interest and skills in ICT to a high level through extra-curricular activities, such as the computer, coding and web development clubs. However, the opportunities to create all-round excellence in ICT are not as widespread as in other areas of the curriculum as the school is still in the process of refining its strategy for embedding ICT across its work; ICT is not taught as a discrete subject in the senior school. The school is reviewing its ICT provision within subjects across the curriculum and there are plans to introduce IGCSE computing in the coming academic year.
- 3.7 Foremost among the many factors which contribute to pupils' excellent progress is the high quality of the teaching. Throughout the school, scholarship is valued, expectations are high and those who do well are respected by others. Lessons are typically full of challenge and the pace of learning is brisk. Teachers display a passion for their subjects and high levels of expertise, both in terms of their subject knowledge and of how to communicate this effectively to the pupils. In the junior school, teachers track pupils' progress carefully, monitor their grades and meet regularly with them to discuss their progress. Booster groups, extension clubs, specific intervention for pupils with identified needs and helpful written and oral feedback ensure that all pupils maintain excellent progress. In the senior school, developmental lesson observations, a voluntary teaching and learning group, lively training sessions and the sharing of ideas and resources contribute to continual improvement of teaching techniques, thus amply fulfilling the recommendation from the previous inspection. Critical feedback is seen as an essential part of the learning process, and pupils are expected to revisit work to improve it, to ask questions when they are unsure and to engage in discussion with their tutors about their progress. Staff are willing to stay behind after lessons or provide additional support or challenge when needed. The curriculum encourages independent



learning, the development of research skills and the ability to structure arguments and produce extended writing of the highest quality. Specialist staff work with pupils with SEND to find learning methods most suited to them, and excellent communication between the SEND department and teaching staff ensures that such strategies enable pupils of all abilities to succeed. The most able pupils are constantly challenged and are given many opportunities to pursue scholarship and develop their interests to the highest level.

- 3.8 The school amply fulfils its aim to develop each pupil's interest in and enjoyment of a broad range of activities. Pupils' achievements beyond the formal curriculum are exceptional. Over the last two years, pupils' artwork has been commended in exhibitions, and pupils have won prizes or been placed highly in competitions for chess, creative writing, economics, French, history, linguistics, mathematics, philosophy, poetry and reading amongst others. They have engaged in significant fundraising efforts for charity. Numerous pupils have achieved places in national and regional orchestras and choirs, performed in major concerts or achieved distinctions in instrumental music examinations, some at the very highest level. In 2015, all pupils participated in a memorable performance of *Carmina Burana*, which some described as the most profound experience they had had at school. Choristers regularly perform in the chapel of Magdalen College. Achievements in drama are just as widespread, with many pupils achieving distinctions in drama examinations and a large proportion of the school taking part in one or more of the many plays that are produced each year.
- 3.9 Alongside all of these achievements, school teams enjoy considerable success in athletics, badminton, cricket, cross-country, hockey, rugby, sailing, tennis, table tennis and other sports, and many pupils gain places in regional and national teams. These wide-ranging achievements are only possible because of the enthusiasm of the staff who promote and enable the school's exceptionally broad range of extra-curricular activities. Other factors also contribute strongly, such as the relatively recent appointment of sports professionals in rugby, hockey, cricket, tennis and rowing; considerable improvements to the school's sports facilities; a broader school fixture list; access to top-class facilities in Oxford, such as the Sheldonian Theatre and the Oxford Playhouse; partnerships with organisations such as the Pegasus Theatre and professionals affiliated with the Royal Shakespeare Company; an increase in the number of instrumental teaching staff; a huge range of opportunities for musical performance, with over 80 in the previous academic year; and an annual arts festival involving over 100 different events. What is quite staggering is the ability of many pupils to combine the highest academic achievement whilst, for example, learning to play a musical instrument to a very high standard, participate in drama productions, represent the school or county in one or more sports, and still find time to engage in other activities.
- 3.10 A third area in which pupils' achievements are exceptional is their attitudes to work. In the junior school, pupils are extremely enthusiastic about their learning. They display positive attitudes in lessons, contribute willingly when asked questions, and work co-operatively with teachers and their classmates. They relish the opportunity to choose their own extension activities and enjoy carrying out independent research in subjects such as geography and history. In the senior school, pupils show a strong desire to learn, take pride in their work, and are curious, questioning, engaged, and focused. They develop an excellent range of study skills. They are happy to work independently, showing perseverance, but equally to discuss ideas with a partner or to contribute to group discussions. They develop the ability to synthesise, analyse and hypothesise, and learn to think for themselves and use their initiative. Their involvement in so many activities helps them to develop excellent organisational skills, manage demanding workloads and meet deadlines. Pupils recognise the enthusiasm and expertise of their teachers, which encourage them to pursue learning with vigour and to think deeply about what they are doing. They develop a strong ability to review and analyse their own work and

take note of the helpful advice of their teachers. For pupils in Year 8 and Year 12, their study skills – which are taught in various lessons, through personal, social, health and citizenship education (PSHCE), at special events and on induction days – and their ability to carry out research and work independently, come to the fore when producing their Waynflete studies. Many of these are of an astonishingly high quality and display pupils' remarkable ability to use their initiative, to think creatively and to express themselves clearly and with conviction.

## **4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT**

- 4.1 The quality of the pupils' personal development is excellent.
- 4.2 The school's leaders and governing body have been conspicuously successful in building a community which provides pupils with incredibly rich opportunities to develop personal qualities of lasting importance. They provide training for pupils to develop leadership skills, encourage an active engagement in activities which contribute to their all-round personal development and ensure that the school and the pupils are not inward looking but constantly seeking to engage with the wider community. The following paragraphs give but a brief glimpse of a vibrant, active community which develops pupils' personal skills and qualities to the very highest level. The inspection findings are entirely consistent with the extremely positive views expressed by the very large majority of parents and pupils in response to all questions relating to pupils' personal development on the pre-inspection questionnaires.
- 4.3 The pupils' excellent progress in developing a high level of self-confidence, self-discipline and resilience, their understanding of how to improve their own performance and their ability to make decisions prepare them extremely well for the next stage of their lives. In the junior school, the pupils are self-assured, show the ability to reflect on their learning and display an eagerness to improve their performance. They attribute these abilities to the support and encouragement they receive from staff, with whom they have a strong rapport. Pupils gave examples of how they had been encouraged to persevere with difficult tasks or how the opportunity to perform a solo as a chorister had increased self-confidence. They have a very clear understanding of their own role in becoming successful and happy, acknowledging that working hard, learning from mistakes and being prepared to ask for advice are crucial to their success, and recognising that their attitudes determine their outlook on life.
- 4.4 In the senior school, spurred on by the high expectations of the staff, the pupils are ambitious to do well and develop a clear understanding of how to improve their own learning. Faced with a welter of choice, pupils learn not only to prioritise and make decisions, but to discover new interests and find their niche. They strike a healthy balance when combining academic work and extra-curricular activity. They attribute the development of these important personal qualities to the wealth of curricular and extra-curricular opportunities which the school provides and to the many situations in which they find their skills and qualities are tested, such as having to fulfil positions of responsibility, speaking in front of others, and trying out new activities and approaches to their work. Various pupils spoke of how inspiring and supportive their teachers had been in helping them to overcome, for example, a feeling of failure or lack of confidence in particular situations, to see mistakes as opportunities for learning or to discover strategies to become more organised. Sixth-form girls commented on how they had grown in confidence as a result of the school's approach to learning. Pupils are particularly grateful for the advice provided by teachers and outside speakers which help them to make important decisions about university applications and future career choices.
- 4.5 The pupils' moral and social development is excellent, and the school amply fulfils its aim of providing a safe, friendly and supportive environment in which each pupil feels valued and is aware that his or her own attitude has an important impact on that environment. In the junior school, the pupils display excellent manners and high standards of behaviour. Each class writes its own classroom code of conduct at the start of the year. The pupils have a strong moral sense and generally treat others with kindness, consideration and courtesy, although they do occasionally breach their code, a fact commented upon by a very small number of parents in their response to the questionnaire. When breaches do occur, it is generally a result of thoughtlessness or impulsiveness rather than malice, and good relations are quickly restored.



Staff treat such incidents seriously and seek to help pupils understand the consequences of their actions. The physical environment of the junior school building and the outdoor play areas does not always make it easy for pupils to work or play together, but they are generally very good at overcoming obstacles and working co-operatively with each other. They feel the teachers are friendly, kind and fair, and say that this encourages good behaviour. In the senior school, behaviour is excellent. The pupils are welcoming, courteous, confident and show strong respect for the individual and support for one another. Pupils say that the school is generally a happy place where people get on very well with each other. They understand and respect the school rules, which they feel set reasonable boundaries. Many different topics relating to their social and moral development are covered in PSHCE lessons, tutorials and chapel and also help pupils to develop a good understanding of the law and the way the country is governed. The pupils' excellent social awareness is evident in the ease with which they talk to and interact with adults and in their positive engagement with each other in lessons and in the huge array of sporting activities, music, drama, clubs and societies.

- 4.6 The pupils make an exceptionally positive contribution to the lives of others within the school, to the local community and to wider society, thus fulfilling one of the school's key aims to help pupils understand their lasting responsibility to the wider community. In the junior school, all pupils are involved in charitable activities, identifying charities to support, devising and then implementing ideas for fundraising. Older pupils have various positions of responsibility which they undertake diligently and with enthusiasm. For example, pupils assist with the running and organisation of assemblies, house captains select teams for house sports competitions and choristers perform routinely to the local community in the Magdalen College chapel. In the senior school, the school's leadership provides myriad opportunities for pupils to make a difference to the lives of others. A team of around 40 prefects from Year 13 assist in the running of the school. Around half of the pupils in Year 12 work as mentors or coaches with younger pupils to offer support, guidance and advice. Within the Combined Cadet Force (CCF), pupils demonstrate their ability to act as leaders, coaches and role models. Pupils in Year 8 have a role in helping new pupils to settle in. Older pupils are encouraged to set up and help run clubs such as the theology society, philosophy society and Model United Nations. Every pupil learns to make a positive contribution to a dynamic, vibrant and stimulating community, be it through house events, house competitions, musical ensembles, drama productions, sports teams or the many other opportunities available to them. The pupils' ability to collaborate with each other and then just as easily with staff is palpable.
- 4.7 The scope of pupils' contribution to the wider community is particularly outstanding. Almost every pupil in Year 12 participates in the school's community service programme on Tuesday afternoons. This involves the year group as a whole engaging in many different placements, such as helping in care homes, keeping the elderly company or designing activities for dementia sufferers, or in primary schools mentoring children, coaching them in mathematics, literacy and sport or leading a variety of clubs and activities. In other parts of the school, a substantial number of pupils volunteer in the community as part of their participation in the Duke of Edinburgh's Award scheme and many pupils engage in fundraising for charities. The school's arts festival, which attracts thousands of visitors, involves pupils working with young people from other schools and community groups on a range of projects as both collaborators and coaches.
- 4.8 The pupils' spiritual development and their ability to show respect for others and to demonstrate sensitivity and tolerance are excellent, fulfilling the school's aim to be a society in which pupils from a variety of backgrounds feel equal and at home. In the junior school, pupils from diverse backgrounds get on well together and feel that their beliefs are treated with equal respect and tolerance. They demonstrate an ability to reflect on important issues,

such as those which are often the focus of assemblies or talks by outside speakers, and demonstrate a sense of awe and wonder at the world around them. Their work in theology demonstrates a strong awareness of the beliefs and practices of other faiths. In the senior school, many pupils commented on the importance of chapel in helping them to develop their spiritual understanding, saying that talks were often motivational and frequently made them think and reflect. The wide participation in the theology and philosophy societies attests to pupils' interest in and appreciation of the non-material aspects of life. Pupils demonstrate a conspicuous awareness of the importance of principles, including fairness, tolerance and kindness, and their discussions are informed by an acute awareness of the wider world. Subjects such as theology, history and English provide ample opportunity for pupils to engage reflectively with other cultures and perspectives. Pupils respond positively to PSHCE lessons which encourage tolerance and appreciation of diversity within society as well as what it means to be British. Pupil-led talks and debates show pupils engaging thoughtfully and respectfully with issues to do with diversity.

- 4.9 The pupils have an excellent understanding of how to stay safe and how to be physically and mentally healthy. In the junior school, pupils can explain the importance of diet and exercise in staying healthy. They follow safety guidelines, for example, when crossing the road, using potentially dangerous equipment or accessing the internet and, mostly, make healthy choices when selecting their lunches. In the senior school, pupils display remarkable balance and equanimity considering their drive to achieve the highest academic standards whilst being involved in such a wide range of activities. Pupils are fully aware of health issues and of the factors that enable them to lead healthy and productive lives. They also appreciate the approach taken by the school through the pastoral team which includes, tutors, specialist counsellors and a chaplain, to inform, guide and support them so that they can take full advantage of all that this remarkable school has to offer them.



# MAGDALEN COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL FOR BOYS 7 - 18 AND SIXTH FORM GIRLS



“The pupils make an exceptionally positive contribution to the lives of others within the school, to the local community and to wider society.”

Oxford OX4 1DZ

Telephone: 01865 242191 [enquiries@mcsoxford.org](mailto:enquiries@mcsoxford.org)

[www.mcsoxford.org](http://www.mcsoxford.org)