



ISI Independent
Schools
Inspectorate

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

The Faculty of Queen Ethelburga's

February 2019



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School's Details

School	The Faculty of Queen Ethelburga's			
DfE number	815/6037			
Address	The Faculty of Queen Ethelburga's Undercroft Administration Centre Thorpe Underwood Estate Ouseburn York North Yorkshire YO26 9SS			
Telephone number	01423 333300			
Email address	info@qe.org			
Principal	Mr Steven Jandrell			
Chair of Directors	Miss Amy Martin			
Age range	14 to 19			
Number of pupils on roll	494			
	Boys	293	Girls	201
	Day pupils	120	Boarders	374
	Sixth Form	298	Seniors	196
Inspection dates	19 to 21 February 2019			

1. Background Information

About the school

- 1.1 Queen Ethelburga's school was founded in 1912. It moved to its present site in 1991 and was renamed Queen Ethelburga's College. The Faculty of Queen Ethelburga's was founded in 2006 and, together with the College and its associated junior schools of King's Magna and Chapter House, form Queen Ethelburga's Collegiate. The Faculty is a co-educational day and boarding school for pupils aged from 14 to 19 years old. The Principal and Vice Principal have overall responsibility for the schools within the Collegiate.
- 1.2 The Collegiate Formation Ltd is the proprietorial company responsible for the governance of the Faculty, with a board of directors. The current board was formed in 2016. Boarders share accommodation with pupils in the College.
- 1.3 A new head was appointed for the Faculty in September 2018.

What the school seeks to do

- 1.4 The Faculty aims to create a safe, happy and caring community, in which students take pride in their endeavours and thrive, both mentally and physically. It seeks to promote the highest academic standards for all, by providing a challenging, stimulating and varied curriculum. This fosters confidence, enthusiasm, ambition and curiosity, supported by an enrichment programme which builds resilience, responsibility, self-belief and skills; promoting a sense of fulfilment and achievement in its widest sense.

About the pupils

- 1.5 Pupils predominantly come from professional and business families, with the majority of day pupils living within a 30-mile radius of the school. Boarders come from the UK and also from a wide range of countries. The school has identified 34 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 30 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. English is an additional language (EAL) for 282 pupils, who receive additional support as required. Data used by the school has identified 27 students as being the most able students in sport in the school's population, and the curriculum is adapted for them.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

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

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 associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools. Results in IGCSE business studies and food and nutrition have been higher than worldwide norms. Results in first language English and history have been similar to worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been well above the national average for sixth formers in maintained schools.
- 2.4 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.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 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.
- 2.7 **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

- 2.8 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.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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

- 2.11 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.
- 2.12 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

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

PART 6 – Provision of information

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

- 2.17 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.
- 2.18 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

- 2.19 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.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all ages seek to achieve to the best of their ability and make excellent academic progress.
 - Pupils have well-developed communication skills. They are highly articulate and confident speakers, and listen and respond maturely.
 - Pupils have positive attitudes to learning and are hardworking and resilient.
 - Pupils' information and communication technology (ICT) skills are not as highly developed as those in other areas because opportunities to use and embed them are not consistently available across all curriculum areas.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils display consistently high levels of self-esteem and self-confidence, fully in line with the school's aims.
 - Pupils have a highly developed sense of responsibility to their school community and relationships with each other are warm and positive.
 - Pupils have deep respect for their own and other cultures; they demonstrate a caring, tolerant attitude and sensitivity towards the needs of others.
 - Pupils' behaviour is exemplary; they have a well-developed sense of right and wrong and take responsibility for their behaviour and actions.

Recommendation

- 3.3 In the context of the excellent outcomes, the school may wish to:
- Strengthen the pupils' ICT skills across all year groups by providing increased opportunities for pupils to develop these in lessons across the curriculum.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils achieve highly and make excellent progress across the wide range of academic and extra-curricular opportunities available to them. Achievement in public examinations has been consistently high for the last 3 years. With performance at GCSE above, and at A-level well above, the national average for maintained schools. In 2018, almost all GCSE candidates achieved Grade 4 or above, and a large majority achieved Grade 7 or above. All pupils passed at A level and BTEC and a large majority gained Distinction/Distinction*, or A*/A grades. Almost all university applicants achieved admission to their first or second choice of university, often to highly competitive institutions and courses. Pupils are aided in their learning by excellent teaching and very good facilities. Lessons are invariably well planned, encompass a variety of techniques and resources and are tailored to the needs of the pupils. During discussions and in questionnaire responses, most pupils and parents commented that they are very pleased with the range of subjects and activities provided.
- 3.6 Pupils with EAL make very good progress across the range of qualifications which the school offers. Their progress in English is excellent and they develop strong listening, reading and speaking skills. They are supported in their learning by specialist teachers and intensive courses delivered in small groups. Pupils with SEND achieve to the same standard as their peers and make equally rapid progress, owing to the implementation of skills and strategies given to them by the learning development department. Most parents and pupils who responded to the pre-inspection questionnaire agreed that the school enables pupils to make good progress.

- 3.7 Pupils develop excellent levels of knowledge, skills and understanding in a wide range of subjects. Teachers have strong subject knowledge and use formative ongoing assessment to enable them to plan and teach lessons which deepen pupils' understanding. In sixth form sports lessons, pupils have individual review meetings with teachers, who carefully explain the marking of their written work and exactly what each pupil needs to do to move their work up to the next grade. In tutor time, pupils reflect on progress and identify 'SMART' targets. The tracking and monitoring systems that are in place at the school assist the pupils' progress, giving appropriate guidance as to the next stages of learning. Well-focused and timely actions, such as the provision of an individual education plan, help pupils who require additional support. In the questionnaire, most pupils said that teachers help them learn and make progress and most parents thought that the range of subjects offered to their children was suitable. Boarding helps pupils progress and achieve highly as a result of the support and encouragement they receive which extends beyond the working day. Throughout the school, pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations and problems. For example, in BTEC business studies, pupils were able to apply knowledge of consumer laws to review misleading advertisements and distinguished between vision, mission and values when looking at the websites and company reports of companies and museums.
- 3.8 Pupils' communication skills are excellent: they are confident and articulate and use appropriate registers for academic debate and for informal discussion. Their well-developed speaking and listening skills are aided by numerous opportunities to mix in boarding houses. Pupils are able to use technical language fluently in all subjects, as observed in politics where pupils understood and used terms such as filibuster. Pupils develop excellent reading skills and are supported in this by the easily accessible and well used libraries which are located across the school. The majority of pupils write in an imaginative, powerful and accurate style, for example, when analysing a passage from literature. Pupils further refine their communication skills through the extensive expressive and performing arts opportunities provided by the school in the excellent dance and drama facilities. Assemblies which include pupil participation, school trips, drama and music courses and the pupil council add to the strong level of communication skills.
- 3.9 Pupils have strong numeracy skills and enjoy their mathematics lessons. Pupils in A-level further mathematics lessons posed challenging questions to promote their own understanding of mathematical concepts. All pupils can manipulate calculations successfully and handle data effectively, carrying out the required operations accurately, as was observed when senior pupils showed excellent knowledge and understanding of the processes involved when calculating the area under a curve. Pupils interviewed confirmed that they are confident with numerical work and can readily transfer skills between subjects. For example, geography project work showed a fluent understanding of how to use Chi² tests to analyse the significance of variations in sediment size along a beach. Mathematical concepts are used across other departments, with evidence that planning allows key topics to be covered across the curriculum at the same time which enhances the pupils' understanding.
- 3.10 Pupils demonstrate competence in ICT, although their skills are often restricted to specific applications. For example, pupils in physical education use an online performance analysis tool to examine their performance. Drama and dance pupils confidently and successfully use specialist software to control sound and light used in productions. However, throughout the school, pupils do not have the opportunity to develop ICT skills consistently across the curriculum or regularly use it as a resource for learning, and consequently are not able to develop their skills and knowledge to the same level as their other learning skills. However, some examples were seen of its effective use in project work.

- 3.11 Pupils develop strong study skills as they move through the school. For example, senior geography pupils wrote well-constructed projects investigating drift on the coast, which included a justification of the data collected and the methods used, as well as an incisive critique of hypotheses and conclusions. Pupils carefully plan the structure of their projects and then thoroughly revise what they have written in the light of their teacher's feedback. Pupils spoke highly of supportive teaching and guidance which allows them to gain the confidence they need to attempt ambitious targets. Almost all lessons provide opportunities for pupils to develop higher-order thinking skills. This was seen in sixth form forensic science, where pupils analysed the evidence in front of them and created hypotheses as to what might have happened. Each hypothesis was then analysed and evaluated before the evidence was synthesised into a concise report.
- 3.12 Pupils excel in a wide range of creative and physical pursuits. Musical groups perform at a high level both within school and beyond, and drama and musical productions occur every term. Pupils are successful in both individual external music and speaking examinations. High standards of drama, dance and music were seen during the inspection, and these are brought together in full school productions. Pupils have enjoyed national success in art and fashion competitions. Imaginative and creative art is displayed throughout the school. School teams of all ages are highly successful in a wide range of competitions and exceptionally talented pupils represent national, regional and county teams in a range of sports including rugby, cricket, hockey, netball, swimming, basketball and athletics. Pupils' achievements are of a high standard because leaders and the governing body have devised a wide-ranging enrichment programme, have invested in top class sports and performing arts facilities, have developed fruitful links with local sports clubs and universities, and ensure excellent teaching and specialist sports coaching.
- 3.13 Attitudes to learning are positive. Pupils are highly competent, independent learners with obvious ambition to do the best they can academically. They are happy to work individually or collaboratively and they have the maturity to listen to others, as well as the confidence to propose their own ideas. Mutual support between pupils is a strong feature of the school. In many lessons, pupils were seen to benefit from peer assessment. For example, in a business studies class, pupils marked each other's work using a checklist prepared by the teacher and then explained to each other what was needed for improvement. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative and develop leadership qualities. Teamwork is clearly evident through sports and performing arts, and pupils work well collaboratively. Pupils are curious and willing to learn new skills, and not afraid to take risks; they recognise that making mistakes is part of the learning process. They are resilient and confident in the classroom, approaching every task willingly and with high degrees of motivation. Pupils demonstrate leadership in their learning, for example, when undertaking independent project work and investigation to further their understanding. In almost all lessons pupils were keen to participate and extend their knowledge further, helped by teaching characterised by lively delivery, fast pace and the posing of thought-provoking, challenging questions.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. This is recognised by parents, most of whom agree that the school helps their children to be confident and independent. Pupils know their strengths and weaknesses, and how they relate to their future ambitions in and beyond school. Pupils' self-esteem is boosted when they receive the congratulations of both the teachers and their peers, as seen in the praise assembly which celebrates all forms of achievement. Pupils develop resilience as they are guided through increasingly challenging curricular and co-curricular activities. They learn to keep trying even when their first attempt might not be successful. For instance, in mathematics, pupils spoke of their determination to achieve the required grade despite the challenge which this posed for them. A spirit of supportive and enthusiastic encouragement for each other allows progress to be rapid. The school promotes an environment which successfully promotes pupils' confidence as getting something wrong is seen as part of the learning process. All pupils have an excellent understanding of how to improve their own learning. They are aided in this by marking and detailed oral feedback which is invariably constructive and gives targets for their next steps. This process contributes to their excellent self-awareness. In response to the questionnaire, most pupils acknowledged that the school helps them to be confident and independent.
- 3.16 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect them and other people. For example, pupils make mature decisions regarding attendance at subject clinics designed to boost their understanding of particular topics. Pupils show an insightful understanding of how their current choices will affect their higher education and career paths and are supported in this by the school which places great importance on promoting independence and encourages pupils to take responsibility for their own actions. Pupils are encouraged to become involved in enrichment opportunities, deciding for themselves which they feel strongly about. Pupils involve themselves actively in the democratic processes in the school, such as when electing representatives for the school council. In interviews, pupils said that their views are heard and valued and that they can make change happen, for example in making suggestions for school food. This view is supported by the staff who in the questionnaire all stated that the school listens to pupils and takes any requisite action.
- 3.17 Pupils develop a strong spiritual awareness, which continues as they move through the school. All pupils have a deep-rooted appreciation of the non-materialistic aspects of life such as art, music and poetry, as was seen when pupils watched respectfully during a rehearsal for the forthcoming gym and dance display. Pupils of all ages demonstrate an appreciation of their own beautiful surroundings which they respect and keep tidy. Pupils have a good understanding of the world's major religions and also consider more philosophical concepts such as the function of religion in the lives of individuals and in society in general, and how religion affects social life and culture. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, the multi-cultural nature of the school and regular assemblies led by the school chaplaincy.
- 3.18 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect for each other and for their teachers. They have a clear understanding of right and wrong and take responsibility for their own behaviour. They respect the school site and treat the facilities well. The numerous recycling centres are well used and there is virtually no litter. In the questionnaire, most of the parents and pupils believe that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered, and support and understand the school rules and behaviour policy and feel that the reward system is administered fairly. They confirmed at interview that incidents of poor behaviour are rare. Pupils' strong moral and social attitudes are rooted in the ethos of the school and fulfil a major aim of the school to provide a safe, secure and happy environment within which all can thrive.

- 3.19 Pupils enjoy taking on roles and responsibilities within the school community, which they discharge with maturity. Pupils willingly volunteer for a wide range of practical roles within the school. They act as prefects and leaders of the various school councils, school ambassador roles and mentoring of younger pupils, and so make an excellent, positive contribution to the school community. Pupils show a mature understanding of people in the wider community and how they can help those less fortunate than themselves. For example, the school has developed strong links with a local special school, where pupils assist others with severe learning difficulties. Pupils do much charity work in the UK and overseas, raising funds for and providing practical support for a range of charities. These opportunities provide pupils with the chance to contribute to the lives of others beyond the school and have helped the pupils be successful in their own personal development.
- 3.20 Pupils collaborate well in every aspect of school life, both in lessons and elsewhere, reflecting a key aim of the school that consideration for each other is expected. Pupils were frequently observed supporting their peers, particularly those whose needs were greatest. For example, competent mathematicians are paired with less confident ones in lessons to aid understanding of some statistical analysis. Pupils understand that working together will bring better results than working individually, as in elite sports lessons where pupils collaborate to analyse performances, work through problems and defeats in order to strengthen group dynamics and improve performance. There is a respectful friendship in the approach that pupils take to helping each other and adults. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community.
- 3.21 Pupils understand the importance of diversity within society and the value in treating everyone equally. With over 60 different nationalities represented in the school, pupils have direct opportunities to experience other cultures and develop deep respect for, and appreciation of, their own and other beliefs and societies. They demonstrate excellent sensitivity and tolerance to those from different backgrounds. The annual 'international week' which includes learning about elements of other cultures, including food, further deepens their knowledge and understanding. In the questionnaire, most parents and pupils felt that the school encourages an atmosphere of respect and tolerance. Pupils show an excellent knowledge of the key values that characterise modern Britain, which is developed through a comprehensive PSHE programme which provides opportunities for pupils to discuss and learn about current philosophical matters, such as those surrounding LGBT issues. Pupils value the open atmosphere in their PSHE lessons and commented that 'you are not judged for your opinions'. Pupils show respect for others and the core values of humanity and compassion are evident when speaking to them. Pupils have common goals when working together across the curriculum and understand that differing opinions should be respected because healthy debate usually brings about good ideas and sensible solutions.
- 3.22 All pupils know how to live healthily. They understand the importance of physical fitness and make good use of the numerous outdoor play facilities as well as the more formal sports programme. Discussions with pupils reveal that they are aware of the importance of good nutrition and a balanced diet and they benefit from nutritious hot meals in addition to a variety of salad options and fresh fruit. They grow to understand their own development through discussing themes such as keeping fit and healthy in their PSHE work. Pupils of all ages are aware of how to stay safe both physically and online and know to inform a trusted adult if they have any concerns.

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 directors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mrs Susan Clarke	Compliance team inspector (Former director of sixth form, HMC school)
Mr Tony Halliwell	Team inspector for boarding (Former Principal, HMC school)
Mr William Burn	Team inspector (Former second master, HMC school)
Mrs Caroline Pellereau	Team inspector (Former senior teacher, GSA school)
Mr Ian Daniel	Team inspector (Head, ISA school)