



ISI Independent
Schools
Inspectorate

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

Downside School

October 2018



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School's Details

School	Downside School			
DfE number	933/6021			
Registered charity number	1158507			
Address	Stratton-on-the-Fosse Radstock Somerset BA3 4RJ			
Telephone number	01761 235100			
Email address	hmpa@downside.co.uk			
Head Master	Mr Andrew Hobbs			
Chair of governors	Mr Adrian Aylward			
Age range	11 to 18			
Number of pupils on roll	341			
	Boys	208	Girls	133
	Day pupils	74	Boarders	267
	Seniors	203	Sixth form	138
Inspection dates	16 to 18 October 2018			

1. Background Information

About the school

- 1.1 Downside School is a co-educational boarding and day school for pupils aged from 11 to 18 years. The school was founded in Douai, France, in 1606 by the Benedictine community of St Gregory the Great. In the late eighteenth century, the abbey and school moved to England; it has been on its present site in Stratton-on-the-Fosse south of Bath since 1814. The school adjoins the Benedictine monastery but is separate from it. The school is currently a registered charity, whose trustees act as the school's proprietors and are all monks appointed either by the abbot or by the community. The creation of a new, discrete school trust is underway, with the process to appoint new trustees begun. Under the existing arrangements, the trustees have appointed a governing body to act as their agents in the oversight of the school. The governing body of ten is comprised mainly of professional lay people, with three monks. The trustees are chaired by the prior and a new, lay chair of governors was appointed in January 2018. A new head master was appointed in September 2018, alongside a new deputy head.

What the school seeks to do

- 1.2 The school aims to provide a Catholic education for its pupils guided by the Rule of St Benedict. It aspires to educate each pupil so that they should achieve the highest academic and personal standards and develop all their gifts to become more fruitfully committed to Christ, his Church and the service of others.

About the pupils

- 1.3 Boys in Years 7 to 9 join Powell House, before moving up to one of three senior boys' houses, Barlow, Roberts or Smythe, for Years 10 to 13. There are two girls' houses. Girls in Years 7 to 9 join Isabella House and either continue in that house for Years 10 to 13 or join Caverel House in Year 10. Day pupils are all allocated to boarding houses, through which arrangement they receive their pastoral care. Pupils are drawn mainly, but not exclusively, from Catholic families in the south of England with some from further afield or overseas, including Central America, Europe and the Far East. Most are of white British ethnicity, with a broad mix of other cultures and ethnicities.
- 1.4 The ability profile in Years 7 to 10 is above the national average. That in the sixth form is broadly average. There are 75 pupils who have special educational needs and/or disabilities (SEND), of whom 47 receive specialist support. None has an education and health care plan or statement of educational needs. There are 138 pupils who have English as an additional language (EAL), of whom 60 require support. The school has identified 101 pupils as being more able and/or having particular talents. The curriculum is modified for these pupils and additional activities are provided.

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 2016 to 2017, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2017 have been 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.
- 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 their 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. 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>
Form 1	Year 7
Form 2	Year 8
Form 3	Year 9
Form 4	Year 10
Form 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils demonstrate excellent communication skills.
- Pupils are enthusiastic and highly-motivated learners, able to work well independently.
- Across the broad range of abilities evident in the school pupils achieve well in public examinations, including those with SEND and/or EAL.
- The use of information and communication technology (ICT) by pupils in their learning and its application by them across different subjects is under developed.
- Pupils make slower progress when teaching does not fully exploit their independent learning skills or lacks a high level of challenge.

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

- Very high levels of spiritual and moral understanding are evident in pupils of all beliefs or none in response to the school's Benedictine ethos.
- Pupils have highly developed social skills, typified by support and care for one another.
- Service to others in the school, local and wider communities is an attribute evident in all pupils at the highest level.
- Pupils show high levels of self-confidence and appropriate self-esteem.
- Strategic support for pupils making decisions about future careers is not yet embedded across all year groups.

Recommendations

3.3 The school is advised to make the following improvements:

- Implement plans to increase opportunities for pupils to apply and develop their ICT skills across other subjects.
- Ensure pupils fully utilise their independent learning skills by providing sufficient challenge for them to do so.
- Embed the planned enhanced careers provision systematically to refine pupils' decision-making skills, particularly about their next steps.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Pupils of all ages, including those with EAL, achieve good levels of knowledge, skills and understanding. More able pupils sometimes show very high levels of achievement, for example in essays on diverse subjects completed as part of the extended project qualification (EPQ) in the sixth form. Pupils' understanding and use of technical language are excellent, especially in the sciences. In lessons, pupils demonstrate a very good knowledge of what they are taught because teachers' explanations are very clear and often structured to provide a framework for learning on which pupils can rely. At times, pupils less often learn for themselves or use their higher-order skills of analysis and hypothesis because this approach is applied too rigidly. Pupils explain and apply their understanding with gusto where teaching is more flexible. In GCSE German, pupils applied their existing linguistic understanding, including from other languages, when required to do so to make rapid progress in understanding and using characteristic German constructions. Practical skills in science and photography, and pupils' drawing skills are all of high quality, and excellent skills were seen in rugby practice. Pupils with SEND demonstrate excellent knowledge, skills and understanding in mathematics and science. They make progress in all subject areas which is at least with in line with that of their peers. In the years 2016 and 2017, results in GCSE and A-level examinations were above the national average and those in IGCSE were higher than worldwide norms. These levels of attainment were maintained in 2018 when, for example, pupils achieved 68% of A-level passes at grades A* to B. A good number of pupils are awarded places at universities with high entry requirements. These levels of attainment, together with the evidence from lesson observations, interviews with pupils and scrutiny of their work, show that pupils make good progress over time. In response to pre-inspection questionnaires, the vast majority of parents agreed that teaching enables their child to make progress. Inspection evidence supports this view and shows that the school is well on the way to fulfilling its aim to enable pupils to achieve academic excellence.
- 3.6 Excellent communication skills are a characteristic of all pupils. This is particularly notable in the achievement of pupils with EAL. These pupils read and write successfully about texts which use complex language. This is often evident in religious studies (RS) and in English, where, for example, younger pupils with EAL were seen to make good progress in studying *Beowulf*. All pupils articulate their views and speak generally clearly and with confidence. They are helped by frequent opportunities to develop public speaking skills, for example writing prayers and delivering them confidently in services held in the Abbey Church and elsewhere. In *Lectio Divina*, the regular reading and study of bible passages undertaken by around one-fifth of pupils, pupils of all ages and of mixed abilities read and discuss texts at a high level. They are enabled to do so by the Benedictine values promoted by senior leaders and governors, which are central to the school's ethos.
- 3.7 In mathematics, pupils show an excellent application of appropriate methodology to problems, based on good numeracy skills developed in response to enthusiastic and knowledgeable teaching. The most able pupils explain the methodology used accurately and incisively, for example when A-level pupils showed deep mathematical understanding of trigonometric functions. Pupils in GCSE mathematics used calculators very effectively in answering complex questions such as the sum of the first 20 terms of an arithmetic sequence and were also confident in detecting the underlying patterns. Pupils apply their numeracy skills effectively in a number of other subjects, for example in A-level sciences, but sometimes miss opportunities to do so.

- 3.8 Pupils possess effective skills in handling a range of ICT. The use of ICT in their learning and the application of their ICT skills across different subjects are under-developed at present, although in some lessons pupils were seen to work effectively using their own devices, as the school encourages them to do. Other pupils confirmed that they use ICT helpfully in their private study. Senior leaders have identified this area for improvement through effective self-evaluation, and have instituted a range of relevant initiatives recently, including the use of micro-bit technology and data loggers. It is too early as yet to assess the impact of these plans on pupils' achievement. Some encouraging examples were seen where pupils demonstrated the type of outcomes envisaged, such as using ICT to manipulate images to highlight aspects of mechanical weathering in geography.
- 3.9 Pupils are enthusiastic and highly motivated learners. Pupils of all ages make excellent use of the opportunities provided by boarding to work independently and collaboratively in their free time and of their volition. This includes day pupils who are enabled and encouraged to stay over in their houses from time to time. Pupils of all abilities, including those with EAL and SEND hold high expectations of themselves and understand the work that they need to do to achieve their aims. This is a notable attribute of pupils with particular talents and the most able in the school. Across a range of subject areas and activities, including study of further mathematics or Greek, playing cricket at county level and aspiring to high levels of musical performance, such pupils show relish for working hard towards their goals. Pupils support and encourage each other in their learning at a notably high level, enjoying contributing to group discussion and seeking to solve problems collaboratively. A clear and positive attitude to learning permeates the whole school, enabled by excellent relationships between staff and pupils. In their questionnaire responses a very large majority of pupils agreed that teachers help them to learn and make progress. Inspection evidence supports this view overall. The skills pupils need to learn effectively develop well as they progress through the school. Occasionally this development is hindered when teaching does not always offer sufficient challenge to enable pupils to use higher-order skills, lacks the confidence to let pupils learn for themselves or is over-prescriptive. Where such skills are employed, pupils achieve at very high levels, for example in posing and exploring written hypotheses in EPQs, such as about internationalism in banking; debating the impact of gender politics in A-level art history; and in biblical study at all ages in *Lectio Divina*, where pupils of all ages evaluate each other's ideas with particular success.
- 3.10 Pupils achieve well in a wide range of activities enabled particularly by the focused staffing of activities and the openness senior leaders show to pupils' views on skills and attributes they would like to develop. Almost all parents agreed that the school provides a suitable range of subjects and extra-curricular activities and this is supported by inspection evidence. Pupils interested in sport and music in particular benefit from specialist teaching and coaching, with the school's first fifteen in rugby beginning to challenge regional school teams which have a well-established record of success. The request from girls to form a cricket team was met, with county-level coaches provided and equal use of the school's facilities given, helping them to improve their skills and enjoy their chosen sport. Pupils' achievement in music is high across a range of styles, including some pupils gaining choral and organ scholarships at university. The school's *Schola*, which sings for religious services, is accomplished, with the male singers producing a notably mature tone for their age. Pupils enjoy their combined cadet force (CCF) drills and develop the requisite precision as a team; the force's band has led the Bath Remembrance Day parade. Particularly high levels of success are evident in The Duke of Edinburgh's Award scheme (DofE) with large numbers of pupils achieving at the different levels, including 23 reaching gold in the last academic year.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils grow in confidence to reach the highest levels by the time they leave school, showing equally high levels of appropriate self-esteem. They develop strongly as individuals, enabled by the very high levels of pastoral care they receive, supported in particular by systematic and successful arrangements to ensure their welfare, especially in boarding. Pupils' confidence is supported by having many ways to express any concerns, meeting the recommendation of the previous boarding inspection. Pupils understand how to learn and understand the different ways in which the school seeks to help them. They demonstrate a strong work ethos throughout the school, promoted by suitable individual targets. Pupils know where to go for help academically and attend subject clinics and other supportive initiatives of their own volition, increasing their academic self-confidence. Pupils also commented on the way that different activities, such as drama, or running a fashion show, play an important role in developing their confidence, meeting the school's aim to develop the character and confidence of young people through sport and extra-curricular opportunities. In their questionnaire responses a very large majority of pupils confirmed that the school helps them to be confident and independent and almost all parents agreed. Inspection evidence strongly supports this view.
- 3.13 Pupils make sensible decisions; many spoke of how they take appropriate steps to look after themselves, as well as one another, during stressful periods, such as during examinations. Pupils participate in sports with seriousness of purpose and generally manage their time well. Some Year 13 pupils felt that careers advice is limited in scope, although they considered that help with university applications is effective. In their questionnaire responses, most pupils agreed that they receive helpful advice about subject or career choices but a few did not. Inspection evidence shows that the school has identified areas for improvement in careers and is taking suitable steps to address these. Pupils consider that psychometric and other testing which has begun has helped them, but not all initiatives are yet fully embedded.
- 3.14 Pupils speak of the Benedictine values which lie at the heart of the school's ethos openly and proudly. This is characteristic of those pupils who are not Catholic as much as those who are. All appreciate and respect the school's values and seek to embody them in their behaviour and thinking, with great success. Particularly significant to pupils is the idea of community, evident in their mutual support, reflecting the success of the school's aim to guide pupils to encounter Christ through experience of a Benedictine community of faith. Community life is evident across many areas of the school. It is typified in the supportive work of sixth-form prefects in Powell house, for younger boarders, to which they give significant amounts of time and effort. Younger pupils show an appreciation of the role of simplicity in spirituality, such as the act of lighting a candle at the start of chaplaincy periods. Pupils develop very high levels of spiritual understanding, appreciating the contribution made by their participation in spiritual retreats, by the school's cycle of prayer, including in boarding time, and they benefit from the RS lessons which continue into the sixth form.
- 3.15 Pupils show a highly sophisticated approach to moral and ethical issues for their ages. They see school rules as fair and understand why they are in place. School prefects reflected rationally on recent changes to registration procedures by senior leaders. Their understanding of the need for these reflects openness by school leaders in explaining to pupils why rules are necessary. Pupils are self-reflective when they receive sanctions and accept responsibility for their own behaviour. Pupils' behaviour towards one another is characterised by another tenet of the school's aims, that of unselfish love. Where disagreements occur, mediation is frequently successful and the need for serious sanctions is rare. Meal times typify the school's successful promotion of humility: staff and pupils alike queue for lunch. Dining itself is calm and orderly. Pupils' well-developed understanding of ethics is evident in many subjects, and particularly strongly in EPQ projects, such as in discussion of the ethical issues of giving a placebo to a sick person.

- 3.16 Pupils develop a strong social awareness which is built on a very real desire to improve the lives of all of those around them. They show a deep sense of responsibility to others as evidenced by charitable activities, including helping at soup kitchens, at homeless shelters during retreats, and helping children and vulnerable adults with disabilities. Sixth-form pupils spoke with integrity about playing football with pupils from a local school for those with special needs who visit the school weekly. Pupils also assist on pilgrimage to Lourdes with those who are sick. The CCF and DofE activities demonstrate the success with which pupils work together to achieve common goals, whether on parade or in expeditions. Boarding creates strong communities in each house where pupils can be found cooking in the kitchens together or helping one another with academic work, particularly older pupils helping younger. Through boarding, because day pupils are equally involved in house life with boarders, pupils become involved in serving the school community. Year 12 pupils have prefect roles as well as those in Year 13. These are fulfilled with equal success by pupils of all nationalities, helped by the arrangement whereby pupils new to the school in the sixth form can apply for such roles on arrival. Pupils make good use of opportunities for leadership in other areas such as leading societies and activities and taking lead roles in areas such as theatre lighting. In such ways they fulfil the school's aim to promote leadership through service very effectively. Pupils are very aware of the need for stewardship of the environment, enabled in their understanding by teaching and their individual involvement with Catholic aid agencies. Their written work shows good understanding of their responsibility for the environment, referencing biblical imperatives for stewardship.
- 3.17 Pupils embrace the school's diverse community with relish and energy. This is evident in the way pupils are integrated in lessons and in lively conversations at mealtimes, such as between younger pupils from differing continents who discussed a range of subjects from British education to Brexit with humour and good knowledge. Pupils develop strong respect for, and appreciate diversity from being constantly exposed to different backgrounds and cultures, including religious diversity and show easy familiarity with gender issues. This is reflected in their discussions in lessons, for example when sixth formers spoke knowledgeably about the contributions of immigrants from different countries to America in the nineteenth century.
- 3.18 Pupils identify the benefits of a healthy life style with clarity and pursue physical and mental health with equal purpose. They appreciate and make good use of the sporting opportunities available; over one-fifth of pupils experience the physical and mental benefits of singing in a choir; and many pupils spoke of the need to achieve good mental health when preparing for examinations. Pupils enjoy the range and quantity of healthy food provided. A few boarders expressed some dissatisfaction in their questionnaire responses with this aspect of school life but inspection evidence shows that ample quantities of varied food are available, meeting the recommendation of the previous boarding inspection. Prefects spoke appreciatively about the high level of safeguarding training they receive, including an online course. They felt their understanding is enhanced thereby, confirmed by the quality of their understanding of safeguarding. Prefects responsible for collecting younger pupils' mobile phones at bedtime were clear about the online security this ensures. All pupils understand the need to stay safe and in their questionnaire responses all pupils confirmed that they know how to stay safe online.

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 trustees and chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house assemblies. Inspectors visited boarding houses together with 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 Martin Bussey	Reporting inspector
Mr Steven Popper	Accompanying Reporting Inspector
Mrs Jacquelyn Pain	Compliance team inspector (Former head, GSA school)
Mr Jesse Elzinga	Team inspector (Head, HMC school)
Miss Joanna Mackenzie	Team inspector (Head, GSA school)
Mrs Sally Cunliffe	Team inspector for boarding (Former housemistress, HMC school)
Dr Guy Roberts	Team inspector for boarding (Assistant head, HMC school)