



ISI Independent
Schools
Inspectorate

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

MARLBOROUGH COLLEGE

FEBRUARY 2018



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SCHOOL'S DETAILS

School College	Marlborough College			
DfE number	865/6013			
Registered charity number	309486			
Address	Marlborough College Marlborough Wiltshire SN8 1PA			
Telephone number	01672 892400			
Email address	enquiries@marlboroughcollege.org			
Master	Mr Jonathan Leigh			
Chair of governors	Lord Malloch-Brown KCMG PC			
Age range	13 to 18			
Number of pupils on roll	928			
	Boys	543	Girls	385
	Day pupils	34	Boarders	894
	Seniors	537	Sixth Form	391
Inspection dates	20 to 22 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Marlborough College was founded in 1843 to educate the sons of Church of England clergymen. It retains a strong association with the Anglican Church, although today it is a co-educational boarding school for over 900 pupils from the ages of 13 -18, welcoming all faiths. The school occupies an extensive site on the edge of Marlborough in Wiltshire. The school is an educational charity governed by its trustees known as the Council. Boarders are accommodated in one of sixteen houses, six are for boys, six for girls and four accommodate boys in all years and girls in Years 12 and 13. Building work is due to be completed on a new girl's boarding house in September 2018.

What the school seeks to do

- 1.2 The school seeks to foster excellence through teaching and learning, thus promoting the strongest possible educational values, in order that pupils develop into responsible and confident young adults with the skills to make a difference in whatever they choose to do. It strives to encourage pupils to have the integrity to do what is right, to take responsibility for themselves and others and to aim for rigour in all that they do.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds from families living mainly in the south of England. The school has identified 199 pupils as having special educational needs and/or disabilities (SEND), most of these having dyslexia or dyspraxia, and of whom 100 receive specialist support. No pupils have a statement of special educational needs or an educational, health and care plan (EHC). Sixteen pupils who speak English as an additional language (EAL) receive help with their English language skills. Data used by the school has identified 57 pupils as being the most able in the school's population, and they receive additional curriculum support.

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 FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

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 2014 to 2016, performance has been well above the national average for maintained schools and above the national average for maintained selective schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been well above the national average for sixth formers in maintained schools and above the national average for those in maintained selective schools. Where data is available for 2014, results in IGCSE examinations have been higher than worldwide norms.
- 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 governors 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, changing and showering facilities for pupils 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 governors, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 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 governors ensure 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>
Shell	Year 9
Remove	Year 10
Hundred	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Results at GCSE and at A level have consistently been well above the national average.
 - Pupils' achievement in a wide range of curricular and co-curricular aspects is excellent.
 - Pupils are highly motivated to work hard and fully succeed in meeting the schools' aims.
 - Pupils develop exceptionally strong knowledge, skills and understanding across all areas of learning.
 - Pupils have highly developed learning skills and very positive attitudes to their learning,
- 3.2 The quality of the pupils' personal development is excellent.
- The inclusive boarding nature of the school promotes very high levels of self-confidence, self-reliance and resilience.
 - Pupils demonstrate exceptionally strong social skills; a high level of moral awareness and the school contributes very positively to the local and wider community.
 - Pupils make well -considered decisions about issues affecting them, based on the rational and relevant appreciation of choices and consequences.
 - Pupils have an in-depth understanding of each other and provide a high degree of mutual support to their peers.
 - The pupils enjoy and hugely appreciate the cohesive school community and are well prepared for a life after school to make a positive contribution to society.

Recommendation

- 3.3 In the context of the excellent outcomes for pupils, the school might wish to consider:
- Continuing to pursue current initiatives to stretch and challenge the most able pupils.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The pupils demonstrate the successful fulfilment of the school's aims as they are keen learners who show flair, energy and enthusiasm in their personal drive for success. The full boarding experience encourages them to work independently and effectively and as a result they achieve highly. Pupils at all levels, including those with SEND and EAL, have excellent levels of knowledge and understanding across all areas of learning. Pupils respond well to the balanced curriculum and demonstrate very high-level skills of learning as they are able to cross reference across disciplines using technical and specialist vocabulary with ease and accuracy. Pupils collaborate readily, and work with great enthusiasm towards common goals as seen in the Year 9 'Form' lessons which allow pupils to develop research and presentation skills. This is in part as a result of the excellent library provision which actively supports and enhances pupils' skill acquisition by providing focused research materials.
- 3.6 Pupils verbal and written communication is exemplary. Skilful teaching encourages pupils to ask challenging questions and as a result they are able to use language adeptly to express a wide range of views, whilst being respectful of others' opinions. In a sixth form modern languages lesson, pupils were able to discuss the central themes of a film under study using excellent critical vocabulary. This was due to their teacher's effective use of the target language and the discursive style of discussion, which prompted full engagement and intelligent contributions. Pupils' use of information and communication technology (ICT) is embedded in their learning. They are encouraged to employ ICT within the classroom and their activities, as evidenced in 'Form' projects and notably in sixth form science, in which pupils were using online e-library resources to undertake research. Additionally, the pupils' ICT skills are further enhanced by their access to the school's virtual learning environment which allows both course and homework to be completed on line.
- 3.7 Pupils' achievements in external competitions, in gaining other academic distinctions, and their success in sport, music and the arts are exceptional and pupils with special talents outside school are also given full support and credit for their achievements. Within the past year pupils have enjoyed success in academic competitions in astronomy, biology, physics, chemistry and mathematics and have gained awards in Latin reading competitions, philosophy essay competitions and in a number of writing awards. Pupils succeed in gaining national music and drama awards, with those in the Combined Cadet Force winning military competitions and forty pupils involved in gold Duke of Edinburgh expedition work. In sport, teams enjoy regional and national success in cricket, athletics, cross country, fencing, fives, netball and lacrosse. In cricket and rugby several pupils have been selected for county academies and pupils have represented their country at international level in sailing, polo and karate. Such successes are encouraged at all levels in the school through the provision of excellent resources and facilities, including the appointment of strengthening and conditioning coaches to support pupils' physical development. As a result of hard training, and the enthusiastic commitment to achieve personal success the pupils attain very high standards in their sport.
- 3.8 Pupils' study and research skills are of a consistent and very high-quality, ranging from detailed note-taking through to excellent research projects of varying age appropriate complexity. This was shown by work produced in a Year 12 project on solar flare emissions and a Year 9 project on the selection of a third runway for either Gatwick or Heathrow airports. Pupils synthesise information effectively, making cross curricular links and using their prior knowledge in new situations. This was seen in a Year 12 philosophy lesson in which pupils were forming their own hypothesis about the intelligible universe using the works of Bertrand Russell, Frederick Copleston and Albert Einstein. Pupils' attitudes to learning are exceptional: they take pride in their work and show initiative and independence, whilst being keen to work collaboratively. This was evidenced in the work scrutiny sample seen by the inspectors. This passion for learning is embedded in the boarding ethos of the school, which promotes a collegiate approach to pupils' learning. Teaching staff and sixth form pupils act as role models in terms of their enthusiasm for learning in and beyond the classroom, which is then emulated by the

younger pupils. The ready access to tutors and house staff for advice and support enables pupils to benefit directly in their work and this is reflected in their high levels of achievement.

- 3.9 The pupils' high levels of attainment are reflected in their performance in public examinations. The following analysis uses national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been well above the national average for maintained schools and above the average for maintained selective schools. The results in IGCSE examinations have been higher than worldwide norms.
- 3.10 Results in A-level examinations have been well above the national average for maintained schools and above the national average for maintained selective schools. Nearly all leavers proceed to universities in the UK with challenging entry requirements or to universities in the USA with equally demanding entry requirements. Where data is available for 2014, results in International Baccalaureate examinations have been higher than worldwide norms.
- 3.11 Data provided by the school shows that pupils with SEND make progress that is in line with their peers. Pupils with English as an additional language (EAL) perform in line with their peers and in some subjects exceed them. These pupils achieve well as their individual difficulties are effectively supported by the learning support department, who carefully monitor these pupils' needs ensuring that teachers adapt their lessons to suit the pupils' needs. More able pupils, including scholars, consistently achieve high levels of success as demonstrated by the Extended Project Qualification and their success with other pupils in a wide range of external competitions and Olympiads. Their drive to extend their learning goes beyond the taught syllabus and the school is currently exploring strategies to further challenge these pupils. Responses to pre-inspection questionnaires by both pupils and parents show that almost all agree that the school enables high levels of progress.
- 3.12 Pupils across the school are keen to make progress and they understand that success is not solely about examination success. They collaborate with their peers, as seen in older pupils assisting younger pupils with research projects and in the coaching of sport. The house system strongly supports this collaboration. Pupils enjoy challenging themselves and others; they actively participate in discussions, read widely and engage fully in co-curricular activities to support their learning. Pupils are highly reflective, positive and appreciative of the opportunities they are afforded at the school. Pupils in a fast-paced Year 11 drama class were persistent in seeking clarification to issues of text in Orwell's *1984*, a technique used by their teacher, to deliberately test the pupils' persistence and promote pupil interaction. The high level of pride that pupils take in their work is evident through their neat, orderly and well-organised books, and their productivity is reflected by the high volume of their work. In lessons. Pupils concentrate well and consistently demonstrate positive attitudes, they enjoy working collaboratively and their interactions as a result are highly beneficial and promote excellent progress.
- 3.13 The pupils' attitudes and success as highly effective learners is due in part to a combination of the careful monitoring provided by the leadership of the school and the boarding ethos of the school. This creates a collegiate approach to learning which successfully permeates the whole school. Extensive use is made of value added data and baseline assessment. The formation of teaching working groups to consider pupils use of, free time, digital technology and study periods, which has involved full pupil consultation are initiatives which encourage pupils to aspire to give of their best. The school has developed close links with Swindon Academy, in the form of a maintained school partnership, which involves academy pupils in Year 7 and 8 engaging with Marlborough pupils and also taking part in a summer activity programme. The school also has a direct link with its partner school Marlborough College Malaysia, a coeducational day and boarding school, which promotes further exchange opportunities for the Marlborough pupils.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school is highly successful in meeting its aims to foster excellence through teaching and learning, promoting the strongest possible educational values in order that pupils develop into responsible and confident young adults. The pupils respond positively to the high standards and expectations set by the leadership, teaching and boarding staff and there is a real sense of community and shared focus, underpinned by the full boarding experience which has a significant influence on pupil's personal development.
- 3.16 Pupils of all ages are extremely self-confident without being overbearing. They show notable resilience and pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in a co-curricular sense. Pupils commented that the Year 9 induction programme was excellent allowing them to settle in rapidly as new pupils. Year 10 and 11 pupils were able to discuss examples from their weekly reviews with tutors, as to how they should move forward both academically and in a personal development sense. SEND pupils were very positive about the help they received from the learning support department which helped support their self-confidence and self-esteem. Conversations with Year 12 pupils in terms of university and higher education options confirmed they that felt well prepared for the next stage of their education as a result of the upper sixth 'Life beyond Marlborough' programme. The vast majority of pupils responding to the questionnaires acknowledged that boarding had helped them become more confident and independent.
- 3.17 Pupils develop an excellent understanding and appreciation of the non-material and spiritual aspects of life. They are highly reflective, using opportunities such as a chapel service, or facilities in the library, to develop this dimension of their lives at the school. The college chapel is seen by the pupils as being central to the development of their spiritual and ethical values and this was demonstrated, during the visit, in the form of the pupils' enthusiastic participation in religious services. Their participation in a wide range of dramatic, artistic and musical activities supports their well-developed aesthetic and cultural sensibilities. The emphasis on happy, thriving boarding communities has a strong influence on pupils' actions and behaviour. Their sense of fair play is exemplified through the 'illuminations initiative' which is an example of a pupil led initiative to ensure that everyone's achievements are recognised, including those gained outside the school. Pupils' spiritual and non-material understanding of life is strongly influenced by whole school events or congregations when there is a national tragedy or in acts of remembrance and in the naming of school buildings, such as the Memorial Hall commemorating former pupils who lost their lives in the first world war.
- 3.18 Pupils have an excellent understanding of right and wrong: they are considerate and kind to each other and their teachers. They understand and respect systems of rules and laws and demonstrate a very keen sense of fair play and justice, challenging injustice where they encounter it. Pupils are quick to acknowledge any transgression when it does occur. A Year 9 exercise on the topic of, 'Anything is acceptable if survival is at stake', generated cogently argued standpoints relating to free will and determinism, providing good evidence of moral and philosophical investigation undertaken by the pupils. Pupils observed during the visit were all well behaved and willingly engaged in discussion, they accept responsibility for their own behaviour, as shown in the voluntary code of conduct that works very well in the school library. They are also quick to show initiative in addressing any issues, as seen in the formation of the LGBT discussion forum. The very large majority of parents responding to the questionnaire acknowledged that the school actively promotes good behaviour and the overwhelming majority of pupils agreed that the school encouraged them to behave well and that they understood the sanctions for poor behaviour.

- 3.19 Pupils are highly socially aware and this is a real strength of the school. They provide much support to their peers, both academically and in terms of developing wider skills. This is a consequence of the school culture of easy relationships and social confidence. Much of this support is unprompted and spontaneous as seen in older pupils helping to coach younger pupils in rugby and other sports, in music, and in academic and project work. Pupils consistently demonstrate advanced skills in terms of working effectively with others, including solving problems and achieving common goals. Sixth form pupils act as buddies to the incoming Year 9 pupils and contact them before they join the school. Older pupils visit local old peoples' homes and day care centres and a conservation and country skills group are involved in projects such as the replanting and preservation of the natural habitat around the river Kennet. Year 12 and 13 pupils work together to coordinate and plan the college's charity events, which this year have included, skydiving, a sponsored walk and a home clothes day at the school. The first Sunday ("Super Sunday") of the summer term is a whole school charitable fund-raising day. Pupils' personal development is greatly enhanced by these opportunities allowing the pupils to take part in largely pupil-arranged charitable events as well as the well-structured outreach programme.
- 3.20 Pupils form very positive and productive relationships with each other, irrespective of culture or background. With the support of the house system, pupils emulate a family approach to building successful relationships, drawing on reflective and restorative practices to enable them to maintain supportive, successful relationships. They have a genuine interest in the world around them, including other cultures, as exemplified by a visit of Dalai Lama's Buddhist monks to the school and the opportunity for pupils to experience Japanese and Arabic off-timetable. They fully appreciate their own privileged backgrounds and are keen to make an impact on the wider world. They demonstrate a high level of sensitivity and tolerance to those from different backgrounds and traditions. Their high degree of curiosity in other cultures and how they live is notable, whether cultivated through linguistic enquiry or through the lively programme of overseas trips, which have included an art trip to Madrid, a history of art trip to Rome, language exchanges to France and Spain and cross-curricular expeditions to Sienna, India and the Azores.
- 3.21 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. The 'Artemis' programme, covers PSHE in Years 9 and 10; in Years 11-13 there are Year-group talks; a food committee and Year group councils regularly meet with the Master. As a result of this input, the pupils feel they have a voice and that they are encouraged to lead a healthy lifestyle and make reasoned choices to keep themselves physically and mentally healthy. The school shows sensitive understanding of the possible impact of mental illness and stress on pupils and strongly promotes the health and well-being of pupils. A pastoral conference, held in January, for parents of pupils in Year 9 and 10, with external specialist speakers, demonstrated the school's commitment in engaging parents in a partnership promoting the personal development of its pupils. In the pre-inspection questionnaires a very large majority of the parents and pupils felt that the school provided a safe and healthy environment with appropriate supervision levels and the overwhelming majority of parents felt that the school is governed, led and managed well. Pupils leave the school as confident individuals having acquired the necessary skills which prepares them well for the next stages of their lives helping them to make a positive contribution to society.

4. INSPECTION EVIDENCE

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

Inspectors

Mr Tony Halliwell	Reporting inspector
Mr Ben Edwards	Compliance team inspector (Head of sixth form, HMC school)
Mr Peter Hamilton	Team inspector (Headmaster, HMC school)
Mr Toby Mullins	Team inspector (Executive principal, GSA school)
Dr Millan Sachania	Team inspector (Head Master, GSA school)
Mrs Katherine Walters	Team inspector (Head of middle school, HMC school)
Mr John Aguilar	Team inspector for boarding (Principal, Society of Heads school)
Miss Julie Chatkiewicz	Team inspector for boarding (Deputy head, GSA school)
Mr Peter Last	Team inspector for boarding (Headmaster, Society of Heads school)
Dr Mary Plint	Team inspector for boarding (Deputy, HMC school)