



INDEPENDENT SCHOOLS INSPECTORATE

STAMFORD SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Stamford School

Stamford Junior School and Stamford High School were inspected at the same time and separate reports published.

Full Name of School	Stamford School		
DfE Number	925/6027		
Registered Charity Number	527618		
Address	Stamford School St Paul's Street Stamford Lincolnshire PE9 2BQ		
Telephone Number	01780 750300		
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Email Address	headss@ses.lincs.sch.uk		
Head	Mr William Phelan		
Principal	Mr Stephen Roberts		
Chairman of Governors	Mr Malcolm Desforges		
Age Range	11 to 18		
Total Number of Pupils	704		
Gender of Pupils	Boys		
Number of Day Pupils	Total	622	Capacity for flexi-boarding: 0
Number of Boarders	Total:	82	
	Full:	46	Weekly: 36
Inspection dates	20 Sep 2011 to 21 Sep 2011		
	17 Oct 2011 to 19 Oct 2011		

PREFACE

This inspection report follows the STANDARD *ISI schedule*. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in October 2005.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

*These Standards Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

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

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted/Commission for Social Care Inspection report refers to an inspection in December 2009 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Stamford School, a day and boarding school for boys between the ages of eleven and eighteen, was founded in 1532 and is one of the three constituent schools of the Stamford Endowed Schools foundation, being the original school in that foundation. The other schools are Stamford High School (for girls aged eleven to eighteen) and Stamford Junior School (for boys and girls aged three to eleven). The sixth forms of Stamford School and Stamford High School are combined for teaching purposes: pupils are taught jointly by staff of both schools, using teaching rooms in each school. The school has a Christian foundation but welcomes pupils from a wide variety of backgrounds irrespective of their personal beliefs.
- 1.2 Since the previous inspection, a new head has taken up post, commencing that role a fortnight prior to the beginning of the inspection, and a new principal appointed, whose role is to oversee the work of all three schools. The school has also increased the number of scholarships and bursaries it makes available. The schools are jointly managed by one board of governors. The foundation has recently become an incorporated charity.
- 1.3 The schools of the foundation share common aims: to create a happy, exciting and supportive environment in which learning is the priority and where young people are inspired to achieve their best in all aspects of school life; to develop pupils' intellectual curiosity; for pupils to have a caring and respectful attitude towards each member of the schools' diverse and welcoming community.
- 1.4 The number of pupils on roll is 704, of whom 189 are in the sixth form. The number of boarders is 82. All pupils new to the foundation when they join at the age of eleven are required to pass an entrance test. The ability profile of the school is above the national average, with a significant proportion of pupils having far above average ability and few pupils having below average ability. Day pupils come from a wide area locally, with very few from a minority ethnic background. A very small minority of boarders have a Chinese background.
- 1.5 The school has identified 79 pupils as having special educational needs and/or disabilities (SEND), of whom 41 receive specialist learning support. Of the 35 pupils who have been identified as having English as an additional language (EAL), 16 receive additional support with English. One pupil has a statement of special educational needs.
- 1.6 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Pupils achieve well in their academic subjects and examinations, and enjoy an assured and happy school life in a well-disciplined atmosphere. The curricular and extra-curricular arrangements are outstanding. The school is largely successful in achieving its high aims for all pupils. A strength of the school is its ability to draw support and practical help from co-operation with the other schools of the foundation, especially at sixth-form level.
- 2.2 The pupils are excellent learners, well rounded, socially adroit, confident and courteous. Their personal development is excellent, and pastoral care and boarding are outstanding. The pupils treat each other well, showing concern for others in the school's civilised and harmonious community. Relationships amongst the pupils themselves and between staff and pupils constitute a strength of the school. The teaching is good and sometimes excellent. Marking and the use of questioning are uneven and too much reliance is placed on worksheets and handouts at times. The parents' support for the school, as expressed in the pre-inspection questionnaire, is very strong. The few pupils who completed their respective pre-inspection questionnaire stated how much they value the school. All the regulatory requirements are met.
- 2.3 All this is achieved by leadership at all levels that is good, and often excellent, and is supported by excellent governance. The school has carried out most of the recommendations of the previous inspection report.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

- 2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendation for further improvement

- 2.5 The school is advised to make the following improvement.
1. Monitor more effectively the quality of teaching, with particular regard to marking, and the use of questioning, and of worksheets and handouts, in order to ensure that all teaching matches the high standard of the best.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The quality of the pupils' achievement is good, and they are excellent learners: they are very well educated in accordance with the school's aim to develop their intellectual curiosity. They demonstrate good and sometimes excellent levels of knowledge, understanding and abilities in both curricular and extra-curricular activities. Throughout the school, the pupils develop well in listening, reading and writing, logical and independent thought, creativity, as seen in music and drama, the application of mathematics, and a wide range of physical activity. The pupils are well spoken and articulate, and they write good continuous prose when given the opportunity. They make apt use of information and communication technology (ICT) across the curriculum. Almost all go on to higher education, most to their first-choice university and course.
- 3.2 The following analysis of examination results uses the national data for the years 2008 to 2010, the most recent three years for which comparative data is available. Results at GCSE have been above the national average for boys in maintained schools and similar to the national average for boys in maintained selective schools. A-level performance has been above the national average for maintained schools. Results were above the national average for maintained selective schools in 2008 and 2010, and similar to the national average for maintained schools in 2009. Therefore, results at GCSE and A level are good in relation to pupils' abilities, indicating that their progress throughout the school is above the average for pupils of similar abilities, as confirmed by standardised measures of progress. The school has introduced the International GCSE (IGCSE) examination in several subjects to provide more challenge.
- 3.3 Pupils also perform well in competitions such as the mathematics, biology and chemistry Olympiads. On three occasions in recent years, the school has won a national university-based chemistry competition and pupils have gained Arkwright scholarships, awards to those who aspire to a career in engineering. Pupils achieve well in their various extra-curricular activities, such as sport, where local, area and national honours are won. Participation in the Combined Cadet Force (CCF) and The Duke of Edinburgh's Award scheme, with success up to gold standard, also demonstrates pupils' ready uptake of opportunities to excel.
- 3.4 Pupils have excellent attitudes to learning: they are very well behaved, interested and attentive. They apply themselves promptly and sustain a high level of concentration. They work hard and show persistence. Their relationships with teachers are excellent. In response to the previous inspection report, the school has sought to overcome matters of punctuality, especially at sixth-form level, with a timetable that enables pupils to cover the distance between sites. This has now largely eliminated lateness. Pupils are courteous and show good manners in and outside the classroom.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The curriculum and the extra-curricular provision are excellent. All parents who responded to the parental questionnaire agreed that pupils are provided with an appropriate range of subjects.
- 3.6 The curriculum is very effective in its coverage of the requisite areas of learning. It makes an excellent contribution to the academic progress of the pupils by offering a balanced yet varied range of subjects. Throughout the school, personal, social and health education topics are covered coherently. Careers education, including guidance for university applications, is thorough and is co-ordinated with Stamford High School.
- 3.7 The curriculum is very well suited to all ages, abilities and needs. It is very effective in meeting the aims of the school. A broad range of subjects is offered in the first three years, which includes the core subjects, a choice of four modern foreign languages and Latin. The school offers a wide range of subjects at GCSE. Pupils in the top set in mathematics have the opportunity to take an AS-level module in conjunction with the IGCSE. In the sixth form, the pupils are able to choose from an extensive selection that is enhanced by subjects available at Stamford High School. The previous inspection report recommended that more consistent attention should be given to the learning needs of gifted and talented pupils. The school has responded well with the introduction of the Independent Learning and Intellectual Curiosity programme, which aims to harness pupils' individual creative talents in terms of their own thinking and learning. Pupils with SEND are supported well, as are pupils with EAL. The previous inspection report recommended improvement in the quality of library provision and the school has responded very well, with the provision of excellent library and resource centre facilities, well organised and used by pupils across all age ranges.
- 3.8 The curriculum is enriched by an extensive range of extra-curricular activities, including voluntary Saturday morning pursuits for all. In addition to subject-based activities, such as the English literature society and the politics club, they range from the CCF to drama and debating. The pupils themselves are active in running these societies. Sport plays a key role, with many opportunities for pupils to represent the school or their house. Pupils benefit from high standards of specialist coaching in several sports, sometimes by former England players, and make good use of the school's excellent facilities. Pupils take part in competitions such as a Bank of England economics challenge, Young Enterprise and external English speaking competitions. The role of the houses within the life of the school is significant, providing opportunities in a wide range of activities such as the house music competition. The curriculum is further enhanced by a programme of trips and educational visits, such as the Year 7 outward bound trip to Norfolk, helping to build confidence and raise self-esteem. Pupils benefit from the school's very good links with the community, assisting in local primary schools with sport coaching or visiting the elderly in the area. Members of the community also come into school and in an assembly the police addressed the pupils about protection from theft, and safety with fireworks. Pupils, as well as the recipients, benefit from their involvement with charities such as The Evergreen Trust, a local organisation supporting the elderly, and the air ambulance service. They benefit from taking part in Remembrance Day and Battle of Britain Day parades and services, and the senior pupils volunteer to be blood donors.

3.(c) The contribution of teaching

- 3.9 As at the time of the previous inspection, the quality of teaching is good and sometimes excellent, and largely fulfils the school's aim to create an exciting and supportive environment where young people are inspired to achieve their best and to develop their intellectual curiosity. The relationship between staff and pupils is a particular strength of the school, and lessons are conducted in a friendly, mutually respectful and co-operative atmosphere. Many teachers tailor their lessons to the needs of individuals and have high expectations of the pupils, whom they know very well. The pace of lessons is usually appropriately rapid. Effective learning support is given to those who need it, including those for whom English is an additional language. Teaching frequently encourages independent and co-operative learning where appropriate, and sometimes produces lessons that are challenging and engaging, especially at sixth-form level.
- 3.10 Lesson planning is good and often excellent, and teachers provide challenge in class and with prep. Lessons are well organised to cater for the needs of the pupils, and usually cover the content within the time available. Teaching provides classroom discipline with a light but effective touch. Teachers ensure that pupils' concentration is maintained, and lessons are characterised by quiet industry. Teaching uses different methods effectively. In many lessons, teaching makes excellent use of open questioning, in a variety of ways, to promote pupils' engagement. Particularly good examples were seen in modern foreign languages, to ensure a wide spread of participation from pupils in accordance with their individual abilities. In some subjects, teachers asked more limited questions or selected for answering only those pupils most eager to involve themselves. Teaching generally uses resources well, although some over-use of worksheets and handouts limits the responses of pupils, restricting their engagement with the material in hand, and providing fewer opportunities for them to write continuous prose. Other resources, such as ICT, including the many interactive whiteboards, are used to very good effect.
- 3.11 The school has a detailed overall framework to assess pupils' work regularly and thoroughly. Many departments have carefully considered assessment criteria, and promote high standards of diagnostic marking. The previous inspection report mentioned a lack of consistency in the quality of diagnostic marking. The school has taken steps to improve. Many examples of excellence exist where the marking explains and justifies the mark, points out the work's strengths and weaknesses, and offers suggestions that help pupils to learn from their experience. In a minority of cases, marking is still cursory and falls below the generally high standard, with insufficient feedback to enable pupils to make further progress. Teachers possess excellent subject knowledge and are often enthusiastic in the teaching of their specialism, frequently conveying a love of their subject.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The spiritual, moral, social and cultural development of the pupils, judged to be good at the time of the previous inspection, is now excellent. The school fulfils very well its aim to nurture a caring and respectful attitude towards each member of a diverse and welcoming community. The pupils treat each other well, showing concern for others, and an unassuming confidence and self-possession in its civilised and harmonious community. Particularly in the sixth form, pupils are self-aware. They reflect on the meaning of life and other metaphysical concepts.
- 4.2 The pupils' spiritual development is good. They grow spiritually through the very good philosophy and ethics lessons in Years 7 to 9, in which they participate enthusiastically; this continues as an option from Year 10. Pupils also participate well in their weekly chapel services through singing and in prayer. The chaplain, who serves all three foundation schools, also makes good use of the many informal opportunities to discuss ethical and spiritual matters, and the pupils respond well. Some attend the Christian Union and philosophy clubs.
- 4.3 The pupils develop an excellent moral awareness. They have themselves produced a helpful 'manners charter', which sets out the rules they have established for their own conduct. Almost all of the parents who responded to the parental questionnaire agree that the school achieves high standards of behaviour. Pupils readily engage with moral issues.
- 4.4 Pupils also demonstrate an excellent social awareness. Virtually all the parents who responded to the parental questionnaire agreed that the school promotes worthwhile attitudes and views. Pupils show concern for others through support for such charities as The Evergreen Trust and Help for Heroes. Approximately £10,000 a year is raised for good causes. An active school council enjoys wide support, and many senior pupils are involved in mentoring the younger pupils. In Year 11, for instance, pupils accept leadership responsibility for mentoring those in Years 7 to 9, and senior boarding pupils have extensive responsibility for the smooth running of their boarding house. A particularly high proportion of the pupils are engaged at all levels of The Duke of Edinburgh's Award scheme. Through the CCF, boys demonstrate the ability to lead and to follow, and they develop their understanding of the value of order and discipline.
- 4.5 Pupils develop a very good understanding of, and respect for, different religions and cultures. They study with interest and engagement a range of religions and belief systems in philosophy and ethics lessons, and the diverse pupil body, including boarders from a range of countries overseas, helps to develop an appreciation of other cultures. The school also runs a wide range of language exchanges, overseas expeditions and sports tours, some of which involve project work in the local communities. The pupils develop a good appreciation of Western culture through participation in the various opportunities for music and drama, and in trips to the theatre. Two productions in the last year have been directed entirely by the pupils themselves. Examples of the pupils' very good artwork are on display around the school.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The staff provide outstanding support and guidance for the pupils in accordance with the school's aim to create a happy, exciting and supportive environment. Though few pupils chose to complete the pre-inspection questionnaire, those who did were very supportive of the school. In the questionnaire and in interviews, pupils showed that they value the pastoral support provided and appreciate the attitudes and views promoted by the school.
- 4.7 The excellent relationships and mutual respect shown between pupils and staff help to facilitate effective pastoral care. Comprehensive policies and effective communication between the staff at different levels, who constitute what is termed the 'pastoral pyramid', help to ensure that any concerns which do arise are dealt with appropriately and promptly. Effective management by the head of boarding and section heads, together with regular meetings of heads of year and form tutors, allows the school to check that the needs of all pupils are met and that parents are also informed of developments. The effective school council also influences school life to good effect.
- 4.8 A relatively recent innovation is the development of Year 11 prefects within an increasing role in leading the organisation of younger pupils, in support of their well-being. Similarly, Year 11 mentors play a key role in supporting pupils in Years 7 to 9, and they made a valuable contribution to recent whole-school in-service training on issues surrounding cyber-bullying.
- 4.9 Pupils are encouraged to live healthily. They learn about being healthy in their science lessons and by taking regular physical exercise as part of the curriculum, and benefit from extra-curricular sports and games; the school's sporting traditions ensure that they have numerous opportunities for participating in organised teams and other physical activities. Through the wide choice and quality of the meals, pupils eat well and learn about sensible nutrition.
- 4.10 Policies to promote good conduct and behaviour are effective and are very familiar to pupils, being displayed around the school and in the pupil planner. They emphasise the need to show consideration to all members of the school community regardless of age or position and this is evident in the excellent deportment of pupils observed during the inspection.
- 4.11 The safeguarding policy meets requirements and is implemented successfully. All staff regularly receive suitable training. All necessary measures are taken to reduce risks from fire and other hazards. An appropriate anti-bullying policy is implemented and pupils say that instances of bullying are rare and dealt with promptly and effectively. Arrangements to ensure health and safety are effective and include excellent provision for pupils who are ill. The school has a suitable plan to improve access for those with SEND. The admission and attendance registers are meticulously maintained and stored electronically as required.

4.(c) The quality of boarding education

- 4.12 The experience of boarders is outstanding, and enhances their education and personal development, in line with the school's aims. The school recognises educational advantages in boarding and integrates all that it does into the life of the boarders. Boarding is extremely well managed and the well-being of the pupils assured. Relationships amongst the boarders and between staff and boarders are outstanding. Boarders receive excellent support from boarding staff, and very much appreciate the commitment of the staff and the fact that they are both readily available and approachable. Each year, the school admits several pupils, often from overseas, who are new to boarding and they report that they are made very welcome, inducted into the school, formally and informally, and that they settle in quickly. The school is committed to boarders and the improvement of boarding as a whole. The standard of accommodation in both houses is very high: they are comfortable, safe, functional and attractive. The houses are excellently maintained. The medical facilities are outstanding.
- 4.13 Boarders enjoy a well-balanced and substantial diet, and say that the quantity of food is plentiful. The cuisine of different countries is frequently on the menu. Boarders have access to a wide range of varied activities both during the week and at weekends. All of the school's extensive facilities are available to them. They especially enjoyed the challenge of cycling around Rutland Water on a recent weekend excursion.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governing body provides excellent oversight of the school and discharges well its responsibilities for educational standards, financial planning, and investment in staff, accommodation and resources. It ensures that the school fulfils its aims. The three schools of the foundation share one governing body but each school has sufficient autonomy to run its own affairs well. They have a common purpose and aims. Some appointments, such as bursar, chaplain and director of studies, apply to the whole foundation. A sound development plan provides effective strategic guidance, with an especial concentration on teaching. A feature is the continuous mission to improve the existing good provision. The governing body enables the school to provide excellent facilities, and a new swimming pool and sports centre were being constructed at the time of the inspection. The governors seek to ensure that the school takes its charitable status seriously, especially through the provision of bursaries; the school's declared aim is to make these available to a third of its pupils. The governing body, too, is conscious of the foundation's profile within the locality. Amongst their number, the governors have much experience, including local knowledge, and professional expertise, and they work well through a logical system of sub-committees.
- 5.2 The governing body has a very good insight into the working of the school and provides support and stimulus for growth and improvement. The governors are informed by regular and comprehensive reports and they visit the school frequently. An effective scheme of induction benefits new governors.
- 5.3 The governing body is effective in carrying out its responsibilities for child protection, welfare, health and safety throughout the school. All necessary recruitment checks are made and carefully recorded. All required policies are in place, implemented and regularly reviewed.

5.(b) The quality of leadership and management

- 5.4 At all levels of responsibility the leadership and management of the school are good, and they are excellent in some respects. Leadership and management provide clear educational direction, as reflected in the quality of the pupils' education and the excellent standard of their personal development. They are also largely effective in self-evaluation, setting priorities and ensuring that they are achieved. Members of the leadership team are accessible to the whole school and know the pupils as individuals. Management staff apply the school's policies and procedures with sound judgement.
- 5.5 Pastoral leaders, comprising heads of school sections and of the boarding houses, are especially strong. Some of the academic managers have not always sufficiently monitored such matters as marking, and the use of worksheets and handouts, and of questioning by teachers. The school is aware of these matters and is taking steps to deal with them.
- 5.6 The principal very effectively fulfils his role to liaise with, connect and support the three schools of the foundation. This allows the head freedom to deal with matters particular to his school. The principal keeps and allocates judiciously the budget

allocated for the schools. The links between the schools, as seen, for instance, in the sixth-form arrangements, constitute one of the strengths of the school.

- 5.7 Management is successful in securing, supporting, developing and motivating well-qualified staff and ensuring that they are suitably trained for their roles in safeguarding, welfare, health and safety. The school has thorough arrangements for checking the suitability of staff, including volunteers, supply staff and governors. The school responded to the recommendations of the previous inspection report, but unevenness of marking still exists.
- 5.8 The bursary prudently and effectively looks after the school's finances, supervises the support staff and is responsible for the buildings and grounds, which are in excellent condition. The support staff are dedicated and serve the school very well.

5.(c) The quality of links with parents, carers and guardians

- 5.9 The school's links with parents are good, supporting its aims and the pupils' education. Good relationships are maintained with parents, who are very supportive of the school. The school has an excellent website with a parent portal, and sends home a very informative termly newsletter. Regular and thorough reports on pupils' progress are sent to parents, and information packs for new parents are excellent. Regular evening meetings for parents to discuss their children's progress are held and the school has altered some details of the format of these at the suggestion of parents. Members of the pastoral staff are clearly approachable, and seek to resolve pastoral concerns swiftly. Some evidence was seen in class of steps to promote curricular links with parents: in a philosophy and ethics lesson, for example, the pupils were encouraged to discuss moral issues with their parents at home.
- 5.10 Parents are extremely satisfied with the education and support provided for their children. Parental responses to the pre-inspection questionnaire indicated very strong support for the school. No items of concern were raised by a significant number of parents but a small minority feel that opportunities for them to be involved in the life of the school are somewhat limited. The school is already addressing this by developing plans to create a formal parents' and friends' association. Parents were particularly pleased with the progress their children are making, the range of subjects available, extra-curricular activities and other areas of experience offered, the quality of pastoral care, the values promoted, the quality of communication, and the governance and management of the school. Occasionally, the school organises its own parental surveys. Parents are warmly welcomed to school events such as concerts, plays and matches.
- 5.11 Parents of current and prospective pupils are suitably provided with all the required information about the school. Comprehensive information about the school and its policies is easily accessible on the school's website. The school handles the concerns of parents with care and follows its published procedures.

What the school should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chairman of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mr Eric Hester	Reporting Inspector
Mrs Margaret Burnet Ward	Head, HMC school
Mr Andrew Colpus	Second Master, HMC school
Mr George Fussey	Head of Tutoring, HMC school
Mr Andrew Johnson	Headmaster, HMC school
Mr Neal Parker	Head of Faculty, HMC school