



ISI Independent
Schools
Inspectorate

**Focused Compliance and Educational Quality Inspection Report
For Schools with Residential Provision**

Burgess Hill Girls Senior School and Sixth Form

February 2023

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School's Details

School	Burgess Hill Girls Senior School and Sixth Form			
DfE number	938/6201			
Registered charity number	307001			
Address	Burgess Hill Girls Senior School and Sixth Form Keymer Road Burgess Hill West Sussex RH15 0EG			
Telephone number	01444 241050			
Email address	reception@burgesshillgirls.com			
Head	Mr Lars Fox			
Chair of governors	Dr Alison Smith			
Proprietor	Burgess Hill School for Girls Company			
Age range	11 to 18			
Number of pupils on roll	342			
	Day pupils	299	Boarders	43
	Seniors	283	Sixth Form	59
Inspection dates	7 to 9 February 2023			

1. Background Information

About the school

- 1.1 Burgess Hill Girls Senior School and Sixth Form is an independent day and boarding school for females. Established in 1906, it moved to its present site in 1928. The school is a charitable trust with a board of 11 governors responsible for overseeing the junior and senior schools. There are two boarding houses for pupils aged 11 years or above. Since the previous inspection, a new head teacher has been appointed, as well as a few senior and middle leaders.

What the school seeks to do

- 1.2 The school aims to provide an outstanding academic education which inspires every pupil to excel. It seeks to empower girls to become confident, successful citizens with a sense of moral responsibility to their community and to society, enabling them to lead fulfilled and productive adult lives.

About the pupils

- 1.3 The majority of day pupils live within a 25-mile radius of the school and mainly come from professional and business backgrounds. The majority of boarders originate from overseas. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 72 pupils as having special educational needs and/or disabilities (SEND), the majority of whom have difficulties associated with dyslexia, and 52 receive additional support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 50 pupils, of whom 25 receive additional support for their English. Data used by the school identify 140 pupils as being the most able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are 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 FOCUSED 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 standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. 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 standards 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 2022 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 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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. It also includes 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 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.
- 2.21 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 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.

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all abilities achieve excellent examination results, enabling them to progress to higher education establishments of their choice.
 - Pupils are excellent communicators and active listeners.
 - Pupils achieve highly in a broad range of academic and other areas including sport, music and the creative and performing arts.
 - Pupils display excellent attitudes to learning; they work independently and collaboratively with purpose and commitment.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils of all ages develop excellent levels of confidence.
 - Pupils have a clear sense of right and wrong and uphold the values of the school.
 - Pupils display marked social awareness and work together to great effect.
 - Pupils know how to stay safe and keep mentally and physically healthy and they make informed decisions to enable this.

Recommendation

- 3.3 The school is advised to make the following improvement.
- Further extend pupils' knowledge and skills of social need through their suggestions for opportunities to engage with, and volunteer in, the local community.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The achievement of pupils, including those with SEND and EAL, is excellent. Pupils' attainment at A level in 2022 was high, with nearly a third of results graded A*. This level of achievement mirrors the centre- and teacher-assessed results in 2020 and 2021. As a consequence, the vast majority of pupils gain places at their first choice of university, often with highly demanding entry requirements. Pupils' performance at GCSE reflects a similar picture. In 2022 over a third of results were at the top grade 9, similar to results in 2020 and 2021 in the centre- and teacher-assessed assessments. Data show that pupils attain higher examination grades than expected for their ability. The quality of pupils' work and

their achievement in the higher and extended project qualification (HPQ and EPQ) further reinforce this. Pupils with SEND or EAL perform in line with their peers because of leaders' establishment of a comprehensive attainment and progress tracking system, together with the strong support of teachers and their informed awareness of each pupil's individual needs. The vast majority of parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress and that their needs are met effectively.

- 3.6 Pupils' knowledge, skills and understanding across the curriculum is outstanding, strongly supported by carefully structured and well-paced lessons. This ensures that pupils' needs are met and that they are constantly challenged and confident to ask questions to enrich their understanding. In a Year 8 history lesson, pupils demonstrated excellent recall of knowledge to skilfully synthesise aspects of their learning and link these to form new extended ideas focused on the slave trade. In Year 7 design technology, pupils were highly adept at understanding instructions, combining manual dexterity in handling a range of tools, and managing time and space to produce excellent final products. This requires skilful linguistic, mathematical, scientific, technical, creative and physical abilities. Pupils take pride in their work, as reflected in the quality of their workbooks and projects, and feel a strong sense of responsibility and life-long love of learning in line with the school's aims. From a young age, pupils are asked open questions, requiring justification and analysis in order to excel in their answers.
- 3.7 Pupils are excellent communicators both formally and informally, marked by natural honesty. In lessons, pupils articulate their ideas with ease and clarity, as in Year 11 religious studies (RS) which debated the effectiveness of the prison system in the UK. Pupils write with feeling and fluency. This is a notable characteristic of workbooks and lessons across all age groups, as in Year 10 geography assignments incorporating excellent examples of extended writing on the impact of climate change and cogent arguments for certain actions. Pupils are avid readers and make excellent use of resources in the library and sixth-form study areas to enhance and broaden their knowledge. Pupils are attentive listeners and converse naturally with each other and with their teachers. They display confidence in public speaking and say this is because debating and drama helps to encourage and nurture them to develop their skills. Pupil participation in a range of activities, which support the development of communication skills such as spelling club, is high. Boarders with EAL say they have rapidly developed their linguistic skills through their involvement in key events such as the Tomorrow's Women conference. This event, devised by sixth-form pupils, focuses on the role of women in a variety of industries.
- 3.8 Pupils display strong numeracy skills and confidently apply these to different subjects. They develop their skills from an early age. Pupils' success in national mathematics and science challenges reflects their excellent mathematical knowledge and skills. In a Year 12 physics lesson introducing Kirchhoff's Law, pupils expertly and readily manipulated formulae and substituted values with great precision. In meetings pupils explained with enthusiasm how they use their mathematical skills in many disciplines and in imaginative ways, as for example in classics, calculating denarii to sesterce. Pupils enjoy mathematics and apply their knowledge to show logical thinking and excellent ability to problem solve at all levels. This was demonstrated by Year 7 pupils working in groups in enterprise, accurately calculating costs for proposals to devise the best eco-friendly product. The assumption that pupils can transfer their numeracy skills is implicit and never explicit in the instructions of teachers, giving rise to a view that the pupils grow with the expectation that they will need to use their skills and knowledge in many areas along their learning journey.
- 3.9 Pupils are highly competent in the use of information and communication technology (ICT) and apply their skills effectively across a range of subjects. They clearly express that they know how to use ICT safely and adopt an excellent, considered attitude as to when it is appropriate to enhance their work or learning through ICT. In a Year 9 music lesson, pupils made outstanding progress using ICT, enthusiastically working in pairs on a digital musical piece to create and deliver their own high-quality rendition. Pupils use ICT adeptly to empower independent learning. In a Year 10 mathematics lesson, unprompted by their teacher, pupils expertly recalled notes on their devices from a previous lesson

to contribute ideas in a plenary session. Pupils have adapted quickly using ICT to meet their individual needs and learning styles, and highly value their teachers' immediate feedback. This enables them to increase the rate of progress in their learning.

- 3.10 Pupils demonstrate excellent study skills, as endorsed by the high number of positive parental responses in the questionnaire. Pupils are genuinely motivated to succeed and have high aspirations. They are curious, analytical learners, willing to take intellectual risks as they are encouraged by teachers and a non-judgemental school ethos where mistakes are viewed as positive opportunities to learn. Pupils' ability to argue cogently and handle complex ideas is reflected clearly in HPQ and EPQ projects. These demonstrate extensive research and referencing, resulting in outstanding written work in scientific, philosophical and literary fields, as exemplified in assignments on Alzheimer's disease and gender verification in elite sports. Pupils collaborate naturally, acting as critical friends in peer review focused on how to improve their work further, as clearly demonstrated in a Year 10 English lesson. In Year 11 textiles, pupils were keen to show how they research and interpret artists' work to inspire their own pieces, using a variety of highly accomplished skills such as dyeing, sewing, embroidery and weaving to great effect. Boarders say they feel confident and inspired to develop their ideas in creative subjects
- 3.11 Pupils willingly and successfully participate in the school's extensive co-curricular programme. Pupils say they develop resilience and confidence as they gain new skills. The variety of activities enriches pupils' education and is a major strength of the school, as endorsed by the parental questionnaire responses. The commitment of senior leaders and governors to a holistic co-curricular offering firmly underpins high achievement in many fields, enabling pupils to develop their talents wherever they may be. Pupils value recognition of their achievements in the broadest sense, and not just the academic. There is excellent participation in sport for all pupils, regardless of ability, with the school providing them with the support and resources to fulfil their potential. Pupils achieve notable success and excel at local, regional, national and international level, both individually and with their peers in a wide range of areas. These include swimming, performing arts, skiing, volleyball, athletics, debating, equestrian, dance, the Duke of Edinburgh's Award Scheme and music, with many grade 8 achievements. There is also national recognition for pioneering work in LGBTQ+.
- 3.12 Pupils display exemplary attitudes towards their learning. They approach their studies with energy and commitment, working effectively both independently and collaboratively with their peers, marked by respect. They understand the importance of taking charge of their work and are diligent, resourceful learners. They want to do their best and push themselves to the next level, giving generous time and support to others, as exemplified by the excellent peer mentoring in mathematics and in English where older pupils help younger pupils read. Pupils display genuine joy and seamlessly move between working independently and collaboratively when the situation demands, as in the latest major school drama production. In a Year 13 psychology lesson, highly animated pupils discussed gender and cultural bias, challenging each other, whilst listening with respect. Pupils learn with purpose, encouraged by the guidance and high expectations from their teachers. Boarders say they learn well how to approach work and organise and motivate themselves. They greatly value the EAL support which enables them to gain the necessary skills and confidence to achieve highly.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of self-confidence in their academic work, as in HPQ and EPQ projects, and in activities. This quality is promoted by the school's strong focus on developing confident, successful citizens. In the questionnaire, the vast majority of parents agreed that the school helps their child be confident and independent, and that boarding supports boarders' personal development. Pupils know themselves well, are courteous and care about others. As an example, in a Year 8 personal, social and health education (PSHE) lesson pupils wrote a letter to a younger self, giving

advice such as, “The importance of being you and how it can be important to be true to yourself.” Pupils enjoy taking on new challenges such as new mathematical theory, and feel safe in articulating their anxieties such as, “It’s tough, but it makes sense”. In meetings, pupils expressed how becoming involved in different activities has helped them to build resilience and self-awareness, which increases further in the sixth form as pupils run clubs. In a choir rehearsal all pupils, including EAL, showed excellent self-discipline and perseverance in sticking to the task to ensure an accurate and highly enjoyable rendition.

- 3.15 Pupils demonstrate very good awareness of how the decisions they make will affect their future and that of others. They show sensitivity, care and consideration towards their peers and other members of the school community. They greatly value the support and guidance of their teachers. In science, technology, engineering and mathematics club Year 7 pupils displayed very good decision-making skills as they worked out how best to design their hedgehog houses to ensure the hedgehog is comfortably accommodated. In Year 10 art pupils’ careful evaluation of the work of a photographer was used as a basis for decision making in their own projects, skilfully using photoshop for enhancement. Year 8 pupils in PSHE gave excellent examples of where money can be divisive in life, explaining how decisions about gambling and online interaction can negatively affect life chances. Pupils show an excellent understanding of the dangers associated with their personal digital footprint, and the need to make the right decisions.
- 3.16 Pupils have an inherent, subtle sense of spirituality and show deep appreciation of non-materialistic aspects of life and how these strengthen their self-awareness. They have a natural sense of being, as displayed in the outstanding artwork throughout the school, reflecting pupils’ individuality and different ideas. In written work, pupils display marked empathy for world issues such as historical analysis of the differences in the observance of Catholicism in the communist world. In a RS lesson, sixth-form pupils commented on how they can look at all the perspectives and take a step back, enabling them to appreciate people’s differences and enrich their spiritual understanding of others. Pupils value the opportunities for mindfulness in PSHE, quiet rooms for prayer and the calm and welcoming school environment which affords time and space for quiet reflection. Pupils enhance their spiritual dimension through music and drama and other avenues, such as photography, with examples of excellent self-reflection captured in the photography journal.
- 3.17 Pupils from a young age have a well-developed sense of right and wrong and demonstrate strong moral sensibilities. In Year 10 Latin focusing on the behaviour of different ranks of society and the moral attitudes of a different time, pupils exhibited a mature understanding of right and wrong and the impact that an individual’s behaviour has on those around them. Year 11 RS pupils showed incisiveness discussing the mental anguish and moral dilemmas in *Crime and Punishment*. Pupils know what good behaviour looks like, as in their response to the questionnaire confirming they understand the school’s expectations with regard to their conduct. Some pupils in response to the questionnaire felt they are not treated fairly. However, through discussions with a range of pupils both formally and informally, and through direct observation, inspectors experienced much kindness, respect and fairness amongst pupils and staff. Pupils understand the school’s system of rewards and sanctions. Behaviour amongst pupils of all ages is excellent, with minimal intervention needed from teachers.
- 3.18 Pupils have an outstanding awareness of the importance of helping others. They take their responsibilities seriously and understand how their roles contribute to upholding the values of the school. Pupils of different ages demonstrate highly developed levels of interaction and co-operation between themselves and their teachers. Mutual support is a strong feature amongst pupils and teachers. Pupils work naturally and effectively with each other, as in a Year 9 geography lesson focused on hardship and understanding the life of a young girl affected by climate change in Bangladesh. Pupils speak positively about the value of school and boarding councils which enable them to work together to develop their social skills and support school improvement, such as devising new school menus. Pupils talk confidently about a desire to help other pupils and not just their friends, and associate with other age groups in shared experiences, as in the house drama or poetry competitions. In a Year 11

tutor group, pupils discussed Throw Back Thursday sharing positive experiences of the week with each other, such as their involvement in play rehearsals. They speak with sensitivity, highlighting how having a positive outlook impacts not only on the individual concerned but also on those around them.

- 3.19 Pupils demonstrate excellent contribution to others. This is because they are committed, proactive, outward looking and keen to act on opportunities. Pupils devote time and effort towards charity work and fundraising. Through the houses and pupil led clubs like Make a Difference, they work hard to raise awareness of, and funds for, many charities, including local food banks, International Day for Ukraine and local hospices. Pupils' desire to reach out into the community and the impact this has is evident in the work of Tomorrow's Women run by pupils themselves: recently they organised a successful event at a local secondary school, bringing in ten pupils from local maintained schools to participate. Boarders say they enjoy taking on roles, for example, pupils in Year 11 held a tea party for the local elderly and their carers. At Chinese New Year, boarders visited a local Brownies and Rainbows to perform the Dragon dance. Pupils appreciate and value the school's efforts. However, in discussion, pupils expressed the desire to further their knowledge and ownership of initiatives with regard to their contribution to the lives of others beyond the school community. This view was shared by the inspection team.
- 3.20 Pupils have an excellent, balanced and empathetic view of diversity and inclusion. This is reflected in the high standards of behaviour towards each other, through different friendships and the variety of clubs. This includes the excellent work of the pupil led LGBTQ+ group which actively promotes knowledge and understanding of diversity with focus and energy. Pupils say that they get on very well, explaining, "It's that kind of place; you can be yourself and no one will judge you". Boarders express perceptive and mature views on differences, citing that everyone has differences, and it is only when you get to know people that you appreciate why this is and what it means. Almost all parents in their response to the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance of others. Almost all also said the school treats children fairly, regardless of their sex, faith, race or needs. Pupils are sensitive to individuals' needs. In Year 10 PSHE, pupils demonstrated excellent awareness of the need for special diets due to religious and cultural differences, medical needs and lifestyle choices when constructing a healthy meal plan.
- 3.21 Pupils have trust and confidence in their teachers and know who to approach to discuss any concerns. Although some pupils in the questionnaire did not agree that the school encourages a healthy lifestyle, pupils spoken to expressed clear understanding of its importance through a good work-life balance, with ample focus on healthy eating and good habits provided by the school. Pupils speak highly of the efforts made by the catering team to ensure pupils are happy and their needs are met. Pupils understand that academic success is not a matter of "pride in how many hours worked", but the result of "smart working and living choices". Pupils' awareness of the importance of well-being and mental health is demonstrated through their excellent understanding of their roles within a peer review process: protecting the mental health of the recipient of criticism and the reciprocal need for them to give feedback in a positive way as a critical friend. Pupils value the school's pro-active approach to health and safety, well-being, and the different support systems in place, such as the medical centre and mental health first aiders. This enables them to keep safe and learn with enjoyment. Pupils of different ages have a mature and thorough understanding of measures to take to stay safe online, as confirmed in meetings and by their highly positive questionnaire responses.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions 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 form meetings. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr John Aguilar	Reporting inspector
Mrs Diane Durrant	Compliance team inspector (Former deputy head, SofH school)
Mr Will Williams	Team inspector (Head, ISA school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)