



ISI Independent
Schools
Inspectorate

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

Cheltenham College

April 2023

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School's Details

School College	Cheltenham College		
DfE number	916/6033		
Registered charity number	311720		
Address	Cheltenham College Bath Road Cheltenham Gloucestershire GL53 7LD		
Telephone number	01242 265600		
Email address	info@cheltenhamcollege.org		
Headteacher	Mrs Nicola Huggett		
Chair of governors	Mr William Straker-Nesbit		
Proprietor	Cheltenham College		
Age range	13 to 19		
Number of pupils on roll	736		
	Day pupils	147	Boarders 589
	Seniors	433	Sixth Form 303
Inspection dates	25 to 27 April 2023		

1. Background Information

About the school

- 1.1 Cheltenham College is a co-educational independent day and boarding school. It has an attached preparatory school under the same foundation. It is a registered charity, which is overseen by a board of governors known as the Council. The school was established in 1841, as a school for boys, founded on Christian principles. Girls were admitted into the sixth form in 1981 and the school became fully co-educational in 1998. The school has eleven houses, two of which are for day pupils only, whilst the others provide for a mix of full and part-time boarders.

What the school seeks to do

- 1.2 The school aims to equip pupils to lead purposeful and fulfilling lives by providing an excellent all-round education, which is founded on Christian principles. The school fosters intellectual curiosity, talents beyond the academic sphere, skills for a modern world and a commitment to the service of others, as well as the development of spiritual, moral and aesthetic awareness within themselves.

About the pupils

- 1.3 Day pupils come from families with a range of backgrounds, living within a 20-mile radius of the school. Boarders come largely from the United Kingdom, with about a fifth living overseas. Standardised test data provided by the school indicate that the ability of the pupils is broadly average. The school has identified 105 pupils as having special educational needs and/or disabilities (SEND), mainly for issues related to dyslexia, 42 of whom receive additional support. No pupil currently has an educational, health and care (EHC) plan. English is an additional language (EAL) for 160 pupils, of whom 72 receive additional support. The school identifies 76 pupils as being the most able in its population and provides a programme of enrichment for all pupils through a wide range of activities and opportunities, both inside and outside the classroom.

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 The school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 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.
- 2.5 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. 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.
- 2.7 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

- 2.8 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. 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, 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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and 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 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 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. 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>
3 rd Form	Year 9
4 th Form	Year 10
5 th Form	Year 11
Lower 6 th Form	Year 12
Upper 6 th Form	Year 13

Key findings

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

- Pupils make excellent progress in developing a wide range of knowledge, skills and understanding.
- Pupils are excellent communicators; in particular they are articulate and expressive speakers and respectful listeners.
- Pupils' application of information and communication technology (ICT) skills across all subjects is outstanding.
- Pupils' achievements beyond the classroom are wide-ranging and sometimes at the very highest level.
- Pupils' attitudes to learning are excellent.

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

- Pupils display high levels of self-understanding and develop a mature sense of resilience.
- Pupils' spiritual awareness and appreciation of the non-material aspects of life are extremely well developed.
- Pupils' social and collaboration skills in academic and social settings are excellent.
- Pupils contribute highly effectively to others, the school and wider community is excellent.

Recommendations

- 3.3 The school is advised to make the following improvements.
- Enable all pupils to maximise their academic outcomes, building on the existing successes of those experiences where pupils' ownership of their learning is most evident.

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 school wholeheartedly fulfils its aim to equip pupils to lead purposeful and fulfilling lives by providing an excellent all-round education. Pupils' strong academic progress, both within lessons and over time, is clearly evident in their academic outcomes. This is as a result of the commitment of governors, senior leaders, passionate teachers and highly supportive house staff to ensure every pupil achieves at least their potential, and often beyond it. Frequent and highly detailed tracking and monitoring procedures provide staff with insightful and valuable information leading to targeted interventions which contribute to value being added to most pupils' progress. SEND pupils make sound progress in line with their potential whilst EAL pupils make exceptional progress over their time in the school. Female pupils make significantly better progress than male pupils in Years 9 to 11, but this levels out in the sixth form.
- 3.6 Pupils' attainment at A level in 2022 was strong. The majority achieved A* to C grades and over half achieved the top two grades. These results are lower than the centre- and teacher-assessed results in 2020 and 2021 but significantly higher than the results in 2019. At GCSE, three-fifths of pupils achieved the top three grades: lower than the centre- and teacher-assessed results in 2020 and 2021 and the results in 2019. Pupils with SEND perform less successfully than their peers at GCSE but by A Level, their performance matches that of their peers. The majority of pupils gain entry to their first-choice universities at a wide range of institutions in the UK, USA and Canada to study a broad range of subjects. A number of candidates regularly secure scholarships and places at universities with highly competitive entry requirements. Most pupils who responded to the pre-inspection questionnaire feel their teachers are supportive, know their subjects well, and know how to help them learn.
- 3.7 Pupils develop an excellent range of knowledge, skills and understanding across a broad range of subjects. This is as a result of well scaffolded and differentiated teaching. In the questionnaires, most parents feel their children's particular individual educational needs are met effectively. For example, pupils with EAL in Year 11, recalled and developed their knowledge of *A Journey's End* to excellent effect, improving their aesthetic understanding of the play and its key themes. Pupils in Year 10 extended their English vocabulary to describe techniques in poetry such as metaphor, caesura, ellipsis and onomatopoeia when analysing Carol Ann Duffy's love poetry. In a politics lesson, pupils in Year 12 recalled their knowledge of the Human Rights Act, the Supreme Court and the House of Lords to argue the extent of Labour's success in constitutional reform. Pupils in Year 13 ably applied the principles of Lenz's law in physics to determine the induction of a wire's current by an oscillating magnetic field.
- 3.8 Pupils develop excellent communication skills throughout the school. They relish regular opportunities to discuss and debate in lessons. For example, in theology, philosophy and ethics, pupils in Year 9 considered how *The Matrix* relates to Plato's allegory of the cave. In music, pupils in Year 11 asked insightful and well-considered questions to cement their understanding of Paul Simon's *Graceland*, evidencing their excellent technical knowledge through accurate use of specialist subject terminology. In economics, pupils in Year 12 discussed the reasons for unemployment in the UK using sophisticated macroeconomic phraseology. Pupils in Year 13 explained why certain behaviour is appropriate for specific parts of a play and how it is portrayed through tone, body language and eye contact. Pupils listen extremely attentively to their teachers and peers whilst in lessons and discussions, and are exemplary in their active and supportive appreciation of their peers. The quality of pupils' reading

develops throughout their time in the school, and this is epitomised in the inspiring atmosphere created by pupil-led readings and speeches in chapel.

- 3.9 Pupils apply their strong numeracy skills across a range of subjects in the curriculum. For example, pupils in Year 9 confidently calculated dimensions in design technology projects, and pupils in Year 10 correctly calculated the surface area of a cylindrical shape to make a bottle cover in textiles. In computer science, pupils in Year 11 confidently used strong mental mathematics skills in converting hexadecimal, denary and binary forms. In economics, pupils in Year 12 effectively used equations to manipulate costs, revenues and profits to answer an examination style question.
- 3.10 Pupils' use of information and communication technology (ICT) is outstanding. Its widespread and highly effective use in a broad range of academic and pastoral situations supports pupils' learning and helps them to organise their lives more effectively. Teaching encourages frequent and judicious use of devices and the natural, everyday approach to ICT is embedded in most aspects of school life. For example, pupils use QR codes as links from their exercise books to relevant material on the internet. Pupils in all years develop their ICT skills in music in a variety of highly successful ways. They use an online platform to store and organise their work and make extremely effective use of complex software to compose music of high quality. Likewise, sophisticated software aids their design and execution of highly detailed work in art, design technology, graphics and textiles, such as three-dimensional printing and digital embroidery.
- 3.11 Pupils display excellent study skills in many subjects. The foundation project qualification programme in Year 9 enables pupils to develop exceptionally strong study skills using a variety of media. Examples of extended research pieces include a study of world leaders' responses to a well-considered questionnaire about their contribution to solving global poverty and another piece guides future sheep farmers in the skills of lambing. Pupils in Year 11 deftly analysed themes and quotes across a wide range of sources enabling them to synthesise their learning in Greek. Their excellent analysis of texts enabled them to draw upon previous learning in order to synthesise questions incorporating points, explanations, examples, and justification of their hypotheses. In chemistry, pupils in Year 12 applied their knowledge of ionisation energies to complete Born-Haber cycles explaining why certain compounds cannot exist. Pupils in Year 13 carried out detailed analysis of *Oedipus Rex*, citing relevant and appropriate quotes to support their conclusions and justify their written statements. Pupils in Year 12 have the opportunity to develop the independent research skills started in Year 9 through the extended project qualification programme leading to extended essays or artefacts. Pupils investigated an exceptionally broad range of topics and their outcomes included essays on the use of pronouns, a project looking at the fate of Jews in South Africa, a study of the process of learning a musical instrument from scratch, and the design and creation of swimwear for women who have had a mastectomy. These high levels of independent learning are sometimes less evident where pupils rely upon teacher input rather than intrinsic motivation. Pupils exhibit notably advanced research skills enabling them to demonstrate secure ownership of their own learning. Almost all parents who completed the questionnaires feel the school equips their children with the collaborative and research skills they need in later life and most pupils feel their teachers' feedback helps them to improve.
- 3.12 In line with the school's aims, pupils are enriched by their achievements in an exceptionally broad range of activities beyond the classroom. Four-fifths of pupils wholeheartedly participate in the extensive programme of sports fixtures as members of 130 teams across 15 sports, including hockey, rugby, cricket, netball, polo, rackets and equestrian pursuits. Individual pupils achieve exceptional successes at an elite level, including membership of county and national teams in all of these sports. Two-thirds of pupils participate in the school's well-established community projects, including The Duke of Edinburgh's Award (DofE) scheme, and a third of all pupils opt to join the Combined Cadet Force (CCF), where they develop exceptionally strong teamwork, resourcefulness, self-reliance, communication and leadership skills. Music is of pivotal importance to school life. Pupils perform in a range of choirs, orchestras and other instrumental ensembles and their singing *en masse* in chapel is extraordinarily robust. Individuals are successful in nationally assessed music examinations with over

two-thirds gaining distinctions; three-quarters of these are grade seven and above. Pupils regularly win organ and choral scholarships to UK universities and cathedrals, and individual successes have been celebrated in recent years as Gloucestershire Young Musicians of the Year. Three-quarters of pupils studying national drama and speaking examinations attain distinctions. Pupils of all ages are able to develop their dramatic skills through their participation in one or more of the seven annual productions, including a performance in a local professional theatre and major productions involving nearly 100 pupils, for example the recent success, *Grease*. Pupils' academic accomplishments are further expanded upon through their success in a wide range of national competitions. Pupils regularly win awards in biology, chemistry, physics, mathematics, speaking, writing and French debating.

- 3.13 Pupils' attitudes to learning are generally excellent. Most pupils are consistently positive, motivated, prepared and ambitious to learn. They understand the impact of their learning on their futures. This positivity is occasionally tempered by some pupils' passivity in lessons, allowing their teachers to take the lead and responsibility for their progress rather than embracing ownership themselves. Pupils particularly enjoy challenges that allow them to use and develop a range of skills; encourage them to work collaboratively; and enable them to pursue their own interests. Pupils enjoy researching a range of topics. For example, the effectiveness of tanks in modern warfare, such as in the Donbas at the time of the inspection, supported by real-time communication with the Royal Tank Regiment. Many pupils demonstrate positive leadership of their learning through the research they conduct in preparation for societies or clubs outside their lessons and beyond the curriculum, for example, the chemistry society, the drama society and their involvement in Model United Nations (MUN).

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils display high levels of self-understanding, self-esteem and self-confidence within the classroom and more widely around the school. They develop resilience through their endeavours in team and individual sports and other extra-curricular activities. Pupils acknowledge the important benefits they gain through the support of their teachers. Pupils exemplified this when considering that deselection from a team is seen, not as a permanent set-back, but as an opportunity to show determination to win back the place. Pupils further develop their mature sense of independence through their boarding experience where they are well known by the staff as individuals and feel supported as a result. Pupils in Year 9 gain early opportunities to develop their self-knowledge through participation in a boarders' leadership programme. This encourages pupils to carry out essential house duties, for example, wake-up, which promotes a feeling of self-worth and contributes to the palpable sense of community.
- 3.16 Pupils develop excellent decision-making skills and are able to think for themselves and make well-judged choices in many aspects of their busy lives. They recognise and value opportunities to make decisions that will influence their futures. For example, they choose to attend additional academic clinics, seek support with A-level choices, attend 'futures weeks' and choose to get involved in CCF and sports teams. Additionally, pupils appreciate the school's efforts to support their decision-making through a range of focused careers events and programmes, for example, an annual universities fair and travel awards in Year 12. In the boarding houses, pupils are empowered to decide which charity to support and they make mature and well-informed judgements when arriving at their final choices. In the questionnaires, most parents feel that pupils receive regular and helpful information on their child's performance and progress and most pupils agree that they receive helpful advice about subject choices and careers.
- 3.17 Pupils' spiritual understanding is excellent. Chapel sits at the heart of school life and presents pupils with regular opportunities to reflect, celebrate and contemplate their community through scripture readings, hymn singing and pupil-led homilies and addresses. Pupils have a strong appreciation of the architecture and setting of their school. They are highly cognisant of the school's historical sacrifice in the First World War as they regularly gaze upon the memorial in chapel to the fallen Cheltonians. They

feel this affords them a sense of serenity in their busy lives. Pupils are eager to show their support and enthusiasm for the arts in all senses. They support and attend productions, concerts and exhibitions. For example, pupils were excited about a forthcoming performance by a school jazz ensemble at the Cheltenham Jazz festival. In the classroom, pupils develop their appreciation of spiritual awareness. For example, pupils in Year 10 reflected maturely in Latin on the nature of unrequited love, noting its connections to English expressions and, in doing so, deepening their appreciation of the power love can exert on the human state. Pupils' understanding of the significance of the non-material aspects of life is evident in their enjoyment of their relationships with one another, their appreciation of the natural world and of the real and perceived privileges they share.

- 3.18 Pupils demonstrate excellent standards of behaviour throughout the school. They are courteous and sensitive to the feelings of others and have a healthy respect for their peers and teachers. Pupils recognise the need for a system of rewards and sanctions and value the opportunity to work within this. They appreciate that the school rewards positive conduct, not just academic achievement. Pupils' expression of pride in their school is exemplified by the wearing of highly sought after ties which recognise their contribution to societies, subjects and charitable service. When their behaviour occasionally dips below the expected standards, pupils respond well to the restorative approach to reparation which is well embedded in the school and house cultures. Pupils are keen to ensure their behaviour represents the well-established values espoused by the school, and they demonstrate much consideration when they annually review their individual house's values. In the questionnaires, almost all parents and pupils agree that the school expects pupils to behave well. Most pupils feel that their voices are heard, allowing them to offer their opinions and concerns relating to different aspects of school life. This has allowed pupils to develop greater respect for the school's rules as well as when decisions are made which have a direct impact on them.
- 3.19 Pupils' social development and collaboration are excellent. They base their approach on the school's ethos of curiosity, creativity, character, community and continuous excellence. Pupils demonstrate these qualities aptly through their passionate involvement in various programmes, for example, MUN DofE and the CCF. In the classroom, pupils understand the benefits of collaboration. For example, pupils in Year 10 worked effectively in pairs in Latin, supporting each other with translation exercises and, in doing so, recognising the strengths that their partners brought to the task. Boarders work together in a highly co-operative manner. They use formal systems of peer mentoring, prefects and buddies but also develop effective habits of looking out for one another, offering help and behaving in a socially constructive manner. They particularly enjoy working across the age groups as demonstrated in the vertical house families, clans, tribes and huddles where they spend time together on social activities, playing games, cooking, eating and sharing experiences.
- 3.20 Pupils embrace and value the diversity in their school and cite the cultural week as a reflection of how they celebrate difference. The Floreat programme (personal, social and health education), house competitions, celebration weeks, Pride picnic, anti-racism group, and international days, all serve to celebrate the cultural diversity of the college and are warmly welcomed by the pupil body. Pupils are keen to help the school to move forward with initiatives which support anti-racism and LGBTQ+ issues. Pupils feel that it is only through having an appreciation of each other's personal experiences that equality and equity can be achieved. They develop their broader understanding of others through finding out about their peers' countries, cultures, backgrounds and interests.
- 3.21 Pupils feel safe within school, especially in their boarding houses, and in the virtual world. Pupils are assiduous about observing the very clear road safety protocols at the crossings and maintaining vigilance around the site. Pupils understand the importance of choosing nutritious food at mealtimes as part of a balanced lifestyle. They take advantage of the range of opportunities to do physical exercise throughout the week and recognise that sport is also a social activity, which is vital to contributing to good mental health. Pupils respect how the Floreat and chapel programmes deal with a wide range of issues concerning, for example, relationships and sex, racism, female genital mutilation and staying safe online. They also appreciate that these programmes tackle safety issues

beyond school, for example keeping safe when attending music festivals. Pupils highly value, and make regular use of, the excellent health centre which provides physical and mental health support for pupils. Almost all parents who responded to the questionnaires agreed that the school keeps their children safe and the vast majority of pupils feel the school is a safe place to be.

- 3.22 Pupils' contribution to others, the school and wider community is excellent. Around a quarter of pupils in Year 13 occupy positions of responsibility to form a pupil leadership team which works closely with the school's senior leaders. They take full responsibility for the entire school charity programme and annually raise large sums of money. More than two-fifths of pupils in Year 12 undertake dedicated community placements in local schools, charity shops, hospitals and homes for the elderly. Through these endeavours, pupils develop a greater awareness of the wider socioeconomic society and understand the important contribution they can make. A number of pupils continue to support their own local projects after they leave school. House initiatives encourage pupils to serve at a local foodbank and visit elderly residents. Prefects develop excellent listening skills, conflict resolution strategies, and experiences of planning and delivering projects. In the questionnaires, nearly all parents agree that the school helps their child to develop strong teamwork and social skills. Successful fulfilment of the school's aims is exemplified in the pupils' development of skills for a modern world and a commitment to the service of others.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and chapel. 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 Alexander Mitchell	Reporting inspector
Mr Devin Cassidy	Compliance team inspector (Head, HMC school)
Mr Jeremy Hart	Team inspector (Head of sixth form, GSA school)
Mr Jonathan Reddin	Team inspector (Head, HMC school)
Mr Toby Seth	Team inspector (Head, HMC school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)
Mr Garry Binks	Team inspector for boarding (Former housemaster, HMC school)