



ISI Independent
Schools
Inspectorate

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

Christ's Hospital School

November 2018



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School's Details

School	Christ's Hospital			
DfE number	938/6011			
Registered charity number	1120090			
Address	School Office Christ's Hospital Horsham West Sussex RH13 0LJ			
Telephone number	01403 247432			
Email address	enquiries@christs-hospital.org.uk			
Headmaster	Mr Simon Reid			
Chair of governors	Mr Christopher Steane			
Age range	11 to 18			
Number of pupils on roll	907			
	Boys	446	Girls	461
	Day pupils	71	Boarders	836
	Seniors	626	Sixth form	281
Inspection dates	13 to 15 November 2018			

1. Background Information

About the school

- 1.1 Christ's Hospital is a co-educational boarding school with a minority of day pupils catering for 907 pupils aged from 11 to 18 years.
- 1.2 The school is an independent educational charity governed by its trustees. They are responsible for the charitable foundation, which arranges funding for means-tested bursaries for a large majority of the pupils. Since the previous inspection a Languages and Resources Centre and a Lecture and Social Centre have been created. The current headteacher has been in post since September 2017.
- 1.3 The school was founded in 1552 by the gift to the City of London of the former Greyfriars' monastery in Newgate Street, to provide a home and education for destitute children living on the streets of London. Now situated in West Sussex, the school's mission remains largely unchanged. It occupies an extensive site with substantial buildings, some dating from the school's move to Horsham in 1902 and some reflecting subsequent development. Boarders are accommodated in one of 18 centrally located houses; two of these, for pupils in their final year, are co-educational.

What the school seeks to do

- 1.4 The school aims to enable all pupils to achieve their full academic potential and develop their talents, ideas and interests, in a caring community which fosters respect for others, self-confidence, a sense of service, and a love of learning.

About the pupils

- 1.5 Most pupils are boarders; the majority come from maintained school backgrounds. Nationally standardised test data indicates that the ability of the pupils is above average. The school has identified 86 pupils as having special educational needs and/or disabilities (SEND), mostly mild dyslexia; of these, 48 receive specialist help. One has an education, health and care plan. English is an additional language (EAL) for 82 pupils, 36 of whom receive extra help with their English language skills. The school has identified 140 pupils as being the most able in the school's population and the curriculum is modified for them and for 76 other pupils because of their talents in sport, drama or music.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards identified at their previous inspection.

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

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, performance has been well above the national average for maintained schools. IGCSE results have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised 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 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

<i>School name</i>	<i>National Curriculum name</i>
Second Form	Year 7
Third Form	Year 8
Little Erasmus	Year 9
Upper Fourth	Year 10
Great Erasmus	Year 11
Deputy Grecians	Year 12
Grecians	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils of all ages make rapid progress in relation to their ability.
 - Pupils develop excellent knowledge, skills and understanding across a broad curriculum and co-curriculum.
 - Pupils display excellent communication skills; they debate with assurance and collaborate effectively both within and beyond the classroom.
 - Many pupils achieve very high standards in the broad programme of extra-curricular activity.
 - Pupils demonstrate outstanding attitudes to learning, showing great initiative and independence when responding to new challenges.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show high levels of self-understanding. They are resilient, confident and prepared to take risks without fear of failure.
 - Pupils make an excellent contribution to the school and local community developing outstanding teamwork and leadership skills.
 - Pupils show an exceptional tolerance and respect for the wide range of beliefs and cultures represented in the school.
 - Boarders from the UK and overseas develop excellent social skills and live together in an atmosphere of support and mutual respect.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Share the excellent practice observed in most lessons and activities to ensure the best possible outcomes for every pupil, whatever their personal starting point and route through the school.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The pupils' knowledge, skill and understanding across all areas of learning is excellent. Their highly developed aesthetic and creative skills were evident in the excellent art, photography, design and technology work displayed around the school, as well as in drama and music lessons and performances. They demonstrated excellent linguistic, speaking and debating skills in humanities and language lessons, developing confidence from the nurturing teaching. In science and mathematics, pupils demonstrated excellent recall of prior learning and applied their subject skills effectively to the investigation of new topics. Pupils effectively apply their skills and knowledge from one area of the curriculum to another, exemplified by sixth form physics pupils who used excellent mathematical knowledge to develop and interpret displacement and velocity time graphs. The school is highly successful in meeting its aim to educate pupils from diverse backgrounds and with a variety of needs. In the many excellent lessons observed, pupils expressed their opinions confidently, as their ideas were encouraged by skilled subject teachers in an atmosphere of mutual respect. In the very small minority of lessons in which the teacher was too dominant, pupils were more reticent to venture their thoughts and their progress was less evident. Pupils apply their well-developed subject knowledge and skills extremely effectively in the many co-curricular clubs and

activities, such as 'Bright Ideas', Medical Society, and Creative Writing, which allow them to explore a broader curriculum.

- 3.6 Pupils make significant progress from different academic starting points, achieving high levels of attainment regardless of their ability. The following analysis uses the national data for the years 2015 to 2017, the most recent three years for which comparative statistics are available. Results in GCSE have been well above the national average for maintained schools, and in-line with the national average for maintained selective schools. Results in IGCSE examinations have been higher than worldwide norms. Results at A-level have been above the national average and results in International Baccalaureate programmes have been above worldwide norms. The great majority of pupils obtain the grades required for their first choice of university and the proportion winning places on highly selective courses has risen steadily. The achievement of pupils with SEND and/or EAL is very good in relation to their abilities. Pupils' high levels of attainment are supported by excellent assessment systems that allow subject teachers and tutors to monitor outcomes for each pupil. The overwhelming majority of parents agreed that the boarding experience promotes academic progress and a large majority of pupils agreed that that it helped with academic work. The broad curriculum allows each pupil to select the route that is appropriate for them, supported by a comprehensive careers programme that makes excellent use of the professional expertise of the school's alumnae. Pupils are highly successful in wider academic activities including science Olympiads, mathematics challenges, essay, poetry, and debating competitions. Team successes include reaching the final of a national debating competition, winning a national Spanish debating competition and the chemistry challenge run by the Royal Society. Individually, pupils have won national poetry and classics essay competitions as well an Arkwright Scholarship and Nuffield Research Awards.
- 3.7 Pupils joining the school adjust quickly to academic routines, the extended day and the wealth of opportunities available and soon make high rates of progress supported by a well-structured induction programme, including for boarders. Pupils' strong progress is evident across all areas of the curriculum and for pupils of all abilities including those identified as the most able. Pupils with SEND make excellent progress in relation to their needs assisted by highly effective intervention by the teaching and learning skills support department. Pupils with EAL make rapid progress assisted by individual tuition when required. Pupils are aware of what they need to do to make progress and they are supported by effective tracking that allows intervention for those at risk of not fulfilling their potential and pastoral support for those experiencing personal difficulties. Pupils' high levels of progress are supported by access to well-equipped and up-to-date facilities. Governors monitor and support pupil performance through the education committee and a development programme that seeks to improve the learning environment for pupils further.
- 3.8 Pupils' high rate of progress is supported by effective marking. A few pupils did not feel that marking helped them improve their work. Inspection evidence shows that there is some inconsistency in the quality of written feedback within and across subject departments. Some marking does not include guidance for improvement but the individual focus in lessons, highly effective oral feedback and the use of grade sheets with targets for improvement, ensures that pupils know what they need to do to improve.
- 3.9 Pupils' communication skills are excellent, particularly in the upper school, and they voice their opinions very willingly. For example, in a sixth form English lesson, pupils effectively communicated a thoughtful and precise evaluation of the teacher's introduction to an essay. In theatre studies, with the prompt that 95% of acting is reacting, pupils spoke convincingly in character and skilfully developed the associated movement and body language to make their characters plausible. Pupils take increasing pride in the presentation and organisation of their written work so that it supports effective learning. Pupils respond positively to the culture of discussion and mutual respect fostered in lessons. They show great sensitivity in their ability to listen to the opinions of others and display highly developed debating skills. Pupils ask searching questions to enhance their learning and

express their thoughts clearly and with confidence, for instance when debating the complex moral issues arising from a discussion of *Jackson's Lottery* in Year 10 English.

- 3.10 Pupils have highly developed mathematical skills that are employed effectively in many areas of the curriculum, thus supporting the significant number of pupils proceeding to degrees in accounting, mathematics, economics, engineering and medicine. These high-level skills are exemplified by pupils in Year 9 who showed excellent ability in algebraic manipulation and were able to demonstrate their working clearly. Pupils employ numeracy skills effectively in a number of subjects. For example, at GCSE, biologists constructed graphs accurately using experimental data to calculate the concentration of solutions.
- 3.11 Pupils' ICT skills are well developed and support progress across the curriculum. Pupils throughout the school are adept in using laptops or mobile phones to record tasks and research on-line resources. Sixth form chemistry pupils exhibited highly developed ICT skills in using shared resources to create their own revision guide. Pupils showed great skill in using a variety of media alongside computer software to develop their portfolios in art, and also in design and technology when creating logos for safari parks. Pupils' competence is enhanced by the school's provision of ready access to computers in boarding houses, departmental areas and the language and resource centre.
- 3.12 Pupils have well-developed study skills that are employed to great effect in the majority of lessons. Pupils are confident to research independently, collaborate extremely effectively and problem-solve together. Pupils' develop strong analytical skills in the lower years through strategies such as frameworks to analyse text in English or in critical argument, rhetoric and debating lessons. Throughout the school, pupils develop high-level thinking skills stimulated by a broad and challenging curriculum. They display great ability in synthesising a range of sources to develop and test hypotheses when conducting independent research for project qualifications or the IB Theory of Knowledge. In their responses to questionnaires, almost all pupils and parents agreed that the school enables pupils to learn and make good progress. Pupils are supported by subject-based clinics, clubs and extension activities. For both boarding and day pupils, study skills are nurtured by the management of independent study that provides the appropriate level of structure and support for each pupil.
- 3.13 Pupils participate with great energy and commitment in a wide range of opportunities to support the curriculum, and in extra-curricular activity achieving high levels of success. A very large number of pupils attend weekly music lessons supported by skilled staff. Pupils achieve a high standard in a large number of ensembles and are successful in winning places in national orchestras or scholarships to prestigious music colleges. The marching band, in addition to leading the spectacular daily lunch parade, has gained recognition at international events for example commemorating the world wars through the 100th anniversary of the armistice at the Cenotaph. Pupil artists and photographers have their work celebrated in exhibitions at school and in the local community. Girls' and boys' sports teams achieve high levels of success in local, regional and national competitions with recent examples including the girls' rugby seven reaching a national final and the 1st XI Football team's league win in 2017. Individual pupils achieve representative honours in sport including England rugby, successive national five's titles, and county cricket, athletics, netball and hockey. Pupils achieve highly in drama and, in addition to staging high quality productions, a number win places at RADA or the National Youth Theatre.
- 3.14 Attitudes to learning are outstanding. Pupils are eager to learn and the positive peer support observed in lessons and activities is a strength of the school. Developing independence allows senior pupils to take leadership in their learning. Pupils relish challenge and work very effectively collaboratively as well as independently. They contribute their ideas readily and mistakes are seen as a way to improve.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils develop self-esteem and display excellent social skills in their interactions, both with each other and with adults. The school is highly successful in meeting its aim to provide a caring community that fosters respect for others, self-confidence and a sense of service. Pupils are highly resilient and both accept and act on the school's values, being supported by the outstanding pastoral care that is evident throughout the school, especially in boarding. Both senior leaders and governors promote an environment that supports outstanding personal development and meets the welfare and pastoral needs of pupils very effectively. Pupils enthusiastically embrace opportunities and are fully prepared to attempt new challenges supported by encouraging staff. Pupils spoke highly of the well-structured education for living and careers programmes that help them progress to the next stage of their lives. An overwhelming majority of parents in the questionnaire agreed that the school promotes an environment which helps their child to develop skills for their future, to be confident and independent, and also agreed that the boarding experience supported their child's personal development. In questionnaires and interviews, boarders strongly endorsed these views. Boarders are extremely well-prepared for the next stage by being given greater responsibility as they move into the sixth form where they benefit from living in a co-educational house in Year 13 that prepares them for life at university. Donation Governors support the personal development of many pupils by identifying and presenting for admission candidates whose needs accord with the ethos of the school and then actively continuing to monitor their progress and achievement.
- 3.17 Pupils understand the consequences of their actions and this informs their decision making. From the youngest upwards, pupils are encouraged to take responsibility for their actions and they develop strong self-discipline from the level of challenge they experience in many activities. Pupils make informed choices about GCSE, sixth form and university programmes based on the comprehensive advice given. Pupils fully appreciate the consequences of their decisions for their own future and for those around them, and they understand that to fail on one occasion does not constitute failure. In the boarding houses, younger pupils readily seek and act on the advice of the older pupils who fully understand the importance of being good role models.
- 3.18 Pupils' have an excellent appreciation of the school's Christian values which encourage them to think about spiritual matters. They reflect carefully on the things that enrich life such as the exploration of the arts, religious truths, the natural environment and relationships with others. Pupils exhibit a highly developed respect of other faiths and pupils are actively encouraged to explore and discuss their own beliefs. For example, the prayer book in the chapel celebrates all gods and a range of religious and cultural festivals are actively observed. Pupils' excellent spiritual understanding is promoted through weekly chapel services, including those at weekends for boarders, and by the prominence given to theology and philosophy in the curriculum. The chaplaincy ensures that the Christian union, confirmation classes, bible groups, house visits and the Bishop's award provide opportunities for pupils to develop their faith. Pupils have a heightened awareness of the non-material aspects of life and feel they are privileged to have opportunities for quiet reflection in the extremely well-maintained grounds and the inspirational buildings. Pupils' spiritual awareness is also developed by numerous opportunities to celebrate traditions such as the lunch parade and by exposure to a wide range of stimulating creative and visual arts.
- 3.19 Pupils have an excellent appreciation of the distinction between right and wrong. The boarding environment and extended day help pupils to develop independence, and their behaviour is excellent. They show compassion and respect for each other and value their positive relationships with teachers. They feel that they can express their own opinions about any issue and know that their views are listened to with very little fear of negative peer pressure. A small minority of pupils felt that they did not always get clear feedback when expressing their views through formal mechanisms such as the school council but inspection of minutes showed that decisions and actions are communicated effectively. Pupils' highly developed sense of morality and fairness has allowed

them to understand the reasons for changes to the code of conduct and rules for boarders. Pupils show a clear understanding of the systems that underpin society through activities such as the Model United Nations, discussion of British values in assemblies and tutor sessions, and the operation of pupil and boarders' councils.

- 3.20 Pupils collaborate extremely well with each other, and their teachers. They appreciate opportunities to work with other year groups towards a common goal through the house system, debating competitions, drama productions, music ensembles, the Combined Cadet Force and the marching band. They accept responsibility readily and develop strong leadership skills when assuming roles as sports' captains, peer mentors or monitors. Almost all parents agree that the school helps their children to develop strong teamwork and social skills. Pupils and parents commented positively on the range of opportunities for social development provided by programmes such as life skills and in the numerous visits and residential trips. Boarders and day pupils demonstrate considerable social awareness in the houses and are supportive of each other both within and beyond their year group. They are both tolerant and kind, and the sense of community is purposeful and active. All staff responding to the questionnaire felt that pupils readily help and support others and that the boarding experience contributes effectively to their personal development. Pupils develop excellent social and teamwork skills through the education for living programme including such diverse activities as DIY, the formal dining experience, navigation and essential sewing techniques.
- 3.21 Pupils collaborate very effectively in fund-raising events in support of charitable projects and in the excellent community action programme that involves more than 200 pupils each week. Pupils give selflessly of their time to serve, including in nurseries, primary schools, special needs schools, residential homes, hospices and charity shops as well as in the sports' club and day centre. During the inspection, a group of sixth form monitors raised funds to support development work in Africa by camping outside for three nights. Sixth form students take on monitor roles and senior pupils in houses act as peer mentors with a wide remit that includes welfare. More than 50 Year 11 and Lower Sixth pupils are actively engaged in a project to support the building of classrooms in three schools in Kenya, showing great initiative and imagination in raising funds through a variety of methods, including triathlons, setting up an online bookshop, participating in the Three Peaks Challenge or forgoing their sixteenth birthday presents.
- 3.22 Boarders seek and embrace opportunities to celebrate their diverse backgrounds. The diversity of the school community is recognised in the creation of groups such as Afro-Caribbean, Diversity and 'LGBTQ+' and in activities such as the celebration of the Chinese new-year and cultural days when pupils can wear national dress. During interviews, pupils said they were looking forward to the developing opportunities to celebrate difference in all its forms. At the time of the inspection, the debating society was preparing a motion on 'this house believes that a diverse school is a good school'.
- 3.23 Pupils have a clear understanding of how to stay safe online and are aware of the need to establish a balance in all they do in their daily lives to stay physically and mentally healthy. Pupils are encouraged to be fit through participation in a wide range of games and activities. Healthy lifestyles are supported by the provision of excellent sporting facilities. Pupils understand the importance of a balanced diet and are able to engage through the food committee to discuss their issues.
- 3.24 Pupils have a clear awareness of mental and emotional well-being and are comfortable to openly discuss such issues. They are supported by a well-structured PHSE programme and a highly effective pastoral support network. They have access to counsellors and independent listeners as well as the chaplaincy team. In boarding, the family tree system and peer mentoring give additional support for those in need. Pupils spoke highly of groups such as Feeling is Thinking (FIST) that examine emotional well-being and the social aspects of learning. In their responses to questionnaires and in interviews, a small minority of pupils felt that they would benefit from further support in learning how to balance the demands of academic programmes with continued involvement in their chosen range of activities. Senior leaders and managers are highly effective in their support for pupils'

personal development by monitoring current trends and issues, within school and nationally, and ensuring that they are addressed in PHSE and tutorial programmes. Examples of adjustments made include the silencing of school bells to promote independence and the 'bed, read, sleep' initiative in boarding.

4. Inspection Evidence

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

Inspectors

Mr Roger Tapping	Reporting inspector
Mrs Rebecca Hayes	Compliance team inspector (Deputy head, GSA school)
Dr Jennette Jefferies	Team inspector (Deputy head, GSA school)
Mrs Sue Lucas	Team inspector (Teacher, ISA school)
Mr Richard Palmer	Team inspector (Head, SofH school)
Mr Nicholas Weaver	Team inspector (Head, HMC school)
Mr Carl Bingham	Team inspector for boarding (Deputy head, SofH school)
Mrs Nathalie Hart	Team inspector for boarding (Deputy head, HMC school)
Mr William Norton	Team inspector for boarding (Head of department, HMC school)
Mrs Elizabeth Worthington	Team inspector for boarding (Deputy head, HMC school)