



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**For Schools with Residential Provision**

**City of London Freeman's School**

**November 2022**

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## School's Details

<b>School</b>	City of London Freeman's School			
<b>DfE number</b>	936/6061			
<b>Address</b>	City of London Freeman's School Ashtead Park Ashtead Surrey KT21 1ET			
<b>Telephone number</b>	01372 822400			
<b>Email address</b>	HMoffice@freemens.org			
<b>Head</b>	Mr Roland Martin			
<b>Proprietor</b>	City of London Corporation			
<b>Chair of Governors</b>	Mr Philip Woodhouse			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	944			
	<b>Day pupils</b>	881	<b>Boarders</b>	63
	<b>Juniors</b>	236	<b>Seniors</b>	506
	<b>Sixth Form</b>	202		
<b>Inspection dates</b>	22 to 24 November 2022			

## **1. Background Information**

### **About the school**

- 1.1 The City of London Freeman’s School is an independent co-educational day and boarding school for pupils aged between 7 and 18. It was founded in 1854 to educate the orphans of Freeman of the City of London and moved to Ashted in 1926. The school is overseen by the City of London Corporation. The school is divided into a junior and senior school, each with its own building. Since the previous inspection, the school has refurbished a Georgian mansion for use as a sixth form centre.

### **What the school seeks to do**

- 1.2 The school’s mission is to encourage all members of the community to learn, to lead and to make a difference. It seeks to nurture pupils to be ambitious and expand their horizons intellectually and socially, athletically, creatively, emotionally and spiritually. The school aims to promote determination and innovation and develop confidence and curiosity, independence and wisdom to enable pupils to succeed in the next stages of their lives.

### **About the pupils**

- 1.3 Most day pupils live either in Ashted or Epsom or in the wider locality of North Surrey. Almost all boarding pupils are international pupils, with the vast majority from Hong Kong or mainland China. One pupil in the school has an education, health and care (EHC) plan. The school has identified 105 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 37 receive additional specialist help. English is an additional language (EAL) for 122 pupils, of whom 27 have additional support for their English. Data used by the school have identified 52 pupils as being the more able in the school’s population, and the curriculum is modified for them and other nominated pupils.

## 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 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2022 confirm 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 education in the junior school and relationships and sex education in the senior school, 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 standards 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 standards 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 standards 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 standards 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>
Form 1	Year 3
Lower 2	Year 4
Upper 2	Year 5
Lower 3	Year 6
Upper 3	Year 7
Lower 4	Year 8
Upper 4	Year 9
Lower 5	Year 10
Upper 5	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

#### Key findings

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

- Pupils demonstrate an excellent level of knowledge, skills and understanding and achieve outstanding examination results.
- Pupils have a very positive attitude to their studies, are motivated and enthusiastic and have an outstanding work ethic.
- Pupils develop excellent skills in communication; they are articulate, listen with respect and present their ideas coherently and with enthusiasm.
- Pupils are collaborative and empathetic; they work extremely well with others in lessons and in extra-curricular activities developing confidence and skills.

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



- Pupils have a strong understanding of their strengths and weaknesses and show an excellent level of maturity in their relationships with each other and the staff.
- Pupils have a deep understanding of personal responsibility and their role in supporting others.
- Pupils develop strong leadership skills in line with the values of the school.
- Pupils have a highly developed understanding of the importance of respect and tolerance and value the diversity of the school's community.

## Recommendation

3.3 The school is advised to make the following improvement.

- Further develop senior school pupils' independent learning skills.

## The quality of the pupils' academic and other achievements

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

3.5 Pupils are highly positive in their attitudes to learning displaying lively interest and curiosity. They demonstrate self-motivation, intellectual, physical and creative efforts, a natural interest in their work and the capacity to think and learn for themselves. The well-structured and engaging learning environment encourages pupils to work beyond the confines of the curriculum and develop their knowledge. For example, in the design and technology (DT) club, pupils use and develop their skills by building a steam engine. Pupils develop skills across all areas of learning consistently and steadily as they move through the school. They display knowledge and understanding, often in advance of their years. For example, in a Year 8 English lesson, pupils showed a sophisticated understanding of complex notions, such as the concept of 'the sublime'. They could distinguish it from what is 'beautiful', discussing examples from Byron and Mary Shelley. Year 6 pupils demonstrated an excellent scientific understanding of how to prepare a slide and use a microscope effectively when investigating the characteristics of different paper samples. Pupils of all ages respond extremely positively to teachers' consistently high expectations. They have a thirst for knowledge and are well supported in this by the strong subject knowledge of their teachers. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enabled their child to make progress. Most pupils who responded agreed that their teachers had good subject knowledge and that they knew how to help them to learn. Inspection evidence supports these views.

3.6 In the junior school pupils make excellent progress and are well prepared for their transition to the senior section of the school. Pupils' attainment at GCSE in 2022 was strong with four fifths of results achieving the top grades, 9 to 7. Similarly, at A-level, the number of results achieving the top grade was above the national average in 2022 and three quarters of grades were A to A\*. This performance was mirrored in the centre and teacher assessed grades in 2020 and 2021. The school's assessment data suggest almost all pupils attain grades higher than expected for those of their ability and that pupils with SEND or EAL achieve in line with their peers. This high level of attainment is a consequence of the pupils' excellent attitudes to learning and the support and constructive criticism provided by their teachers. Pupils with SEND or EAL benefit from teaching that reflects an informed awareness of their individual needs. The high level of attainment of all pupils reflects the clear direction set by the school's leaders.

3.7 Pupils display excellent communication skills as a result of the school providing many opportunities for discussion and debate so that their ideas can be explored and refined. Teachers put a high premium on oral skills, and these are refined in lessons and enhanced by speaking in public, in elections for positions of responsibility or giving talks on a subject of choice in assemblies. Pupils are articulate, contributing to class discussions and listening carefully to their peers. This skill is developed through collaborative work. The use of specialised technical language by the pupils is often in advance of their

years as seen in a Year 4 music lesson where pupils used the word sustain to describe the steady state of a note. Pupils lead debating clubs and regularly showcase debates in assemblies. Extended writing skills develop throughout the school along with a love of reading. Pupils express themselves with fluency and poise guided by the skills they have been taught and write at length in subjects such as history as seen in an essay on the battle of the Somme based on research into a family connection and in essay competitions.

- 3.8 Pupils are numerate and, in many cases, highly so. Mathematics competitions and challenges are well advertised and promoted, and pupils respond enthusiastically to develop further their skills and passion. Results in GCSE and A-level mathematics examinations are excellent and reflect the high quality of work seen in lessons. In a Year 5 lesson, pupils were able to confidently solve algebraic problems and convert percentages into decimals and fractions with great ease. and in a Year 7 lesson on angles pupils worked on multistage problems and checked their answers using an alternative method, building their confidence and understanding. The pupils' numeracy skills strongly support other subjects, particularly the sciences, as seen in a Year 12 physics lesson where pupils used their numeracy skills well when calculating the frequency of oscillation of a pendulum. It was also seen in an enrichment activity in cryptography where pupils used codes with a single numerical key to decode and create messages. Pupils are adept at using appropriate statistical techniques and visual representations, as seen in geography, history, business studies and economics.
- 3.9 Pupils are confident and competent in their use of information and communication technology (ICT) and use it to enhance their learning across the curriculum. Pupils have access to their own devices from Year 3 and the infrastructure supports full use of ICT throughout the school. Pupils embrace the use of online resources to complete their work, revise, research and to receive feedback from their teachers. In a Latin lesson, Year 7 pupils used the online textbook and resources confidently to enhance their knowledge and understanding of the language. In a coding lesson, Year 9 pupils were confident in following instructions using both the stand-alone network computer and their mobile devices as a resource, moving seamlessly between them.
- 3.10 Pupils demonstrate excellent study skills overall. They are skilled at developing approaches to learning that suit them personally and use an extensive range of academic sources, sensibly assessing their reliability. Teaching embeds the skills required to analyse, hypothesise and synthesise knowledge from an early age and encourages pupils to develop their thinking skills so that they understand rather than just recall information. Pupils work well under instruction and apply their skills in challenging but enjoyable lessons, and by undertaking qualifications such as the Extended Project Qualification (EPQ) in the sixth form. In a business studies lesson in Year 10, pupils used their excellent skills to research a company and analyse how effective it was against the local opposition and synthesise this into a business plan. Similarly, in a classics lesson in Year 12, pupils displayed very high-level reading skills and critical analysis using sophisticated language with ease. In Year 4 science, pupils analysed rock samples and recorded their results accurately. Pupils embrace the opportunity to work independently when it is offered but this is not consistently strong across all subjects. This has the result that senior school pupils' independent learning skills are not developed as strongly as possible. An overwhelming majority of parents who responded to the questionnaire agreed that the school equipped their children with the team working, collaborative and research skills they need in later life. Pupils who spoke to the inspectors were clear that in lessons when they ask for help, they are encouraged and supported to work out problems for themselves, so developing their skills. Boarders explained to inspectors how their study time helped them to improve their learning.
- 3.11 The achievement of pupils both in and out of the classroom is excellent. Academic ambition is reflected not just in grades but in performance in wide range of competitions, including public speaking, poetry and Olympiads in computing, science and mathematics. in line with the school's aims. Pupils take part in leadership accreditation awards, with 13 pupils achieving gold in 2020. Sports teams consistently achieve success in regional and local competitions, with a large number of pupils selected to represent the county in a variety of sports. Many pupils achieve bronze, silver and gold awards in

The Duke of Edinburgh's Award scheme (DofE). Pupils participate in many musical activities through choirs, orchestras, bands and ensembles and enjoy success in ABRSM examinations. The pupils' achievements are supported by an extensive co-curricular programme and facilities and an ethos where the pupils are encouraged to take all opportunities offered to develop their interests and discover their passions and talents.

### **The quality of the pupils' personal development**

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils demonstrate a strong understanding about their own personal growth. They can readily identify both their strengths and weaknesses and are willing to address these as appropriate, for example in Year 9 pupils in a geography lesson worked with success criteria, analysing and clarifying their understanding of how to improve their work, and in Year 6 pupils showed their understanding of how to improve their work in the self-reflection notes added to written work. Pupils constantly discuss ideas and reflect in personal, social and health education (PSHE) lessons and in one-to-one tutorials and assemblies. Pupils display resilience in their learning, supported by an atmosphere of challenge, where trying to understand complex concepts is seen as enjoyable. These characteristics are evident from Year 3 and develop throughout the school. In a Year 7 drama lesson pupils applauded each other as they developed pieces of physical theatre and understood why this is important, one pupil saying that the applause helps them to show respect and build up each other's confidence. Pupils in a Year 12 tutorial reflected on what they had learned from the mental health first aid day, showing empathy and understanding. In a Year 3 mathematics lesson, pupils showed good self-discipline when marking their own work in mathematics, clearly linking how they could improve their understanding of their work.
- 3.14 Pupils are confident in their decision making and are prepared to attempt challenging tasks within a supportive environment. They understand the importance of making informed decisions. For example, pupils in a Year 11 art lesson discussed their decision making with reference to their choice of image and explained what impact their decisions had on the direction that their project would then develop. Activities in Combined Cadet Force (CCF) and DofE are pupil-led, enabling the pupils to make a direct link between their decisions and the consequences of those decisions.
- 3.15 Pupils of all faiths and none are comfortable in the school where Christian values are celebrated along with those of other religions. Pupils demonstrate respect for all cultures and beliefs. All pupils attend the local church at regular points through the school year on the understanding that they do not have to take part in the service but show respect for those who do wish to. School assemblies, prayers in junior school lunch and the opportunities for reflection offered in the prayer room all aid the spiritual understanding of the pupils. Pupils' highly advanced development of spirituality is seen in the range of art works displayed around the school and in lessons. In a Year 13 philosophy lesson in a discussion on Wittgenstein pupils showed understanding of a range of beliefs and the thinking behind those who challenge religious thinking. In interviews pupils displayed a great maturity in their reflections beyond the expectation of their years. They spoke about the importance of the Remembrance Day service where the whole school gathers together to reflect. In a Thanksgiving assembly Year 7 pupils ably explained the enjoyment of spending time with family and friends.
- 3.16 The behaviour of the pupils is excellent throughout the school. Pupils are able to distinguish right from wrong and to take responsibility for their own behaviour, reflecting the culture and ethos of the school. The behaviour policy is understood by all and is based on restorative approaches, reinforced by the school's values which are known and embraced by all. There is a culture of kindness and respectfulness which is embedded in the junior school and is reinforced through the senior school. This is supported by clearly defined school rules and the high expectations of all members of the school. Pupils appreciate and respect the school rules and feel able to discuss and challenge their suitability, for example when considering school uniform in the school council.

- 3.17 The social awareness of the pupils is excellent. They interact with each other confidently and instinctively. Pupils enjoy each other's company and have excellent relationships with staff in school. They work willingly with others either as part of a team or as a leader. Pupils enjoy actively seeking solutions to problems by sharing their ideas and putting a mutual strategy in place to achieve their goals. This occurs in lessons and in extracurricular activities. In a Year 13 psychology lesson, pupils worked confidently in their groups and fed back to the whole class on ways to refine their notes.
- 3.18 Pupils value their relationships with individuals and groups and make a positive contribution to the school and local community. They support four charities a year, raising large sums of money, reflecting their determination and enthusiasm to support the community and the wider world. Individual pupils raise funds for charities of particular importance to them. Pupils regularly visit a local senior citizen's home. Pupils work with pupils from other schools through the CCF and the Model United Nations, sharing their ideas and skills. Sixth formers help teach language lessons in the junior school and a local primary school. Older pupils offer support to younger ones mentoring academically and pastorally, to help build their confidence and skills. The school's leaders have successfully embedded an ethos of respect, support, kindness and openness across the entire school.
- 3.19 From an early age, pupils display a sophisticated understanding of the differences between individuals, in terms of culture, background and gender. In a Spanish lesson, Year 9 pupils discussed the culture of the country asking detailed questions about religion and traditions. Pupils in a Year 6 PSHE lesson thought deeply about the life of disabled children and the discussed the difficulties such children might face with great insight. Their interactions in school with staff and other pupils are courteous and based on mutual respect on all sides; they are empathetic and supportive. Whether it is by age, gender or nationality pupils interact positively and without prejudice. The inclusivity observed in school is enhanced by the multicultural nature of the boarding house which is fully integrated into the school as a result of the empathetic and strong leadership shown by the school's management team. Pupils take pleasure in opportunities to learn about the cultures of their fellow pupils, through presentations in assemblies such as a recent assembly on 'Black Lives Matter' and other events in school such as diversity week. They look out for their peers and enjoy making new acquaintances, such as through the 'invite a friend' evenings in the boarding house, when day pupils are invited to spend time with international boarding pupils. In interviews, pupils spoke of the sensitivity and understanding that runs through the school and the fact that it is a very supportive school which encourages everyone to be the best they can be. The school's leaders and governing body have successfully embedded the values and ethos of the school to support a community in which all pupils are able to develop and thrive.
- 3.20 Pupils have an excellent understanding of the importance of staying both mentally and physically healthy. They recognise the importance of being physically active and benefit from plenty of outside space and a variety of sporting activities. They understand and embrace the concept of sport for life, encouraged by the wide range of extracurricular sporting activities available to them. Pupils know what constitutes a balanced diet as they are encouraged to make sensible choices from the healthy range of foods available at mealtimes, supported by PSHE and food technology lessons where they learn about nutrition. Pupils have a well- developed understanding of mental health and balance in life and appreciate the work of sixth form mental health ambassadors, wellbeing prefects, peer mentors and antibullying ambassadors, who are trained to offer support and work closely with staff. Pupils feel safe in the school environment, both physically and emotionally. They are confident that any concerns that they might raise related to issues in school or outside school will be listened to and dealt with appropriately and discreetly. They speak highly of the PSHE programme and the regular surveys that are undertaken which take their views into account. In responses to the questionnaire, the overwhelming majority of parents and pupils feel that the school is a safe environment. This is because the school has an effective pastoral care system in place, which includes counselling and mental health support and regular online safety training.

## 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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house assemblies, form periods and assemblies. Inspectors visited the boarding house 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

Dr Ruth Weeks	Reporting inspector
Mrs Valerie Stewart	Compliance team inspector (Former assistant principal, ISA school)
Mr Alan Cooper	Team inspector (Former senior tutor, HMC school)
Mr Jeremy Farrell	Team inspector (Senior deputy head, HMC school)
Mr Henry Rickman	Team Inspector (Deputy head GSA school)
Mr Carl Rycroft	Team inspector (Headmaster, IAPS school)
Mrs Jo Storey	Team inspector (Former principal, GSA school)
Mr John Cox	Team inspector for boarding (Senior master, HMC school)