



ISI Independent
Schools
Inspectorate

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

Elmhurst Ballet School

February 2022

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School's Details

School	Elmhurst Ballet School		
DfE number	330/6111		
Registered charity number	1040286		
Address	Elmhurst Ballet School 249 Bristol Road Edgbaston Birmingham West Midlands B5 7UH		
Telephone number	0121 4726655		
Email address	enquiries@elmhurstdance.co.uk		
Principal	Miss Jessica Ward		
Chair of governors	Mr Jim Harris		
Age range	11 to 19		
Number of pupils on roll	175		
	Day pupils	26	Boarders 149
	Seniors	120	Sixth Form 55
Inspection dates	15 to 18 February 2022		

1. Background Information

About the school

- 1.1 Elmhurst Ballet School is a co-educational independent day and boarding school for pupils between the ages of 11 and 19 years. It is a charity governed by a board of trustees.
- 1.2 The school was founded in 1923 as a vocational school for the performing arts and, in 2004, became a specialist ballet school moving to purpose-built premises in Birmingham. Since the previous inspection, the school has refurbished two boarding houses, created a lower school common room and installed touch screen interactive white boards in all classrooms.
- 1.3 Boarders are accommodated in four houses situated on the main campus, one for male boarders, two houses for female boarders and one mixed house. Year 12 and 13 pupils are accommodated in a separate house close by. Year 14 live independently in nearby private rental accommodation.
- 1.4 During the period March to August 2020, the whole school was closed.
- 1.5 No boarders remained on site.
- 1.6 During this period of closure, the school provided remote learning materials for all pupils.
- 1.7 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.8 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.9 During the lockdown period of January to March 2021, all pupils received remote learning provision at home. Overseas boarders who did not return home received remote learning at the home of their guardians.
- 1.10 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher-assessed grades were awarded.

What the school seeks to do

- 1.11 The school aims to be a world leader in training and educating ballet dancers. It seeks to equip pupils with the skills, resilience and creativity to succeed and make a difference in the professional dance world and beyond. The school endeavours to support their vocational training with a strong academic education in a nurturing environment.

About the pupils

- 1.12 Boarders come from across the UK and around the world, representing a broad range of social and cultural backgrounds. Nationally standardised test data provided by the school indicated that the academic ability of the pupils is above average in the senior school and below average in the sixth form. The school has identified 27 pupils as having special educational needs and/or disabilities (SEND), such as memory and processing. Of these, 21 receive additional specialist support. No pupils in the school have an education, health and care (EHC) plan. English is an additional language for 13 pupils, 6 of whom receive specialist support. All pupils have been identified as talented in dance and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Pupils take A levels in Year 13. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms 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.
- 2.5 Pupils receive 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.
- 2.8 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

- 2.9 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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.
- 2.13 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

- 2.14 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 5 are met.**

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 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.

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

Key findings

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

- Pupils have excellent knowledge, skills and understanding which they routinely apply across all subjects and in their dancing.
- Pupils display excellent communication skills as orators and writers and successfully present themselves through the medium of dance.
- Pupils demonstrate highly developed study skills.
- Pupils display exemplary attitudes towards their learning both in their academic studies and in their ballet classes.

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

- Pupils are self-confident and demonstrate high levels of self-discipline, particularly in their ballet studies as they strive to reach standards of excellence.
- Pupils are respectful and sensitive towards others from different cultures and backgrounds. They are tolerant and kind towards each other.
- Pupils understand how to look after their physical and mental well-being as adolescent ballet dancers.
- Pupils of all abilities are confident decision-makers, understanding the importance of their choices for their own success and well-being.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:

- To enable pupils of all abilities to reach their full potential by more integrated and effective use of data across the school.

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 make rapid progress in their ballet studies and across the full range of subjects. Pupils' attainment successfully reflects the school's aim to be a world leader in training and educating ballet dancers supported with a strong educational provision. Pupils demonstrate a very high level of achievement in their dancing. In the years 2019 to 2021, almost all pupils gained their level 6 Diploma in Professional Dance. In the Royal Academy of Dance examinations in the years 2018 to 2019, 95% of

pupils gained a distinction and 5% a merit, with 96% awarded a distinction and 4% a merit the following year. At A level in the years 2020 to 2021, 100% of pupils gained A* to A in biology, and 83% gained A. Over 50% gained A* to B in both English literature and art. In 2021 all pupils undertaking the extended project qualification achieved A* to A in their final marks. Data indicates that pupils' attainment in their GCSE subjects is significantly above the national averages. At GCSE in the years 2018, 2020 and 2021, over 50% of grades achieved were at levels 9 to 7. There is no significant difference in attainment between different groups within the school with all pupils achieving the same high level of progress. Pupils' achievement is enhanced by high quality resources including well-equipped dance studios and training rooms, and by leaders' thorough procedures for assessment and monitoring. Most parents who responded to the pre-inspection questionnaire, including those of boarders, agreed that teaching enables their children to make progress and prepares them effectively for life in modern society.

- 3.6 Pupils show an excellent level of knowledge of their subjects, both in their academic classes and in their dancing. They demonstrate skilful understanding of the work they are doing and apply this very effectively in their studies. For example, in a Year 8 French lesson, pupils readily employed a wide range of vocabulary as they worked collaboratively in a buying and selling activity. In an English lesson, Year 9 pupils were adept at selecting words and phrases from a passage from *Jane Eyre* to describe the characteristics of the gothic novel, and confidently identified techniques used to create suspense and engage the reader. Year 7 pupils participated with enthusiasm in their strength and conditioning session, demonstrating competency in understanding and completing a range of physical exercise. In ballet, Year 7 male pupils executed the rond de jambe enchainement with precision, excellent weight balance and focus. They continued to use their understanding of balance technique as they worked on the port des bras. Year 13 dancers demonstrated clear understanding of the requirements for the landing element of the allegro enchainements and displayed high levels of fluidity and projection. They combined these with strong technical ability in their fouetté work. Throughout the school, pupils make excellent progress in developing their understanding and apply their knowledge with confidence. Pupils are supported by carefully structured teaching, well-planned lessons and suitable facilities. They are appreciative of the dedication shown by their teachers, and this challenges them to strive for excellence in all they do.
- 3.7 Pupils are highly articulate and communicate with flair and creativity. In a Year 11 history lesson, pupils researched the life of Sir Francis Drake, competently sharing new information with the class. Year 10 pupils studying Victorian court papers, explained complex passages with fluency. Year 9 pupils in a history lesson, discussed the rights of black high school pupils in the United States, displaying clarity of expression and judgement. In a music lesson, Year 8 pupils communicated with gusto through the medium of percussion instruments. They competently created their own rhythms and joined faultlessly in the intermittent chorus. In a drama lesson, Year 10 pupils worked on a devised performance, demonstrating a mature understanding of how body language can be used to communicate emotions to an audience. 'Mothers' sought to retain their 'sons', only to portray the devastation of rejection as their male drama partners slid downwards leaving them with empty arms. In a dance class on pointe work, Year 10 dancers listened attentively to their teacher and gave positive feedback to each other to further develop their technique. In their Pas de Deux lesson, Year 13 pupils listened to the music, intent on allowing the melody to guide their steps, as they worked together. Pupils of all ages, in their academic studies and in their ballet classes, rapidly develop their communication skills, effectively encouraged and guided by their teachers.
- 3.8 Pupils display excellent study skills. They have high aspirations, are highly motivated to succeed and thrive in an environment where their talent for dance is nurtured alongside their academic education. Pupils are analytical in their approach to learning and are willing to use their knowledge to synthesise information and take intellectual risks. In a Year 13 mathematics lesson, pupils applied higher order thinking to test their ideas when working out complex differential equation problems. Year 12 biology pupils were adept at hypothesising and synthesising information as they pondered adaptations of elephants and bears to their environment. Pupils in a Year 7 English lesson used their prior knowledge

of Elizabethans to discuss whether or not Shakespeare had changed the public perception of fairies in his play *A Midsummer Night's Dream*. In a Year 10 music lesson, pupils successfully analysed a range of musical features from diverse extracts. Dancers of all ages consistently analyse routines, translating basic step patterns into flowing choreographed sequences. Pupils throughout the school demonstrate strong research skills, from Year 7 pupils researching production methods in a professional production of *Macbeth*, to Year 13 pupils in their extended project qualification work. These excellent study skills are fostered by teachers who encourage active pupil participation and a classroom ethos where pupils are not afraid of making mistakes but are intent on learning from them. Both academically and in their vocational programme, there is a strong focus on engendering in pupils a love of learning and the desire to master the techniques they will need as professional dancers. This focus contributes strongly to the quality of pupils' study skills. Many pupils praise the culture of their boarding houses where their house parents encourage them to be organised, independent and develop good study habits.

- 3.9 Pupils are confident in their numeracy skills and apply these competently in other subjects. In a science lesson, pupils in Year 7 effectively employed their numeracy skills, taking accurate measurements of length and mass and drawing appropriate graphs. Pupils confidently use their numeracy skills as they convert prices and numbers in their modern foreign language lessons. Pupils have an inherent sense of rhythm and an ability to count beats, successfully using this skill to respond to music in their dance lessons. They are competent in their use of information and communication technology (ICT) and apply their skills effectively across a range of subjects. Pupils confidently access online classrooms, use websites to practise making travel arrangements in Europe, and use their skills to design sophisticated presentations and share ideas. With the new landscape created by the pandemic, pupils have become familiar with online auditions and are comfortable using technology when auditioning.
- 3.10 Pupils demonstrate exemplary attitudes towards their learning. They are dedicated, committed learners with a passion to succeed. They approach their studies with focus, working independently and together with purpose. They are proud of their achievements and are strongly motivated to succeed. Pupils understand the importance of being responsible for their own learning and are diligent and resourceful. They are generous in their support of each other, offering praise and encouragement especially when faced with challenging dance routines or techniques which they need to master. In all their lessons, pupils display a 'can do' attitude, and they bring this positive mindset to all they attempt. Sharing inspirational quotes with each other, year 7 pupils chose a few which they felt expressed exactly how they feel as young aspirant professionals. One was: 'Dancing with your feet is one thing, but dancing with your heart is quite another.' Pupils embrace this ethos, responding with a whole-hearted, passionate and committed attitude towards their studies and their dancing, encouraged by the support and high expectation of those who teach them.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils display very high levels of self-confidence in their academic and dance studies, fully in keeping with the school's aims. This quality is promoted by leaders' and proprietors' strong emphasis on developing personal qualities such as self-discipline, application and respect. Pupils understand their own qualities and know how they can improve themselves in all aspects of their lives; however, more effective use of data would encourage stronger pupils' self-awareness of how they are doing. They are highly resilient and have chosen a career path which from an early age, demands self-control, dedication and commitment. Pupils are completely focused on achieving perfection in their dance exercises and they routinely challenge themselves to train their bodies to perfect the techniques demanded of them. They bring an outstanding honesty into the dance studios, knowing where any weaknesses in their dancing lie and what they must do to improve their performance. In this demanding context, pupils are quick to support each other, accepting positive criticism as a way to improve and always being ready with a word of encouragement for their peers. These qualities of self-discipline and a strong work ethic are transferred into the academic classroom. There, the pupils

demonstrate the same resilience in their studies and the same desire to succeed. Pupils are self-confident and mature, willing to accept and celebrate the worth of every individual in their community. Almost all their parents stated that boarding makes a positive contribution to the personal development of their children. Pupils themselves talk of the self-assurance and independence that grows from living in the supportive atmosphere of their boarding houses.

- 3.13 Pupils understand the importance of making decisions and taking responsibility for their lives. They have high expectations of personal excellence and a mature understanding that they are responsible for their own achievements and disappointments. This sophisticated attitude encourages pupils to be honest in their decision-making from an early age, assessing their own performance and ability as they journey through school. Pupils enjoy opportunities to make decisions in the classroom. This was seen in a Year 10 art lesson when pupils engaged in personal investigations of a range of artists when exploring the themes of colour and texture. In their devised performance, Year 10 pupils explored a variety of dramatic techniques before deciding on absolute silence to emphasise loss. Year 7 pupils decided to put on an Italian fashion show to showcase their new-found ability in the language. Dancers in all year groups explore their own ideas as they choreograph sequences of different levels of expertise depending on their age, rapidly deciding what works well and what needs changing. Pupils display mature attitudes towards their future careers, appreciative of the comprehensive and detailed guidance they receive about the dance industry. Pupils who decide eventually on a different career path are enabled to make sensible career decisions supported by highly individualised guidance provided by the school.
- 3.14 Pupils know how their decisions may affect their health and mental well-being. They understand the necessity for a well-balanced diet with appropriate portion sizes to maintain optimum body weight and energy as dancers and take advantage of the healthy menus available. They know the benefits of exercise and are very aware of the need to complete warm-ups and stretches before the physical demands of their dance classes. Pupils understand the importance of the strength and conditioning sessions they access. They are appreciative of the support they receive from the health and well-being centre when they are ill or injured or feel under stress. Pupils of all ages understand the importance of being part of a well-ordered, harmonious community and they are aware that the decisions they make affect those around them. Boarders say that being part of the boarding community teaches them how to live and work together productively and enjoy each other's company. Pupils learn the impact of the decisions they make through the strong pastoral system and their individual tutors and mentors who support them throughout the school. Pupils say that they feel very well looked after and understand the importance of keeping themselves safe in every sense. They are confident in their understanding of online safety.
- 3.15 Pupils display a clear sense of right and wrong. They can distinguish clearly the most appropriate way to work with others. In doing so, pupils instinctively demonstrate an understanding for what is right and wrong in society and a respect for systems of law. For instance, in a Year 10 English lesson, pupils considered the justice system and issues of equality in Victorian novels. They discussed thoughtfully the death penalty and how views regarding morality have changed over time. Pupils in Year 7 prepared speeches for a public speaking competition considering issues of bullying and respect for others. Year 11 pupils debated with much understanding and empathy the moral issues around the slave trade in Elizabethan England in both an historical and modern context. In their ballet classes, pupils of all ages understand their responsibility towards others who are dancing too. They are clear that positive behaviour and a disciplined approach in the studio are important parts of meeting this responsibility. Pupils understand the school's system of rewards and sanctions. Behaviour in the school is excellent with minimal intervention needed from pastoral managers. Pupils know when they have made mistakes and they take responsibility for their actions. Throughout the school pupils behave kindly towards each other. This is entirely in keeping with the ethos of the school which promotes a clear understanding of moral choices.

- 3.16 Pupils demonstrate a strong appreciation of the non-material aspects of life and how these strengthen their self-awareness. Pupils express their feelings and emotions through their artwork, using colour, texture and style imaginatively. In their discussions, Year 11 pupils spoke of the sombre moods reflected in darker colours and the joyousness of more vibrant colours. Pupils told inspectors of the 'wow' moments that have moved them, such as when someone has managed the triple pirouette en pointe or the entrechat. They spoke of times when watching others dance is inspiring and can 'give you goose-bumps'. Throughout the school, pupils have a mature sense of the aesthetic in their dance, describing the beauty of a perfect movement. Pupils examine a number of different religions in their religious education lessons, gaining an understanding of the meaning of spirituality in different contexts. Through their drama lessons, pupils explore what it feels like to be someone else, gaining new perspectives and greater understanding of the human psyche. Pupils confidently express themselves through their ballet, understanding the rapport that builds between a performer and the audience. They reflect on their performance in their dance diaries gaining self-awareness and knowledge. Pupils gain a sense of well-being and say that they feel well supported by the strong pastoral provision and by the warm relationships they develop with the house staff who look after them in their boarding community.
- 3.17 Pupils are genuinely supportive of each other. They are proud of the welcoming, inclusive nature of their school where each individual is valued for themselves. They are tolerant and thrive in the open culture of diversity of the school. Most parents state that the school actively promotes values of democracy, respect and tolerance of other people. Pupils listen to each other with respect. This was seen in a Year 10 tutor meeting when pupils discussed equality, LGBTQ+ issues and famous people such as Oscar Wilde and Alan Turing. They shared viewpoints and confronted their own responsibility in challenging discrimination and homophobia. Pupils in a Year 9 history lesson examined the Civil Rights movement in the United States, debating issues of racial diversity with maturity and openness. They demonstrate awareness and understanding of the difficulties faced by those with a different colour of skin. This was seen through work from a range of activities in *Black History Month*, which included pupils' celebration of the achievements of black ballet dancers. Pupils are keenly aware of the needs of others and are generous in their fund-raising activities for charity. They willingly support each other in their lessons and in the boarding houses, diligently taking on roles of responsibility as representatives on the various school and student councils. The quality of care they receive leads to pupils' strong pride in their school and its values.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the learning support and educational resource areas. 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

Mrs Pamela Johnson	Reporting inspector
Mr Jon Ricketts	Compliance team inspector (Senior deputy head, HMC school)
Mr Jack Williams	Team inspector (Head of sixth form, HMC school)
Mr Martyn Beer	Team inspector for boarding (Deputy head, ISC school)
Mrs Karen Pickles	Team inspector for boarding (Former senior housemistress, HMC school)