



ISI Independent
Schools
Inspectorate

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

Epsom College

February 2019



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School's Details

College	Epsom College			
DfE number	936/6030			
Registered charity number	312046			
Address	Epsom College College Road Epsom Surrey KT17 4JQ			
Telephone number	01372 821000			
Email address	info@epsomcollege.org.uk			
Headmaster	Mr Jay Piggot			
Chair of governors	Dr Alastair Wells			
Age range	11 to 18			
Number of pupils on roll	900			
	Boys	526	Girls	374
	Day pupils	566	Boarders	334
	Seniors	573	Sixth Form	327
Inspection dates	5 to 7 February 2019			

1. Background Information

About the school

- 1.1 Epsom College is an independent day and boarding school, for boys and girls, aged between 11 and 18 years. It is a Christian foundation, operating as a charitable company, limited by guarantee and governed by a board of trustees who are appointed by the Council of the Royal Medical Foundation. It was founded in 1855, as the Royal Medical Benevolent College, to support orphans and widows of the medical profession. Originally a boys' school, girls were admitted into the sixth form in 1976. Full co-education followed 20 years later. Since the previous inspection, the school has expanded to include pupils from the age of 11. The school comprises 13 single-sex houses, seven of which are for day pupils, five are for boarders, and one accommodates both day and boarding girls.

What the school seeks to do

- 1.2 The school aims to provide exceptional academic, social, sporting and cultural opportunities in a safe, inspiring and supportive community. It aims to challenge pupils to develop their talents, broaden their interests and become confident in themselves, as well as tolerant and appreciative of others. It seeks to provide a flourishing co-educational environment for boarding and day pupils, creating a community where pupils will find things that will matter to them for the rest of their lives.

About the pupils

- 1.3 Pupils come from a wide range of backgrounds, with over 30 different nationalities represented. Nationally standardised tests indicate that the ability profile of the pupils is above average in the senior school and broadly average in the sixth form. The school has identified 133 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 63 of whom receive additional specialist help. One pupil in the school has an education, health and care plan (EHC). English is an additional language (EAL) for 132 pupils, 65 of whom receive additional specialist help. The most able pupils, many of whom have been awarded scholarships or exhibitions, receive specific challenges, both inside and outside the classroom.

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 un-met 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 above the national average for maintained schools and results in IGCSE examinations 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 pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 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 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'.

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>
Third Form	Year 7
Lower Fourth	Year 8
Middle Fourth	Year 9
Upper Fourth	Year 10
Fifth Form	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' communication skills are excellent. They speak articulately, debate confidently and with assurance, and apply these skills highly effectively across the curriculum.
 - Pupils throughout the school make excellent academic progress over time, and levels of achievement are high.
 - Pupils' attitudes to learning are exemplary; they are creative, take risks and engage with or create opportunities for new and varied learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have highly productive relationships with each other and collaborate effectively in a community, where they are encouraged to flourish.
 - Pupils show highly developed self-confidence and self-esteem as a result of the experiences and opportunities in their houses, both boarding and day, as well as the co-curricular programme.
 - The pupils show a clear respect and tolerance for each other's differences, which is reflected in the inclusive ethos of the school.

Recommendations

- 3.3 There are no recommendations.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The overall achievement of pupils is excellent reflecting the school's ambitious aim to prepare them for eventual entry to the most competitive universities. Pupils, including those identified as having SEND or EAL, make excellent progress over time. School leaders make effective use of a well-developed assessment and tracking system, which enables them to identify differences in progress and put strategies in place to narrow the gap. Pupils participate actively in their own learning and this is fostered by a highly effective tutor system, along with the supportive and collaborative nature of both pastoral and academic staff. Thus, pupils have a clear vision of how well they are progressing. Pupils are also directly involved in target setting and evaluating their own performance. Pupils actively seek support, whether it be through attendance at the 'exam factory,' or through making the most of the one-to-one support that is so readily on offer. Pupils see these opportunities as part of a process that helps them to achieve high standards. In the years from 2015 to 2017, performance at GCSE and A level has been above the national average for maintained schools, and at IGCSE above worldwide norms. Standardised measures indicate pupils make excellent progress, in relation to the average for pupils with similar abilities, at both GCSE and A level.
- 3.6 Pupils' knowledge, skills and understanding across all areas of learning are excellent. Pupils demonstrate confident speaking and debating skills in their own and other languages. They are keen to develop these skills in lessons. Outside the classroom, they embrace the enrichment opportunities provided by a broad and varied extra-curricular programme. Pupils are positive and appreciate what they describe as the school's 'can do' environment, in which they feel able to take risks and try new things. They are highly motivated. The core curriculum, which enhances learning in the sixth form and the innovative use of independent academic projects with younger pupils, have enabled them to acquire exceptional knowledge and skills, principally through the independent research and the extra challenge provided by extended projects. Pupils are inquisitive learners, questioning and showing an eagerness to be involved in discussions during lessons. Boarders described how they have developed

their academic skills and confidence, through helping younger pupils, and, in turn, being able to receive help from older pupils. In questionnaire responses, an overwhelming majority of pupils stated that teachers have helped them to learn and make progress.

- 3.7 Pupils' communication skills are excellent. They have many opportunities to practise these through discussion, including listening to talks, presentations in chapel or assembly, or in inter-house debates. During discussions, they listen carefully, demonstrating empathy for each other's views. They are considered and self-assured in answering questions, without fear of getting things wrong. Pupils are confident communicators. Skilful questioning in lessons encourages their freedom of thought; positive working relationships facilitate the sharing of ideas. Pupils demonstrate proficiency in writing for different purposes, using sophisticated language and writing skills, which they share with each other willingly. Pupils' reading skills are well developed. Boarders' enthusiasm is further fostered by being encouraged to read newspapers or books before bed, or by initiatives for all pupils, such as a pop-up library on the lawn during the summer, or the mobile library that travels around the houses. Younger pupils spoke warmly of Trivium, which is a course offered to develop reading habits, debate, think critically and explain views that they may hold. Through this course, they had gained confidence in communicating and debating, and they very much enjoyed the process. Pupils' excellent communication skills are furthered by the engagement of the school's leadership team in seeking every opportunity to enhance and develop learning outcomes.
- 3.8 Pupils have a high level of competency, knowledge and ability in numeracy. They apply these skills extremely well to other areas of their learning. They are confident in the application of mathematics, and this is further developed through extra-curricular enrichment activities, such as the maths challenge and kangaroo competitions that they undertake with enthusiasm. Pupils of all abilities develop their skills and assurance by undertaking mathematics extension activities. Use of tracking data enables the early identification of pupils experiencing difficulties in mathematics, who then work closely with teachers to make measurable progress, through targeted interventions and individual action plans.
- 3.9 Pupils are confident users of information and communication technology (ICT). They apply these skills with assurance to other areas of their learning. Pupils throughout the school are adept at using tablets and computers to access resources, or to enhance presentation. They are confident when working collaboratively online with their peers, or with staff. Pupils move seamlessly between paper and screens, and are well prepared for the fast-paced nature of technological advancement. They welcome technology, yet value tradition and realise the benefits of honing both ICT and interpersonal skills. Excellent use of ICT is seen in pupils' use of applications to bring richer content to their notes in, for example, their use of an animation application to stitch together photos of different stages of chemical reactions in science lessons. Pupils with SEND are highly skilled in the use of assistive technology to record their work in a range of formats, giving rise to greater independence. Boarders' proficiency with ICT is enhanced by ready access to computers in boarding houses.
- 3.10 Pupils of all ages show sophisticated study skills; they thrive on challenge and are prepared to tackle difficult problems without fear of failure. They show independence in working on personal projects and pursuing subjects beyond the curriculum, since they are encouraged by staff who, through targeted continuing professional development, have acquired a common understanding of what supports effective learning. Throughout the school, pupils develop higher order thinking skills, stimulated by a broad and challenging curriculum. Senior pupils demonstrate an outstanding ability to synthesise sophisticated material and develop considered hypotheses in areas of their own academic interest. This is evident from the independent academic projects and the extended project qualifications completed as optional enrichment activities. Pupil-initiated and pupil-led societies, as well as pupil publications, demonstrate their ability to apply their knowledge to new situations and shape their own learning outside of the curriculum. They are inspired to challenge their own understanding, through participation in thought-provoking activities, such as the Wednesday club, or the Year 11 Oxbridge society, known as Outfoxed.

- 3.11 Pupils participate with great energy and commitment in the wide range of enrichment opportunities provided to support the curriculum, whilst also achieving high levels of success in extra-curricular activities. They are successful in sport, whether representing the school, the county or the nation. They are nurtured by a sports programme that encompasses personal training, nutrition, strength and conditioning. Pupils of all ages develop leadership skills through, for example, participation in the Combined Cadet Force, or by leading a delegation in the Model United Nations competition, in which both teams and individuals have had notable success. They seize opportunities to showcase their talent in performances of plays, house soirées or 'live lounge' performances. They relish opportunities in all areas of drama, achieving skill in directing or writing pieces, as well as acting in them. Musically, pupils achieve at a high level in individual vocal or instrumental work, or through activities including the chapel choir, the barber shop, the concert band, or one of the many ensembles. Pupils spoke enthusiastically of the breadth of opportunities available within in the arts, which they felt to be on an equal footing with academic and sporting activities. Pupils demonstrate commitment to excellence in all areas of learning; they do not settle for mediocrity and express confidence in the culture of the school that inspires them to be the best they can be.
- 3.12 Pupils' attitudes to learning are positive and they are highly productive in individual work, or in collaboration with others. Pupils demonstrate high levels of initiative in their own learning; they are keen to extend their own understanding to explore new knowledge. This was shown, for example, through their enthusiastic discussion of USA current affairs in a politics lesson. They demonstrate academic curiosity outside of the confines of the curriculum. They are keen to complete independent work, undertake extension activities and explore new topics beyond the classroom.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have well-developed self-understanding, as well as an excellent awareness of how to improve their own learning and performance. They are well prepared for the next stage in their lives, speaking with assurance about how their experiences at each stage translate to future aims and goals. Pupils are resilient. They spoke positively about being pushed out of their 'comfort zone' and also about the confidence that they had gained from succeeding when, for example, they completed a chapel reading, or led a Young Enterprise group in a bid for project rights. Pupils spoke of how they had increased their self-knowledge and self-awareness through participation in activities, revealed when they filled in 'Epsom Express' reflection forms, which they then used as a basis for discussions with tutors. Pupils demonstrate an excellent level of self-knowledge in the consideration of their own learning and habits. This security is founded upon the positive relationships with tutors and house staff. Pupils are self-reflective and able to analyse their own areas of strength and weakness, and take action productively. Pupils spoke sensitively about the importance of their own well-being. They were open about the ways in which they would seek support if they needed help, showing an appreciation for the outstanding level of pastoral care and guidance that they had received.
- 3.15 Pupils understand the consequences of their actions and show maturity when making decisions that affect their future. Their ability to reflect on their work, as well as highly productive one-to-one tutor sessions, enables them to make informed decisions regarding the improvement of their performance. Sixth form boarders spoke of how they had been supported in decision-making during their time at school, enabling them to develop an independence that will benefit them at university; they felt that structure and routine had helped but they had still been given freedom to choose, which had cultivated self-discipline. Pupils recognise the ways in which decisions made now can determine their future. For example, they spoke knowledgeably about online safety, their online presence and the importance of a positive impression for future employers. Pupils appreciate the balance of support and autonomy available in choosing co-curricular activities. Sixth form pupils appreciate being treated like adults and feel well prepared to make their own informed decisions, rather than just being told what to do.

- 3.16 Pupils have a well-developed sense of spirituality, seen in their appreciation of the non-material aspects of life. They are grateful for the opportunities provided for reflection and contemplation. In a pupil-led chapel service, pupils demonstrated a high level of engagement with spiritual understanding when considering why a powerful and omnipotent god would allow suffering. Pupils participate enthusiastically in religious and secular societies, where they relish exploring new ideas. In lessons, they are reflective and mature in their approach to philosophical and ethical debates. Pupils deepen their appreciation of the 'life of the mind' through voluntary attendance at the cultural hour, where they listen to lectures, often from outside speakers, on a wide range of topics, including art, literature, science and sport.
- 3.17 Pupils have high levels of empathy and tolerance towards each other. They are extremely well behaved, mature and responsible in regulating their own conduct, as well as the conduct of others. Rules and the importance of good relationships in the community are regularly reinforced. As a result, pupils have an excellent understanding of what is right and wrong, along with the impact of their own behaviour on others. Boarders spoke of the importance of getting 'the little things' right in the boarding environment, as well as in the wider school. Pupils feel strongly about upholding the rules of the school and the community. They are open and honest when reflecting on their own behaviour, as well as minor indiscretions. They commented that they were thankful that poor behaviour is not only challenged by staff but also strongly disapproved of by their peers. Pupils respond constructively to sanctions, which are generally restorative rather than punitive. They are asked to reflect on what they have done and put it right. In lessons, pupils respond positively to reminders about low-level misbehaviour and maintaining common courtesy, which is accepted as the norm. They are clear that bullying is not to be tolerated. They are reassured that they would be well supported and know where to go should a problem arise. Pupils value the school and endeavour to uphold the college ethos, in which they take great pride.
- 3.18 Pupils collaborate very effectively and genuinely enjoy opportunities to work together to achieve common goals, be they in lessons, or outside in the school community. Pupils, both day and boarding, have a strong sense of mutual support and loyalty in their houses. They value the contribution of the many staff involved with the houses. Pupils are socially and personally aware; they aspire to achieve, and older pupils act as positive role models for younger years. Pupils of different ages work together in 'families' within the house. Collaborative projects, such as house soirées enable them to work effectively as a team to achieve a common goal. Senior pupils have been trained as peer mentors, providing a valuable source of support, whilst learning about the importance of listening to and recognising the needs of others. Diversity and difference are celebrated, and pupils are able to play to their individual strengths. They are inclusive and supportive of each other, irrespective of cultural differences. In a language support lesson, for example, pupils were happy to work in groups arranged by the teacher. There was a competitive but nonetheless supportive community atmosphere in the class, with all international pupils working towards a common goal. Boarders demonstrate high levels of social awareness, showing a mature consideration regarding the importance of working effectively with others to ensure that there is harmony within the boarding community.
- 3.19 Pupils take every opportunity to contribute to the lives of others and undertake to help those less fortunate than themselves, both nationally and internationally. Each house contributes to its own charity and pupils have strengthened the college's links to the medical profession by undertaking outreach work through, for instance, volunteering in an eye hospital in India. The service programme enables older pupils to take up placements in the community. They spoke enthusiastically about what they had gained personally, talking of the satisfaction about how they felt about having had a positive impact on the lives of others. Scholarship holders recognise and appreciate their own talents and opportunities by acting as ambassadors in music, drama, and sport. They relish the opportunities to perform in school and in the local community. Older pupils take leadership roles in the mentoring programme but also in house roles, such as prefects or study leads, to help younger pupils with academic work.

- 3.20 Pupils show a clear respect and tolerance for each other's differences, which is reflected in the inclusive ethos of the school. Pupils come from a wide range of geographic, social, economic and cultural backgrounds. Regardless, diversity and difference are respected and celebrated in an open, tolerant and harmonious community. In questionnaire responses, an overwhelming majority of pupils, parents and staff felt that the school actively promotes values of democracy, respect and tolerance of other people. Pupils count diversity and inclusivity as strengths of the school, which is illustrated, for example, through how they talk about their pride regarding opportunities to learn Mandarin, so that they are able to speak to Chinese friends. Pupils are sensitive towards other cultures and traditions; they are honoured to be part of a cohesive and yet diverse community. The commitment to inclusivity, which is a strength of the school, is a result of the dedication of the leadership to the aspirational and supportive ethos, to which pupils readily respond.
- 3.21 Pupils' knowledge and understanding of how to stay safe, and to being both physically and mentally healthy, are excellent. They show that they understand the benefits of a balance regarding activity and academic study, participate actively in a wide range of sporting activities, and have the knowledge to make healthy choices at mealtimes. Pupils have a good understanding of what is required to ensure their own mental health and wellbeing. This awareness is fully supported by a carefully-planned personal and social development programme (PSD4life), as well as the wellbeing programme. Pupils are able to discuss what they have learned from this programme, with specific reference to themselves. Boarders recognise the meaning of staying safe physically, mentally and online. They appreciate the guidance that they receive from house staff, as well as the lectures and PSD programme. During interviews with inspectors, all pupils said that they feel safe in school and that they know how to keep safe online.

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 tutor meetings, chapel and assemblies. 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 Jane BATTERY	Reporting inspector
Ms Wendy Barrett	Compliance team inspector (Deputy head, GSA school)
Mr James Cope	Team inspector for boarding (Deputy head, HMC school)
Mr James Jones	Team inspector for boarding (Deputy head, HMC school)
Dr Martin Boulton	Team inspector (High master, HMC school)
Mr William Ings	Team inspector (Head of teaching and learning, HMC school)
Mrs Katherine Walters	Team inspector (Head of middle school, HMC school)
Mr Graham Yates	Team inspector (Deputy head, GSA school)