



ISI Independent
Schools
Inspectorate

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

The Hammond School

September 2021

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School's Details

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| School | The Hammond School | | | |
| DfE number | 896/6016 | | | |
| Registered charity number | 1022427 | | | |
| Address | The Hammond School Mannings Lane Hoole Village Chester Cheshire CH2 4ES | | | |
| Telephone number | 01244 305350 | | | |
| Email address | contact@thehammondschool.co.uk | | | |
| Principal | Ms. Jennifer Roscoe | | | |
| Chair of governors | Mrs Kathy Cowell | | | |
| Age range | 11 to 19 | | | |
| Number of pupils on roll | 227 | | | |
| | Day pupils | 110 | Boarders | 117 |
| | Juniors (Years 7 to 11) | 116 | Seniors (Years 12 to 13) | 101 |
| Inspection dates | 21 to 24 September 2021 | | | |

1. Background Information

About the school

- 1.1 The Hammond is an independent co-educational day and boarding school for pupils aged between 11 and 19, specialising in the performing arts. It is overseen by a charitable trust and is run by a board of directors who are also trustees of the charity. It was founded in 1917 and moved to its present site near Chester in 1983. Since the previous full inspection in 2018, a new principal has been appointed and the senior leadership team has been restructured. The Hammond has also occupied into new boarding accommodation and restructured the resident boarding team. There are two houses, one for male and one for female pupils.
- 1.2 The Hammond receives funding from the Department for Education's Music and Dance Scheme (MDS) and the Education Funding Agency's Dance and Drama Award (DaDA) Scheme. The school offers further financial support for talented performers.
- 1.3 During the period March to August 2020, the whole school was closed. During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.

What the school seeks to do

- 1.8 The school's aim is committed to providing artistic and vocational training of the highest quality in dance, drama and music, alongside an outstanding academic curriculum. It aspires to recognise and value personal achievement, and actively to encourage pupils to zealously pursue their goals while reinforcing their self-knowledge, self-esteem and self-confidence. It seeks a partnership with parents and guardians in order to realise the full potential of every young person in all areas of school life, in which co-operation, tolerance and friendship are highly valued.

About the pupils

- 1.9 Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly in line with the national average. One pupil has an education, health and care (EHC) plan. The school has identified 95 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional specialist help. English is an additional language (EAL) for 16 pupils, almost all of whose needs are supported by their classroom teachers; one pupil receives individual EAL tuition. The school views all pupils as being talented in performing arts, and the curriculum is constructed accordingly.

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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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 2020 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-level examinations in their final year at the school. 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. Any prefect system operating in the school is suitably managed.
- 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, and 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 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 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 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 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'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- In their vocational training, pupils achieve outstanding results.
- Pupils are appreciative of the high quality of their training and respond by being quick and dedicated learners.
- In academic lessons in Years 7 to 11, they show less motivation and skill as learners than in their performance work.
- Pupils have highly effective speaking and listening skills, which enable them to collaborate effectively to enhance their learning.
- Pupils develop excellent awareness of how to improve their knowledge, skills and understanding as performers.

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

- Pupils show excellent levels of discipline and resilience to cope successfully with a demanding programme of learning.
- Pupils speak with confidence and passion about their training and their ambition to be the best they can be.
- Pupils regard criticism as an opportunity to learn, and act on it to improve their performance.
- Pupils bring tolerance and respect to all their dealings with others.
- Pupils value the knowledge and skills which they learn to underpin their future careers.

Recommendation

3.3 The school is advised to make the following improvement:

- Enable pupils in Years 7 to 11 to understand how to improve their work and develop higher-order thinking skills so as to become more effective and motivated learners in mainstream academic lessons.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve exceptional standards in response to their vocational training. The great majority of leavers fulfil their ambition to become professional performers in dance or the musical theatre arts. Pupils say that they are aware of the competitive nature of the industry they are entering and, therefore, make great demands of themselves. In discussions and through the pre-inspection questionnaire responses, they are clear that they understand the opportunity that the school gives them and take advantage of its high-quality teaching and vibrant atmosphere. Pupils can recognise how to make the next steps in their progress. In dance, this is particularly evident with clear targets and evaluations. Pupils quickly and effectively learn new complex high-energy dance routines in musical theatre, for example.
- 3.6 In Years 7 to 11, they also follow a traditional academic programme leading to GCSEs. Pupils' attainment in GCSE examinations in the years 2018 to 2019 was comparable to the national average for maintained secondary schools, and the centre-assessed grades in 2020 show results consistent with this attainment. Their work, as observed in lessons and in their files and exercise books, is broadly in line with, and sometimes above, age-related expected levels. Pupils in Years 7 to 11 say that they feel less enthusiastic in academic subjects than in dance or musical theatre classes, and that is reflected in their results. However, only a minority of pupils are able consistently to show they know how they learn best and how to improve their academic work. In Years 7 to 11, teaching does not consistently modify the planning of lessons to meet the needs of all groups of pupils, including those with SEND and those who are among the more able.
- 3.7 Pupils in Years 12 and 13 speak with enthusiasm about the supportive teaching they receive in preparation for their examinations. The small number of examinations taken by seniors, both A level and BTEC, prevent reliable comparison with national averages. Their work, as observed during the inspection, confirms, however, that pupils achieve high standards in their A-level and BTEC courses. At this stage, teachers know their pupils well and know how they learn most effectively. In addition, pupils say they are kind and patient, and are prepared to devote extra time to their pupils as and when needs arise. Pupils' knowledge, understanding and skills are good. For example, pupils have an excellent understanding of time signatures and can adapt their plié to a six count within a triple time signature. Pupils show strong understanding of the technical terms required for key ballet assessments.
- 3.8 Pupils sit examinations set by The Royal Academy of Dance (RAD), The Imperial Society of Teachers of Dancing (ISTD), The London Academy of Music and Dramatic Art (LAMDA) and The London College of Music (LCM). They achieve excellent results compared to others of their age. A fifth of pupils undertake and achieve highly in LAMDA examinations. Most recently, eight junior school dance students and twelve theatre arts pupils across all year groups achieved at least a merit. In Year 8, pupils regularly achieve Grade 7 LAMDA qualifications that would normally be achieved by post-16 pupils. Almost all RAD ballet qualifications are at a high level and well above the norm for pupils of a similar age. Fifty pupils entered the LCM arts examinations in 2020, all achieving distinctions.
- 3.9 Pupils achieve high standards in creative subjects, including textiles and photography. In the context of their vocational training, they develop excellent physical skills. They display good linguistic skills, as seen in animated discussion of regional accents in a Willy Russell play in a junior English class. Pupils in another lesson were able to identify the use of personification ('Trees battered by the harshness of November') and explain that it makes the reader more sympathetic to the text. Pupils have appropriate mathematical skills for their age, and excellent technological skills. School leaders chose to encourage the use of tablets and other electronic devices to enhance learning after observing the success of online provision during the COVID-19 lockdown, having previously not allowed them in school at all. This change has been highly successful. Pupils make efficient use of small devices for

electronic note-taking and cloud storage during active drama lessons, for example. Pupils also show an appropriate understanding of the scientific, human and social aspects of the curriculum.

- 3.10 Teaching lays strong foundations so that pupils' technical and anatomical knowledge is far above the national average for dance and drama. In addition, the school is managed so that dance lessons across the school are for mixed-age groups, enabling pupils to progress rapidly regardless of age. Teaching is of high quality, well-paced and offering an effective combination of praise and critique, with ample individual feedback. Class sizes are small, and specialist staffing is generous. The flexible curriculum is adapted appropriately to ensure the needs of each individual are met as far as possible.
- 3.11 Pupils have outstanding skills and understanding in dance. They show excellent focus and determination in developing their vocational competence. Pupils are at ease in seeking guidance from the staff to improve. This same level of knowledge, skills and understanding was not seen in their academic studies where pupils, while being extremely compliant in class, did not show the same level of ambition.
- 3.12 Pupils' communication skills are highly effective. They speak in a measured, composed way, and they are passionate and persuasive. Pupils are articulate and confident and well able to ask for clarification when they do not understand. They are also excellent listeners, so that in conversation and in classroom discussion they pay close attention to what others say, and frequently build on the suggestions and opinions they hear. Collaborative activities in class are also highly effective for that reason. Most pupils develop good writing skills, with accurate expression, good spelling and punctuation, and clear arguments a common feature of their work. Pupils read with fluency and flair, enjoying, for example, French terminology in ballet lessons and the nuances of local dialect when studying plays. Pupils feel confident when debating and discussing issues especially in humanities subjects, as well as the 'drop-down' days where they focus on personal, social and health education (PSHE). They appreciate selecting topics such as Black Lives Matter and enjoy reading about and discussing these key issues. Well-structured debating and open-forum discussion are built into these events by the school, which is not afraid to raise and tackle issues that have direct meaning for the pupils. Pupils say staff approach lessons and discussions of this kind in a calm and open way, so that pupils feel safe in making their views known.
- 3.13 Most pupils make good progress in developing their numeracy skills through supportive teaching. Teaching enables students to grasp the fundamentals of numeracy, which they can transfer to other areas of the curriculum. For example, in business studies, pupils discuss with confidence the difference between limited and unlimited liability and the financial impacts of this, offering figures to support their argument.
- 3.14 Almost all have well-developed skills in the use of information and communication technology (ICT), using the internet effectively for research purposes, and putting into practice the coding they learn in computing lessons. They make excellent use of a variety of platforms to create their own showreels for auditions, showing independence and imagination as well as creativity.
- 3.15 Junior pupils are sometimes able confidently to hypothesise and synthesise information. For example in a geography lesson, pupils demonstrated strong understanding in labelling and explaining the extended points on a sixteen-point compass. They then effectively applied this knowledge in navigational skills. Overall, however, higher-order thinking skills are not fully embedded in junior pupils' approach to academic lessons. A small number of seniors are developing improved skills as the school introduces the Extended Project Qualification (EPQ). In a senior drama lesson, pupils were able to speculate in a highly imaginative way as they considered how an audience might react to different portrayals of, for example, Oedipus and Tiresias. Pupils of all ages work collaboratively and independently with great success. This was observed in perfecting a split leap, for example, and in refining technique when acting to camera.
- 3.16 Boarders say that their approach to studying is influenced by a shared motivation and ambition. One boarder made a comment which typified this: 'You learn and work better in areas that are tough,

because others are like you and might be finding the same things tough.’ Knowledgeable, challenging and humorous vocational teaching makes a significant contribution to this approach. However, pupils’ attitudes to non-performance lessons are much more variable, especially in Years 7 to 11.

The quality of the pupils’ personal development

- 3.17 The quality of the pupils’ personal development is excellent.
- 3.18 Pupils’ levels of self-confidence are excellent. Pupils talk freely about how their self-confidence has grown since their arrival at the school, nurtured by the care and support they receive from the teaching staff. They are conscious of the need to show resilience when they progress into professional work. They are quick to say that the school has prepared them well for the next steps beyond their training. Pupils have an excellent level of self-understanding in the performing arts. They show high levels of discipline and resilience developed through repetitive practice and performance as they strive for the highest standards. They invariably have strong skills in evaluating their own performance, and their reflections usually lead to improvements. They are eager to question their teachers for guidance, and they act promptly and decisively on the advice they are given. For example, in a class in Year 12 on contextual studies, pupils were able to compile a checklist of key aspects to work on, for example how to stretch the spine while dancing. They then applied this to their practice in the lesson, and improvement was evident immediately. Similarly, in a drama lesson in Year 10, pupils were able to simulate walking through jelly or over drawing pins, in response to brief instructions. The subsequent process of self- and peer-evaluation was highly positive and effective: pupils all see it in that way. Pupils are ambitious and aspirational, and they recognise that others’ views are valuable for their own development. It is also an emblem of the mutual respect that they show one another. They take every opportunity to praise one another. The energy and enterprise which are characteristic of their approach to performance are rarer and less consistent in mainstream academic lessons, as observed by watching the same pupils in successive classes.
- 3.19 Pupils are well prepared for the next stage in their education or their professional career, and they receive excellent, individual support in making the required decisions while at school. They are also well supported in the major personal decisions about their own head shots, and choices of audition pieces, for example. They are invited to form their own opinions on school issues through form representation, the Hammond Parliament and the Captain’s Table (food committee), and regular boarding house meetings.
- 3.20 Pupils say that they attach value to the link between the standard of their performance and their mental and emotional well-being, and that this reinforces their desire always to do their best. They also speak movingly about the spiritual dimension of expressing themselves through music and movement. In this way, they develop unusual sensitivity to the non-material aspects of life.
- 3.21 Pupils are invariably kind and respectful towards others. This is reflected in the behaviour of the pupils throughout the school. They have an excellent understanding of right and wrong through their daily interactions with each other and with their teachers. Pupils speak of knowing what the expectations are in terms of their behaviour. The moral development of pupils is excellent, as shown by their unconditional acceptance of others regardless of any differences. The leadership and governance of the school have taken a strong lead in actively promoting tolerance, empathy, compassion and respect, through initiatives such as its *Every Body* movement. This stands within the relationships and sex education programme, and champions diversity, identity, gender balance and body image. Pupils have embraced the values and attitudes whole-heartedly, reinforcing a school culture which is inclusive, and where inappropriate behaviour or language is routinely challenged. Pupils show high levels of self-discipline, a result of the perseverance required in practising and performing in their vocational studies. Pupils develop a mature understanding of moral and ethical issues. They understand criminal law, as reflected by a discussion in Year 8 where pupils were able to debate the stance of climate change protesters on the M25, balancing the law of the land with the morality of

campaigning for a more sustainable world. Similarly, in an English literature lesson in Year 12, pupils discussed with passion the impact of the war and Hitler on individuals, citing the influence of propaganda on individuals' behaviour.

- 3.22 All pupils of all ages are very socially aware and interact effectively with others. This is enhanced by the strong relationships between the pupils. Pupils new to the school talk about how they were welcomed into the school by older pupils and made to feel at home. There is a strong working partnership between different genders, and the older pupils take an active role in modelling behaviour and supporting the younger pupils. Pupils generally form constructive relationships with each other and feel supported by their peers. Pupils of all ages assist each other and work highly effectively on collaborative tasks. They share mutual ambitions and identify the benefits of combining their efforts towards a common goal. In a drama lesson in Year 10, for example, pupils worked together well, each playing a part and offering supportive comments to others to produce a freeze frame using chairs, as well as stance and posture, to explore notions of hierarchy.
- 3.23 Pupils are committed to helping each other. Some take on roles as elected members of the Hammond Parliament, while others serve to support each other informally. New boarders are allocated more experienced 'buddies' who steer them through the early days of their boarding life. Junior boarders are supported by those in Year 11, some of whom have specific roles, such as head of boarding and head of diversity. Pupils are keen to contribute to the school and their wider community through offering performances at other schools. By the time that the pupils leave the school, they display an excellent standard of personal development. They have learnt how to handle the pressure of studying in a highly competitive environment, where individual limitations may compromise their personal hopes. They are kind and supportive. This in turn helps pupils to develop a mental resilience to enable them to perform to the best of their ability.
- 3.24 Boarders express a commitment to recognise and respect difference, and to work together to reduce barriers and disadvantage. A lower school and a senior school diversity leader each lead pupil-voice opportunities for diversity and inclusion. Pupils are openly passionate about the inclusive environment. Many senior pupils choose to spend time helping younger pupils and in doing so enhance their own personal development as well as the children they support. The shared passion for the performing arts creates a strong community.
- 3.25 Pupils of all ages feel that they are helped by the school to keep safe and healthy. They understand how to look after themselves physically, emotionally and in their diet. They are aware of the particular issues that their specialisms bring with them and are clear about what they should do if they have a concern with regard to their health or their safety. Boarders believe they live within a safe and secure environment in which they can thrive. Older pupils are extremely resilient and show a clear understanding of the need to find balance in their lives, while acknowledging that their chosen vocational directions have significant demands.

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 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

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|---------------------|---|
| Mr Bill Burn | Reporting inspector |
| Mrs Louise Robinson | Assistant reporting inspector |
| Ms Sarah Hughes | Compliance team inspector (Head of senior school, HMC/GSA school) |
| Dr Steve Bailey | Team inspector for boarding (Head, IAPS school) |
| Mrs Karenann Hood | Team inspector (Deputy head, HMC school) |
| Mr Jeff Shaw | Team inspector (Head, ISA school) |
| Mr Jack Williams | Team inspector (Head of sixth form, HMC school) |