



ISI Independent
Schools
Inspectorate

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

King Edward's School, Witley

January 2022

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School's Details

School	King Edward's School, Witley			
DfE number	936/6103			
Registered charity number	311997			
Address	King Edward's School Petworth Road Witley Godalming Surrey GU8 5SG			
Telephone number	01428 686735			
Email address	info@kesw.org			
Head	Mrs Joanna Wright			
Chair of governors	Mrs Justine Voisin			
Age range	11 to 19			
Number of pupils on roll	421			
	Day pupils	273	Boarders	148
	Seniors	316	Sixth Form	105
Inspection dates	11 to 14 January 2022			

1. Background Information

About the school

- 1.1 King Edward's School Witley, founded in 1553 in the City of London as 'a house to lodge Christ in' is an independent, co-educational boarding and day school. To provide boarding facilities, the school moved to a larger campus in Witley, Surrey in 1865. The governing body is known as The Court of Bridewell, reflecting its historic foundation. A new head has been in position since September 2019.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. A number of boarders continued to be accommodated on-site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home received remote learning materials at the home of their guardians.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.7 The school aims to create an educational environment which celebrates diversity, nurtures and equips all pupils to achieve their best, inspires curiosity and encourages independent learning. It seeks to provide a well-rounded and grounded educational experience, underpinned by an inclusive Christian ethos. Pupils are supported in their personal development with the intention for them to gain wisdom, integrity, global awareness and a sense of duty.

About the pupils

- 1.8 Day pupils live in the surrounding area; boarders come from the UK and from more than 28 countries across the world. Parents are predominantly professional or self-employed. Nationally standardised test data provided by the school indicate that the ability of the pupils up to Year 11 is above average for those taking the tests. In Years 12 and 13, the pupils' ability profile is above average for pupils taking A-level and IB courses. No pupil in the school has an education, health and care (EHC) plan. The school has identified 127 pupils as having special educational needs and/or disabilities (SEND), 40 of whom receive additional specialist help. English is an additional language (EAL) for 82 pupils, 52 of whom receive extra support for their English. Data used by the school have identified 17 pupils as being the most able in the school's population, and the curriculum is modified for them as well as for 47 other pupils because of their special talents in art, music, drama, design technology and sport.

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 In the sixth form, IB and A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a). Results in IB examinations have been higher than worldwide norms.
- 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 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, 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>King Edward's School, Witley</i>	<i>National Curriculum name</i>
First Form	Year 7
Second Form	Year 8
Third Form	Year 9
Fourth Form	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 good.

- Pupils have a positive approach to learning and their study skills develop well over time, supported by readiness in teaching to provide extra assistance as needed.
- Pupils have a strong record of sports, music and drama achievement and enjoy physical exercise and a wide variety of activities provided by the co-curricular programme.
- Pupils are highly competent users of ICT, managing a wide variety of platforms, applications and electronic resources expertly across the curriculum.
- Pupils demonstrate excellent speaking and listening skills, both in and out of the classroom.
- Pupils' academic development is constrained by the lack of effective feedback provided in some subjects.
- Some pupils' progress is restricted by a lack of challenge in teaching which hinders their development of a sense of enquiry.

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

- Pupils of all ages demonstrate outstanding levels of respect for diversity and other cultures.
- Pupils show excellent social development and contribute enthusiastically to boarding and the community.

- Pupils have a highly developed sense of moral understanding, reflecting thoughtfully on their personal choices.
- Pupils' understanding of the importance of staying safe and keeping physically and mentally healthy is extremely well-developed.

Recommendations

3.3 The school is advised to make the following improvements:

- Improve pupils' progress by extending effective feedback to all subject areas.
- Ensure that teaching is planned sufficiently well to provide all pupils with an appropriate level of challenge for them to enquire for themselves.

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 of all abilities, including those with SEND and EAL, achieve well and show commitment to do their best. The following analysis uses attainment data for the years 2018 and 2019; these are the most recent years for which comparative data is available. Results in GCSE in 2018 and 2019 were above the national average and in line with pupils' ability. Results in IB were well above the world-wide norm. The relatively small proportion of pupils taking A levels achieved results in line with their ability. The centre-assessed and teacher-assessed grades in 2020 and 2021 at GCSE and IB show substantial improvement, with results well above the national average at GCSE and significantly above the world-wide norms in IB, with top-performing pupils gaining 44/45 IB points. At A level the cohort size has been much smaller and progress has been as expected for these pupils. The school's own assessment data indicate that, overall, there has been an improvement in pupils' performance in relation to their ability over the last two years with no significant difference apparent in the performance of SEND or EAL pupils. This improvement, which indicates good progress, is a consequence of the pupils' motivation and resilience shown during the uncertainty of the last two years, supported by imaginative and precisely focused presentations and tasks on the school's remote learning platform during lockdowns. A majority of pupils gain places at their first-choice university which include many of the most highly selective universities and competitive courses. They feel well prepared for the next stage in their education and cite the benefits of developing the independent research and time-management skills that their sixth-form courses demand. This is one indication that the school has responded effectively to the recommendation in the previous inspection regarding stretching the most able.

3.6 Data show that pupils with EAL taking one-year 'pre-sixth' GCSE courses make good progress, supported by teaching that understands and meets their particular needs. In business management, EAL sixth form pupils demonstrated a very secure use of technical language when discussing sales forecasting, communicating at a level equivalent to those speaking English as their first language. Pupils with SEND also make progress in line with their peers, assisted by tailored provision in teaching. In mathematics, SEND pupils showed resilience when determining lines of symmetry and order of rotation, supported by effective questioning techniques. In responses to the pre-inspection questionnaires, the very large majority of parents stated that their children's specific individual educational needs were effectively met and most pupils agreed that teaching is supportive. They particularly appreciate the quality of the online provision over the past two years which has helped them to make progress.

3.7 Pupils of all ages demonstrate secure knowledge, skills and understanding. In the pre-inspection questionnaires, the very large majority of pupils confirmed that teaching shows good subject knowledge and inspection evidence supports this view. Pupils develop good, and sometimes excellent,

numeracy skills. In sixth-form mathematics, pupils worked with confidence independently to develop a formula for a given geometric series and applied their understanding to different sequences correctly, explaining their rationale accurately. In sixth-form psychology, pupils showed excellent data management skills as they analysed a pupil survey on obedience.

- 3.8 Pupils' use of ICT skills across the curriculum is excellent. In interviews they spoke of the confidence they gain through the compulsory ICT curriculum in Years 7 to 9. They were seen to transfer these skills to different areas of the curriculum with ease. In food technology, pupils worked with great confidence when manipulating the 'Eatwell' diagram; whilst in art, focusing on artist Joseph Cornell, pupils navigated the school's virtual learning platform with ease to access resources which they skilfully deployed.
- 3.9 Overall, pupils are well motivated and work sensibly. They have high expectations of themselves and appreciate that learning new material requires dedication and application. They recognise the benefits of collaborative learning. Boarders appreciate the regular times set aside for study in the boarding house, saying that it helps them learn to manage their workload well. Pupils speak assuredly about the importance of time management and regular revision; they are confident in their use of books, journals and online resources to support their learning. Pupils demonstrate higher thinking skills when faced with challenging tasks, for example analysing the linguistic effects of a political speech successfully in English and selecting information and hypothesising from it competently in geography.
- 3.10 Pupils' excellent creative skills are evident in the abundant high-quality artwork displayed across the school. This includes imaginative ceramics, printing, textile work, sketching and painting. Art sketchbooks in GCSE show strong levels of motivation and engagement through the research and illustrations produced. High levels of creativity were also seen in GCSE drama where pupils applied their knowledge of stagecraft and costume highly effectively to the text. They engaged enthusiastically in small groups, collaborating extremely well and involving staff in discussion about emerging ideas. However, on occasion, pupils' progress is inhibited when they are not challenged sufficiently to reach their full potential. This observation is also reflected in a small minority of the pupils' questionnaire responses. Leadership and management recognise this and have begun to develop work for younger pupils focussed on developing a greater spirit of enquiry.
- 3.11 Pupils' speaking and listening communication skills are consistently high. They collaborate extremely well. Sixth-form musicians showed strong listening skills when engaged in analysing different cadences to create a strong bass line. In GCSE geography, pupils worked well in pairs to gather and analyse information on a sustainable city in Brazil; their presentations and the ensuing discussion showed a secure use of geographical terms. Sixth-form pupils' speaking skills in German are of a high standard. Their interest in the topic of advertising encouraged them to ask searching questions in the target language. Good linguistic skills were also displayed in a history class. Pupils showed a strong grasp of the concept of propaganda and were able to explore effectively whether or not a current push for vaccinations is propaganda or advertising. Pupils' written communication is good and most pupils are able to write in a variety of appropriate styles, according to the tasks. Nevertheless, pupils' work and their performance in some lessons indicate that their progress is impeded in some areas of the curriculum when they do not receive effective feedback.
- 3.12 Pupils demonstrate considerable enjoyment in and engagement with a wide range of activities. Some individuals achieve highly through being enabled to focus on particular talents through modification of the curriculum. Notable successes are evident in achieving places in national, county and area sports teams. Recent individual pupil achievements include a Youth World Championship silver medal in combined climbing, membership of the national level squad for cycling, and of the Independent Schools Football Association (ISFA) national squad. Pupils taking LAMDA examinations achieve at extremely high levels. The chapel choir has an excellent standard and regularly sings in the City of London for various guild events as well as at many cathedrals in the south of England. Pupils gain places in the National Youth Choir of Great Britain and also regularly win places at leading conservatoires.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages display an excellent understanding of issues of diversity and cultural inclusion. All pupils regardless of their backgrounds, culture or faith speak extremely warmly of the inclusive community within the school. This is fully and successfully promoted by governance, leadership and management. In the questionnaire most pupils recognised the school's diverse boarding community as one which chimes with its aim to provide a welcoming, supportive environment. Pupils fully espouse the school's maxim of 'united by diversity'; it is their lived experience. They are pleased to be part of what inspection evidence confirms is a welcoming, socially diverse and multi-cultural institution. They recognise that living within it expands their horizons.
- 3.15 Pupils demonstrate excellent levels of self-confidence and self-discipline, evident in the quality of their discussion with inspectors, their contributions in class and in co-curricular activities. They are extremely articulate and speak freely. They are appreciative of encouragement and support from staff, using this as motivation for further progress. Pupils have a strong sense of who they are, inculcated through excellent personal, social and health education (PSHE) and pastoral programmes and through the inclusive ethos of the school. They are quick to express how much their self-esteem has grown since joining the school, through the many opportunities they are given. Pupils have a strong sense of their own voice, which results in a culture in which ideas are shared with conviction and sincerity. As they move up the school they learn to persist in class and on the sports field. In preparation for their part in a school production of *Twelfth Night*, pupils persevered well to learn challenging lines.
- 3.16 Pupils relish opportunities given to take responsibility for their decision-making in school, not least in the boarding houses' weekly meetings, using this wisely to contribute to their own and others' well-being. Younger boarders speak very warmly about older members of the House, citing them as strong role models. Recognising the opportunities given to make decisions about their own work, pupils talk with enthusiasm about this aspect of school life. In careers sessions they are supported to make appropriate choices about future study plans. In PSHE they discuss effectively how poor decisions can have a wide impact, helping them to understand the importance of wise choices.
- 3.17 Pupils have a very strong appreciation of the non-material aspects of life. The value they place on their friendships underlines the importance of feelings and emotions. They take solace in listening to music in chapel which they recognise as an inspiring space. They respond positively to being actively encouraged to use it for times of personal reflection or prayer. All pupils spoken to said that the ability to access a variety of quiet spaces for thinking time in school and in their boarding houses was important to them. Inspired by their peers' high-quality art on display throughout the school, pupils value the opportunity to pause and reflect on this creativity. They also enjoy the chance to absorb the peacefulness of the natural world in the school grounds.
- 3.18 Pupils' moral understanding is excellent and exemplifies the school's aim to engender moral values, personal standards, integrity, self-discipline and respect. Pupils exhibit a very strong sense of right and wrong; they show respect for behavioural expectations. They accept that for a community to function there must be a fairly and consistently applied system of rules and inspection evidence confirms this to be the situation in their school. Pupils are taught to reflect upon what it means to act responsibly and they behave extremely well towards all members of the school community. This is reflected in the pupils' questionnaire results in which a large majority agreed that pupils are kind and respect each other. Pupils' desire to become peer mentors underlines their wish to act responsibly and behave respectfully, as well as to help others. Their discussion with inspectors demonstrated a willingness to contribute their opinions in a mature and responsible way.
- 3.19 Pupils collaborate extremely well in lessons and around the school. They work together effectively to achieve successful outcomes and are respectful of others' views, even when disagreeing with them. They care about each other irrespective of gender or any protected characteristics and often praise and encourage their peers' efforts. There is a clear sense of collective responsibility and, from this, a

desire to be involved in the future development of the school. They speak of the joy that belonging to the choir and working towards performance brings. In a design technology class skilled pupils supported those new to the subject, whilst in a tutor group pupils prepared for an examination by revising in very supportive pairs. In computer science, very high levels of engagement and motivation ensured that pupils worked together successfully to problem solve as they developed websites.

- 3.20 Pupils' contributions to others, to the school and the community are excellent. They relish the responsibilities they are given in their boarding houses, such as organising inter-house events, and speak with respect and warmth about the prefect body. They also appreciate the school's successful peer mentoring scheme which encourages sympathetic conversations between pupils of all ages. Pupils are keen to contribute to the school community through their membership of the school and house councils. They articulate clear and ambitious ideas about future developments in school. A small minority of pupils in the questionnaire felt that the school does not always listen to their ideas or act to make things right. Inspectors raised these issues in discussion with pupils; most did not agree with these points of view. Inspection evidence shows that the school has acted on suggestions from pupils effectively in various areas. They enjoy volunteering in the neighbourhood and have taken part in a variety of local projects from helping to build a well-being garden to volunteering in local primary schools. They also contribute to the locality by giving their time to charity shops in the nearby town and visiting the elderly. Pupils showed notable creativity and initiative when taking part in the school's COVID-19 lockdown remote activity programme. Some challenged themselves to create audiobooks for local care homes, others wrote letters to the elderly or raised money for charity by drawing a new piece of art every day or undertaking a mountain bike challenge. Some thoughtfully helped elderly neighbours at home by dog walking, shopping, and gardening.
- 3.21 Pupils' sense of how to stay safe is highly developed. They understand the importance of good physical and mental health. Leadership and management are highly effective in promoting the school's focus on the importance of well-being, this being supported by the governing body's decisions to expand the school's counselling services and appoint an assistant head of inclusion and wellbeing. Pupils frequently acknowledge that the school's focus on well-being helps them to make good choices. For example, the very well thought-out PSHE programme supports the promotion of living healthily in the broadest sense of the phrase and pupils respond by showing an extremely strong awareness of this. Grateful for the many opportunities for fresh air and exercise available to them, pupils make excellent use of the facilities and wide-ranging choice of sporting activities to look after their mental and physical well-being. Year 10 pupils shared practical ideas for managing stress in a tutorial and, in sports, pupils demonstrated useful activities for warming up to avoid injury. Pupils have an enhanced understanding of nutrition, as seen in food technology lessons. This is borne out by the choices they make at meals. Questionnaire results showed that a minority of pupils are critical of school food but observation of the availability, menus and conversations with pupils during the inspection supported the view that the school promotes a healthy lifestyle.

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 and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor group meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sarah Dawson	Reporting inspector
Mrs Claire Osborn	Compliance team inspector (Principal, ISA school)
Dr Antony Johns	Team inspector for boarding (Head of department, HMC school)
Mr Thierry Lauze	Team inspector for boarding (Assistant head, HMC school)
Mrs Fiona Angel	Team inspector (Senior deputy head, HMC school)