

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

King's School Bruton

September 2018



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School's Details

School	King's School Bruton			
DfE number	933/6004			
Registered charity number	1071997			
Address	King's School Bruton The Plox Bruton Somerset BA10 0ED			
Telephone number	01749 814200			
Email address	office@kingsbruton.com			
Head	Mr Ian S Wilmshurst			
Chair of governors	Lt Gen A M D Palmer CB CBE			
Age range	13 to 18			
Number of pupils on roll	355			
	Boys	210	Girls	145
	Day pupils	132	Boarders	223
	Seniors	209	Sixth form	146
Inspection dates	18 to 20 September 2018			

1. Background Information

About the school

- 1.1 King's School is an independent co-educational day and boarding school for pupils aged between 13 and 18 years. It is a charitable company, administered by a board of governors. Since the previous inspection, the school has built a new music school to mark its 500-year anniversary, introduced Business and Technology Educational Council (BTEC) diplomas, created a new sixth form centre and fitness suite and introduced the 'King's Baccalaureate'. The school has seven boarding houses and the day pupils all belong to one of these houses.

What the school seeks to do

- 1.2 The school aims to provide a genuinely holistic education of the highest value for both boarding and day pupils. It seeks to develop a warm and supportive boarding community offering a comprehensive, all-round education where the pupils are valued as individuals. It also aims to raise academic expectations by offering a broad and balanced curriculum.

About the pupils

- 1.3 Pupils come from a range of professional backgrounds. Day pupils come from surrounding towns and villages, and boarders are primarily from the UK. Overseas boarders come from around the world with the largest groups coming from Germany, mainland China and Spain. Nationally standardised test data indicate that the ability profile of the pupils in the senior school is above average. The ability profile of pupils in the sixth form is below average. The school has identified 143 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia and dyscalculia, of whom 41 pupils receive additional specialist help. There are no pupils in the school with an education, health care plan or a statement of special educational needs. English is an additional language (EAL) for 40 pupils, whose needs are supported by their classroom teachers. The school has identified 45 pupils as having high learning potential and these pupils receive further enrichment and a modified curriculum.

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 and performance in IGCSE was higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 were in-line with the national average.
- 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 standards 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 their 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 standards relating to the provision of information [paragraph 32] and statement of boarding principles [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 standards 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 standards relating to leadership and management of the school [paragraph 34] and NMS 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 Year	Year 9
Fourth Year	Year 10
Fifth Year	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 make significant achievement in a wide range of extra-curricular activities due to their high levels of participation in a broad spectrum of opportunities.
- Pupils work well collaboratively and participate actively in class in group activities.
- Pupils evaluate successfully from a range of sources and demonstrate good study skills.
- Pupil progress over time is inconsistent across some areas of the curriculum.

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

- Pupils are active and purposeful in creating and benefiting from the strong sense of community and collaboration in the school.
- Pupils demonstrate excellent levels of personal development. This is strengthened by the core values of the school's Christian ethos and supported by the excellent work of the chaplaincy.
- Pupils demonstrate excellent social awareness particularly in supporting those less fortunate than themselves, which they do with passion and enthusiasm.
- Pupils demonstrate courtesy and selflessness, key qualities which will equip them to be ready to make a difference to the world after leaving school.

Recommendations

3.3 The school is advised to make the following improvements:

- Address inconsistencies in pupils' academic progress by more effective implementation of procedures for assessment and tracking.
- Strengthen pupils' learning experiences: fostering independent learning and challenge and setting high expectations for pupil achievement through greater consistency in teaching.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The pupils are keen to achieve, both in and out of the classroom. In many cases they feel motivated and encouraged by staff who support them to do their best and make the most of their talents. This reflects the school's aim that pupils should receive an all-round education which caters for their needs and abilities. Pupils excel in a wide range of activities and are particularly successful in sport and music. They demonstrate high levels of achievement in both individual and team competitions such as in hockey, including at national level, and representing both county and country.
- 3.6 Pupil achievement in music is a strength within the school and pupils participate in a number of successful concerts in high profile venues, including cathedrals and nationally renowned concert halls. Pupils are also highly successful in drama and they participate with skill and enthusiasm, as was seen in good levels of skilfulness when undertaking practical acting tasks. They employed elements of physical theatre and characterisation in an assured manner and refined their performances based on self-reflection, peer directing and teacher review.
- 3.7 Pupils who show particular individual talents in a certain area are able to excel. For example one pupil was enabled to develop their skills in shooting and another to gain a black belt in karate although others in their class were not yet at this level, showing their ability to succeed, whatever their chosen field of activity. Pupils participate enthusiastically in external competitions, including at national level, often showing considerable initiative in entering and achieving success. Examples include: computer aided design; competitions related to technology; mathematics and biology challenges; and a global scholars' programme.
- 3.8 Pupils' attitudes to learning are generally positive, including those with SEND or EAL. Pupils make inconsistent progress in some areas, yet in others they are engaged, motivated, and keen to succeed. They are supported in this by most teaching which is encouraging and tailored to the varying levels of ability as well as by additional support sessions and workshops, which they appreciate. In their pre-inspection questionnaire responses, the overwhelming majority of pupils confirmed that the teaching helps them to learn and make progress. They also commented that they appreciate the help given to them by their teachers if they had problems with their work. Older pupils show high levels of attainment in most lessons, are engaged with the material and able to show comprehensive skills and thorough knowledge, and use appropriate technical terms and language. In particular, they are not afraid to question their teachers or seek clarification on the basis of pre-existing knowledge or understanding, deploying appropriate skills that they have learned. They are confident contributors to lessons and respond well, both orally and in writing. Younger pupils show good attitudes to learning in some, but not all, areas. At times pupils rely heavily on their teachers to show them how to improve rather than taking responsibility for their learning. Occasionally they show limited initiative beyond that directed by the teaching, and therefore, their learning is not consistently productive. In addition they are not always aware of their academic potential, and are therefore unsure how to progress further in their learning. In discussions, all pupils spoke highly of the individual research project, introduced in Year 9, which helps them develop relevant skills in academic research, independent working and presentation skills.
- 3.9 Observation of pupil files and discussions with pupils about their work shows that progress over time is good in some areas, particularly for pupils with EAL or who receive learning support. Pupils' achievement is currently inconsistent when compared with pupil potential and would benefit from an increased focus on pupil tracking and target setting.

- 3.10 Pupils are confident oral participants and show a willingness to engage in discussion and challenge. They feel comfortable speaking out in class and offering their opinions, which they are then able to follow up with clear reasoning. This was seen in a Spanish class where pupils justified the advantages of living in certain cities in Spain and Latin America, as well as a biology class where the best way to ensure that correct measurements had been taken were discussed. Pupils deliver presentations to their class with skill, confidence, and eloquence. They are also sensitive at listening and responding, happy to share and justify their own viewpoint where appropriate. Pupils consider debating to be an important skill to master, and have appreciated the increasing attention it has received through school competitions. Such debates and discussions are also encouraged in tutor meetings, where pupils participate with eloquence, enthusiasm, and interest. Writing skills were observed in scrutiny of pupil books and files, and were judged to be of a good standard in most cases, able to support pupil learning, but in some cases more detail was needed.
- 3.11 Pupils have good attitudes to their work and speak of the importance of effective study skills. This is particularly helped by the structured boarding environment. Both day and boarding pupils appreciate the support they receive in the boarding house and value the opportunity to develop organisational skills. Older pupils in particular feel well prepared to move on to university or the world of work after the excellent grounding they receive. The pupils spoke highly of the supportive and helpful staff who are always on hand to help when this is needed in the evening, with a particularly challenging piece of work. In questionnaire responses a very large majority of pupils commented that they are encouraged to learn and think for themselves, and that the school helps them to be confident and independent.
- 3.12 Pupils develop good information, communication and technology (ICT) skills which facilitate their learning, particularly for study and research purposes, and those pupils with SEND or EAL often use ICT to help them with their work in lessons. Their mathematical skills benefit from the additional help offered outside the classroom as well as the extension for the more able through mathematics competitions, where they have enjoyed some success. In addition these skills are transferred well into other areas of their learning, as was seen in sixth form lessons in biology, economics, and business. More able pupils are identified as having a high learning potential and benefit from additional opportunities to pursue their academic interests outside lessons including activities such as a history forum and the head's essay club, where academic pupils can present their thoughts and be suitably challenged.
- 3.13 Pupils enjoy studying a range of subjects and are helped to make sensible choices for further study at key stages in their academic career. This was confirmed by a very large majority of pupils in their questionnaire responses. The same majority stated that there is a good range of subjects for them to choose at GCSE, BTEC or A level. They reflected that most lessons have interesting activities, and it was noted during the inspection through lesson observations that pupils were collaborative learners, supportive of each other and keen to engage with the subjects they are studying. This was particularly evident in the sixth form, where pupils enjoyed a topical discussion on immigration in Spain as well as animated discussions in philosophy, history, and music. In English, pupils appreciated getting involved in heated class discussions on their set literary texts based on the 'Add-Build-Contest' technique with considerable skill and success.
- 3.14 Pupils appreciate the introduction of BTEC qualifications in addition to A levels and spoke with enthusiasm about how successful this has been, allowing them to access suitable courses to match their ability and potential as well as equipping them with appropriate skills, self-confidence and self-esteem and strengthening their opportunities in the employment market.

The quality of the pupils' personal development

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 The school is very successful in meeting its aim of producing pupils who develop the willingness and determination to go the extra mile and to achieve the best of their abilities, both inside and outside of the classroom. Pupils are self-confident and happy, and spoke with enthusiasm about life at the school, valuing the sense of a close and supportive community. The boarders show a positive attitude to their lives in their houses and enjoy the many opportunities this gives them to develop organisation, resilience and an awareness of how to live successfully with others, whose lives may be very different from their own. The day pupils feel fully integrated into the houses, and welcomed and valued within the boarding community. In interview, pupils spoke positively about enjoying school and making the most of the many opportunities available to them, whether that be on the sports field, in a music ensemble, a house social event, Combined Cadet Force (CCF) or community service or any other of the numerous and wide-ranging activities which take place on a weekly basis. They reflect that their life in school is very busy, and some pupils take time to adjust to this, but confirm that school life is full of exciting and varied opportunities for them to grasp.
- 3.17 Pupils appreciate and benefit from opportunities to develop resilience and self-reliance, finding new levels of determination and motivation. They relish opportunities to work together, particularly in sports teams, music ensembles, CCF, The Duke of Edinburgh's Award scheme expeditions and house activities, and through these gain great self-awareness as well as team working skills. Pupils confirmed in interviews that some of their greatest moments of achievement and satisfaction in school have been linked with these activities.
- 3.18 Pupils make informed decisions about all aspects of their education, relating to academic progress as well as life choices, including next steps after school. Older pupils gain significant insight from the programme of weekly lectures, which help them prepare for life after leaving the school. They spoke with enthusiasm about a recent inspirational speaker who was an entrepreneur and had enthused them all to follow their dream and reach for the stars. In their questionnaire responses, a small minority of pupils commented that there is favouritism shown by some staff to some pupils. Inspection evidence, gained from pupil interviews and lesson and activity observation, did not support this view.
- 3.19 All pupils, including boarders, reflected in their questionnaire responses that they settle quickly into life at school when they arrive as new pupils and appreciated the varied programme of induction and visits which helped them prepare for starting at the school. They feel comfortable in the houses and welcome the presence of older pupils and pupil mediators who support them if they want to discuss an issue, thus strengthening their personal development. This was also the case with parents where all parents who responded to the questionnaires confirmed that their children settled well and were well looked after within a safe environment.
- 3.20 Pupils understand and embrace the nature of the school, based on a strong Christian ethos, and enjoy worshipping in church every week as part of their normal school day. In interviews, pupils were keen to share how much they value being able to take time out from the normal school day for quiet reflection. They also enjoy the opportunities offered by the chaplaincy team including focus meetings and discussion groups, thus strengthening their spiritual development. This allows them to discuss and question the deeper issues of life, and they do so in an encouraging and supportive environment where they feel comfortable sharing their views and asking questions that are troubling them.
- 3.21 Pupils value the many opportunities available to appreciate the non-material aspects of school life; they reflected on the great benefit they derive from their participation in music groups of all genres and creative workshops including art and design technology, which they see as an integral part of their holistic education.

- 3.22 Pupils have a keen sense of what is right and wrong, and spoke positively about the guidance the school gives them to learn about this before they enter the world after school. They reflect positively on the high expectations for good behaviour and are aware of what will happen if their behaviour is unacceptable. They also appreciate the rewards for good behaviour which range from a 'pat on the back' to a commendation or a voucher and ultimately prizes at Speech Day. They are keen to learn about and champion human rights and discuss difficult issues in class. This was seen in pupils' work on moral choices in philosophy, the morality of how humans treat farm animals in food technology and a comparison in history of an offensive racist presentation from the 1930s with a more contemporary, but very similar, concern. They are confident in expressing their opinions as well as listening to those of others and enjoy working out solutions together.
- 3.23 Pupils throughout the school, including boarders, display outstanding social awareness. This is reflected in the enthusiastic manner in which they carry out their weekly community service placements and in the compassionate and caring way that they organise events. These include helping in a charity shop, working in a school and fund raising for their chosen charities, as well as running an annual community tea and concert for nearly 100 local elderly residents, the highlight of the term for both the visitors and the pupils alike. They are generous in fund raising for and working in an Indian orphanage. They participate enthusiastically in local fun runs and half-marathons for charity and hold mufti days and 'no phone' days, again reflecting their keenness to raise money for others who are not as fortunate as they are.
- 3.24 Pupils appreciate the opportunity to develop culturally within the school, due to living in a multi-cultural environment within their boarding houses, and the vast majority of pupil questionnaire responses confirmed that the school encouraged them to respect and tolerate other people. They value being able to celebrate diversity in the school and spoke with particular delight about sharing the celebrations of festivals such as Oktoberfest, St Nikolas and Chinese New Year, playing an active part in the organisation of these events and learning a great deal from doing so. At the time of inspection the pupils were making the final preparations for a pupil-led week-long celebration of the European Day of Languages. In the classroom pupils shared their enthusiasm and interest about topics such as Chinese and African art, and reflected positively on their exploration of religions other than Christianity in religious studies lessons.
- 3.25 Pupils of all ages maintain a healthy lifestyle and shared with inspectors their enjoyment in taking part in sport in school, from elite level down to recreational levels of keeping fit. In class, they participate in healthy warm ups and show an awareness of the best way to train their body and be healthy. Pupils, including boarders, realise the need for maintaining a healthy mind as well as a healthy body. They are well cared for by house matrons and the school medical centre as well as the school counsellor and pupil mediators, who are an excellent form of support to their fellow pupils. Pupils appreciate and spoke highly about the school actively promoting well-being and mental health, and see this as key to them being safe and healthy. In interview, pupils confirmed that they were taught how to stay safe online with regular reminders of how to keep safe in cyberspace.
- 3.26 Pupils understand the need to be healthy through developing good eating habits and spoke of the varied and healthy sources of nourishment which they received throughout the school day. A minority of pupils expressed concern in their questionnaire responses that, although quality was excellent, sometimes the meal portion sizes were too small. Inspection evidence showed that the variety and quality of food was good and that pupils could return for more should they require. The food committee, which includes pupil representatives, also felt that the quality and quantity of food was suitable, thus fully meeting a recommendation from the previous inspection.

4. INSPECTION EVIDENCE

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended a form meeting and church assembly. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Sue Goff	Reporting inspector
Mr Michael Clennett	Compliance team inspector and team inspector (former deputy head, GSA school)
Mrs Sally Cunliffe	Team inspector for boarding (former housemistress, HMC school)
Mr Nicholas Hopton	Team inspector (head of department, HMC school)
Ms Anna Peak	Team inspector for boarding (deputy head, HMC school)
Mr Paul Sanderson	Team inspector (headmaster, HMC school)