



**ISI** Independent  
Schools  
Inspectorate

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

**Mill Hill School Foundation**

**January 2020**



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### School's Details

<b>School</b>	Mill Hill School Foundation			
<b>DfE number</b>	302/6000			
<b>Registered charity number</b>	1064758			
<b>Address</b>	Mill Hill School Foundation The Ridgeway Mill Hill London NW7 1QS			
<b>Telephone number</b>	0208 9591176			
<b>Email address</b>	office@millhill.org.uk			
<b>Headteacher</b>	Mrs Jane Sanchez			
<b>Chair of governors</b>	Mr Elliot Lipton			
<b>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	779			
	<b>Day pupils</b>	670	<b>Boarders</b>	109
	<b>Seniors</b>	493	<b>Sixth Form</b>	286
<b>Inspection dates</b>	21 to 23 January 2020			

## 1. Background Information

### About the school

- 1.1 Mill Hill School is a co-educational independent day and boarding school for pupils aged 13 to 18 years. It is one of four schools of the Mill Hill School Foundation which, between them, educate pupils aged 3 to 18 years on four separate sites in close proximity to each other. A court of governors oversees all four schools.
- 1.2 The school comprises a senior school and the sixth form. Boarders are accommodated in five boarding houses, one of which is for male pupils, one of which is for female pupils, with the other houses accommodating both male and female pupils. The boarding houses are shared by boarders from both Mill Hill School and Mount, Mill Hill School International.
- 1.3 Since the previous inspection, a new chair of governors and chief executive officer have been appointed. A new headteacher has been appointed at Mill Hill School.

### What the school seeks to do

- 1.4 The school aims to develop thoughtful, motivated and responsible young people with a global outlook, a sense of community and environmental awareness. It seeks to instil values and inspire minds by providing what it intends to be an excellent education and wide range of opportunities through which pupils may find their own path to future happiness and success.

### About the pupils

- 1.5 Pupils come from a wide range of local and international backgrounds, the great majority from families resident in London and neighbouring counties. Data provided by the school indicate that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 191 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 54 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 64 pupils, 54 of whom receive additional support for their English. Data used by the school have identified 191 pupils as being the most able in the school's population and the curriculum is modified for them.

## 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 2017 to 2019, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 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**

- 2.10 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.
- 2.11 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**

- 2.12 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.
- 2.13 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

- 2.14 A range of information is variously 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.
- 2.15 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.16 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.
- 2.17 **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**

- 2.18 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.
- 2.19 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Fourth Form	Year 9
Remove	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 demonstrate highly effective communication skills which support all areas of their learning.
  - Pupils develop effective study skills, especially when given tasks where their attention is engaged and they are required to think for themselves.
  - Pupils achieve highly in a wide range of activities and academic competitions.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are confident, positive in outlook and self-aware.
  - Pupils of all nationalities work most effectively with one another.
  - Pupils respect and value the cultural diversity within their school and contribute very usefully to the lives of others.

## Recommendation

- 3.3 The school is advised to make the following improvement:
- Ensure that teaching enables pupils to strengthen and develop a wide range of effective study skills.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Results at GCSE and A level in the years 2017 to 2019 have been above the national average for maintained schools. Lesson observations, scrutiny of pupils' work, and the school's own assessment data demonstrate that pupils, including those with SEND and EAL, make good progress from their starting points. This is because most teaching sets clear objectives and takes into account pupils' aptitudes and abilities. Similarly, regular progress reports, introduced by leadership and management, allow pupils to track progress over time against target grades and this motivates them. A small minority of pupils who responded to the pre-inspection questionnaire do not agree that feedback and marking of work help them to improve. Inspectors found that the majority of marking was comprehensive and provided clear analysis of strengths and weaknesses but that some lacked the helpful detail which would strengthen pupils understanding of how individual pieces of work could improve. A small minority of parents who responded to the questionnaire do not agree that their child's particular individual educational needs are met effectively. Inspectors found that the needs of pupils with SEND are effectively met because planning in teaching takes account of their individual needs. Pupils with EAL are supported in their English so that they can understand their subjects. In discussion with inspectors, pupils with SEND and EAL were confident that teachers would help them, both in their individual subjects and in additional sessions within the learning support and EAL departments. The most able pupils achieve highly in line with their abilities because in most lessons, but not all, they are given tasks which challenge them.
- 3.6 The pupils' notably strong communication skills help them to develop their knowledge and understanding in all areas. Pupils, including those with EAL, are highly confident in their speaking. They choose appropriate language and articulate their views with clarity, fluency and, in some cases, sophistication. They listen well to their teachers and each other as a result of the varied opportunities for debate and discussion and encouragement to present views before their peers and staff.

Pupils, and especially those with EAL, benefit from the warm and supportive relationships fostered within the day and boarding houses so that even those who may initially be reticent, learn to express their views with ease. Pupils' writing is generally accurate. The most able pupils produce sustained writing of very high quality, especially within humanities and English. The great majority of pupils read fluently. Accurate interpretation is encouraged, for example, in the reading of questions in science, and in interpreting sources. Pupils acquire skill in foreign languages. Pupils with EAL not only achieve proficiency with English but also enjoy learning about the many languages used by their peers. Boarders commented to inspectors that they appreciated their extended opportunity to compare idioms and constructions within the many languages spoken in the boarding houses.

- 3.7 Pupils develop highly effective skills across all the areas of learning. The broad curriculum, in conjunction with a wide extra-curricular programme, ensures that pupils receive appropriate and varied opportunities for such development. Most parents who responded to the pre-inspection questionnaire agree that the range of subjects is suitable for their child. Pupils are curious about the world and like to share ideas and experiences of other cultures. This leads to high levels of skill and knowledge in human and social learning. For example, in GCSE history, pupils drew upon issues existing in other parts of the world, to build a better understanding of The Great Depression. Pupils' aesthetic and creative skills are highly developed. In art, the youngest pupils were observed exploring new techniques, experimenting with different media and appreciating the qualities of one another's work. Older pupils could draw upon a very wide range of skills to create assured and imaginative pieces. In music, younger pupils of all aptitudes explored a blues chord sequence and improvised most creatively with it.
- 3.8 Pupils are adept in their use of technology; for example, younger pupils used computer aided design in the creation of an artefact in design and technology. Those participating in a computing club linked together computers to create a local area network and in computer science lessons pupils understood and employed the principles of coding using hypertext mark-up language (HMTL) for building websites. Pupils use ICT for word processing, and in order to project images when they are giving presentations, as a method of organising their work and as a tool for research. They are supported in this by the creation of a digital learning platform which allows pupils to access resources, including those they may need to prepare for lessons, receive and submit homework tasks, and organise their work. Pupils find this an effective way of working but told inspectors that it was not yet consistently applied across all subjects and that similarly there are inconsistent opportunities for them to use and develop their ICT skills in all subjects.
- 3.9 Pupils display a good understanding and knowledge of mathematical concepts, and they apply their skills effectively across their curriculum. Younger pupils work confidently, checking their mathematical understanding against previous work before asking the teacher. Older pupils analyse past examples and hypothesise about next steps, for example in sketching increasingly challenging exponential graphs. The most able challenge themselves by seeking demanding tasks. The best written work is supported by thorough teacher assessment. Where this does not occur, pupils' progress is less assured. Pupils apply their numeracy in other subjects, such as using statistical analysis to explore the findings in psychological experiments, identifying the financial benefits of share-dealing within a national investment challenge, and, in physics, communicating ideas through mathematical models.
- 3.10 Pupils' scientific understanding and skill develops successfully in lessons which provide a balance of theoretical and practical skills, make careful use of resources and maintain pace and discipline. Younger pupils can recall required knowledge but do not always apply it successfully when their interest is insufficiently engaged. Older pupils take accurate readings, make systematic recordings and produce detailed scientific diagrams. They balance chemical equations of increasing difficulty and plan experiments, for example in electrolysis. They demonstrate knowledge of genetic engineering and develop practical skills through a series of gene related experiments.

- 3.11 Pupils' physical abilities are well developed through the wide provision of sport both within lessons and in the extra-curricular programme. Pupils display dexterity of movement, such as when passing the ball in netball and dribbling and shooting in hockey.
- 3.12 Pupils develop effective study skills especially when given tasks where their attention is engaged, and they are required to think for themselves. Younger pupils are able to answer challenging questions often referring to a range of materials. For example, pupils drew upon prior and general knowledge as well as synthesising different aspects of their learning during a debate on land use and its effectiveness. A small amount of the teaching observed did not challenge the pupils' thinking enough to help pupils develop the full range of their skills for studying. Pupils with SEND and EAL readily use additional resources designed to help them. Older pupils become increasingly independent. They research topics and synthesise their findings from a wide range of resources before producing carefully considered answers, for example, when discussing interest rates and monetary policy. The most able pupils test hypotheses effectively by scientific experiment and are equally confident analysing results. Scrutiny of the written work of older pupils revealed skilful annotation of notes, summaries of articles and the inclusion of independent research to enhance their understanding.
- 3.13 Pupils achieve highly in a wide range of activities and academic competitions, representing successful fulfilment of part of the school's aims. Recent successes in sport include international representation in rugby and regional representation in cricket, tennis, hockey and netball. Pupils have achieved local and national success in music, art and drama, for example, by being selected to perform in the National Youth Orchestra, National Youth Choir and National Youth Theatre, and regionally in a public speaking competition. Pupils of all ages gain success at the higher levels of external music examinations. Pupils have achieved certificates in science Olympiads and in the UK Maths Challenge at all levels, including gold. This is because all take part in the extensive extra-curricular programme. Instituted and effectively overseen by leadership and management, the programme is carefully monitored so that pupils' participation and interests are taken into account to plan future opportunities. Pupils speak very highly of their activities and of the commitment and enthusiasm of the staff who support them. Almost all parents who responded to the questionnaire agree that the school provides a suitable range of extra-curricular activities.
- 3.14 Pupils have positive attitudes to learning. This is aided by a boarding environment which promotes a commitment to academic achievement and by the willingness of staff to help them. Most pupils are keen to learn, listen carefully in lessons, recognise the importance of hard work and take pride in working independently. Pupils with SEND and EAL will persevere and seek help when they need it.

### **The quality of the pupils' personal development**

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils are confident, positive in outlook and self-aware. Older pupils are able to identify ways in which they have developed this confidence in their time in school, citing, for instance, opportunities to present their views before their peers and staff in chapel and through participation in events such as directing the house drama competition. In discussion with inspectors, boarders of all ages said that their experience in their houses had made them more responsible and confident. Those from overseas integrate quickly, embrace school values and enjoy exploring British culture. Within team sports, pupils consider how to improve both their team and individual performances. Pupils are resilient. Younger pupils described to inspectors how they would expect to overcome difficulties with their work and demonstrated a determination to keep trying even when it is challenging.
- 3.17 Pupils take responsibility for their decision making. The school's programme of personal, social, and health education (PSHE) supports them by providing information and inviting discussion. Pupils discuss issues maturely and express well informed views on the potential dangers of, for instance, vaping. Older pupils recognise that the decisions they make in choosing subjects and activities will shape their future lives.

During their tutor period, Year 11 pupils discussed how subject choices at A level would support particular careers. Older pupils described to inspectors how proposed work experience opportunities would benefit them. They told inspectors that they value the advice they are given at school through, for example, the sixth form enrichment programme, taster lessons and careers lectures, but are confident that they will make wise decisions based upon an understanding of their own competences and preferences.

- 3.18 Within their house families, boarders work together to offer suggestions to improve their houses and thereby their well-being. In discussion with inspectors, boarders said that the guidance of the house staff greatly helps them. Younger boarders in particular said that they appreciate the care with which staff look after them and assist them in making informed decisions. All parents who responded to the questionnaire agreed that boarding staff understand and are responsive to their child's needs and circumstances.
- 3.19 Pupils work most effectively with one another. Day houses representing all ages collaborate to participate in house competitions and other activities. Events such as the house music and drama competitions enable pupils of all ages to work together to produce creative performances, and they speak with pride about their achievements. In lessons, pupils work well in pairs or small groups, dividing tasks and encouraging others to speak and participate. They are friendly and sociable within their activities, as seen, for example, in music where pupils joined together in a variety of groups to play and enjoy a wide range of styles and pieces with considerable success.
- 3.20 Pupils contribute very positively to the lives of others, within school, the local community and further afield, thus fulfilling successfully part of the school's aims. Older pupils expect to carry out duties such as helping to manage the lunch queue, also recognising the benefit this brings to themselves as they acquire authority. Those participating in the school's Combined Cadet Force (CCF) communicate expectations to younger cadets. Sports leaders teach games to other pupils including those from the prep and infant schools, and those with particular skill in ICT participate in a club to help others solve problems. Pupils participate readily in various school and boarding councils. They described to inspectors the discussions they had held and the pride they feel when their views are taken forward; for example, the pupils' food committee made suggestions leading to the reduction of meat, and their eco-committee successfully introduced a number of recycling initiatives. Pupils are keen to support their local community and participate in projects such as being digital mentors for senior citizens, running a chemistry club at a neighbouring state school and helping local children with autism to play rugby at a neighbouring national club. Older pupils described to inspectors the benefits of volunteering for projects abroad such as in Zambia teaching tag rugby to local children, and in Southern India, sponsoring children to attend school and visiting over the summer holidays to teach English. Participants told inspectors that such involvement had helped them develop teamwork, leadership and empathy and to learn about very different lives. Pupils of all ages raise funds for charities. Causes are often identified and led by pupils such as the initiative launched during the inspection to raise funds for animals and people who were victims of the recent bush fires in Australia.
- 3.21 Pupils respect and value the cultural diversity within their school. Within both boarding and day houses pupils share experiences of their cultures and customs with those of a different nationality, demonstrating understanding and mutual respect. In EAL lessons, pupils listen carefully to one another's experiences, comparing, for example, the food they eat. Boarders told inspectors that where they share rooms with those of different nationalities, they learn about one another and that leads to understanding and acceptance of difference. Inspectors observed pupils of different ethnic backgrounds and gender mixing happily in friendship groups and speaking respectfully of differences in outlook. They found that pupils accepted their differences and are protective of one another.
- 3.22 Pupils respect rules and demonstrate a high level of moral awareness. Older pupils, for instance, thoughtfully discussed medical dilemmas, raised issues of justice, freedom of will, and goodness. Almost all pupils who responded to the questionnaire agree that the school expects them to behave well.

Pupils' behaviour observed during inspection in school, in communal spaces during break times and both day and boarding houses was courteous and well disciplined. Occasionally in class, when their attention wandered, younger pupils could become restless and teaching did not always apply the most effective measures to contain this. Many pupils develop respect for rules and responsibility for their own behaviour through competitive and individual team sports. Boarders agree that the clear guidelines and expectations in boarding houses encourage good behaviour.

- 3.23 Pupils develop a spiritual understanding and appreciate the non-material aspects of life, and during their time at the school are encouraged to reflect on philosophical issues. For example, in GCSE history, pupils considered public attitudes to the women's suffrage movement and demonstrated advanced ethical reasoning on whether violence could ever be justified. Pupils describe the powerful effect of their times in chapel, citing the music, singing and the power of messages often provided by older pupils. Boarders and day pupils value the different spiritual perspectives presented by others, such as when pupils presented on Holocaust Memorial Day and others spoke about Ramadan. Pupils show appreciation of the art they and their peers create and describe the pleasure of being creative. They value music, listening to one another play and sing, and attending musical concerts and activities. They care about the environment and recognise and respect the benefits of the natural spaces in the school campus.
- 3.24 Pupils know how to stay safe and understand how to achieve a healthy lifestyle, for example, in discussion with inspectors, younger pupils explained how self-esteem can be influenced by social media and demonstrated a maturity in their approach to managing the pressures it may exert upon them. Almost all pupils who responded to the questionnaire agreed that they know how to stay safe when online. Pupils recognise the part played by PSHE in offering them helpful advice and said that both house staff and tutors are instrumental in supporting and guiding their well-being. Pupils described symptoms of mental health problems and the action they might take if they were worried about any fellow pupil. They understand the importance of exercise in achieving a balanced lifestyle and in combatting stress, and say that they appreciate the many opportunities they have in the school week to participate in sport and physical activity.

## 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 and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings, chapel and assemblies. Inspectors visited boarding houses together with 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 Roberta Georghiou	Reporting inspector
Mr Brendan Stones	Compliance team inspector (Deputy head, HMC school)
Mr James Cope	Team inspector for boarding (Deputy head, HMC school)
Mr Peter Goodyer	Team inspector for boarding (Head, HMC school)
Mr Magnus Bashaarat	Team inspector (Head, HMC school)
Mrs Lesley Tyler	Team inspector (Deputy head, HMC school)