



ISI Independent
Schools
Inspectorate

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

Royal Hospital School

November 2021

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School's Details

School	Royal Hospital School			
DfE number	935/6056			
Address	Royal Hospital School Holbrook Ipswich Suffolk IP9 2RX			
Telephone number	01473 326200			
Email address	headmaster@royalhospitalschool.org			
Headteacher	Mr Simon Lockyer			
Proprietor	Greenwich Hospital			
Age range	11 to 18			
Number of pupils on roll	733			
	Day pupils	308	Boarders	425
	Seniors	509	Sixth Form	224
Inspection dates	23 to 25 November 2021			

1. Background Information

About the school

- 1.1 Royal Hospital School is an independent day and boarding school for male and female pupils between the ages of 11 and 18. It was founded in 1712 at Greenwich Hospital for the education of the sons of seafarers and moved to its present 200-acre site at Holbrook, near Ipswich, in 1933. The first girls were admitted in 1991 and day pupils were accepted in 2006. Boarders are accommodated in eight houses. Most pupils are boarders, but the school also provides flexible arrangements to board. Day pupils are accommodated in three co-educational houses.
- 1.2 The school is part of the Crown Charity of Greenwich Hospital and the headmaster is directly responsible to its director. Oversight of the school is formally devolved to a governing body and the headmaster is also responsible to the chair of governors.
- 1.3 During the period March to July 2020, the 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. The school also reopened in June 2020 for Years 10 and 12.
- 1.4 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.5 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers or received remote learning provision at home. Overseas boarders that did not return home received remote learning at the home of their parents or guardians. A number of overseas pupils were also accommodated and educated at school.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.8 The school endeavours to understand each young person's strengths, to help them to make the right choices at the right time, navigating through their critical formative years to ensure their education becomes the foundation for their happiness and success. The school's vision is to achieve national and international recognition for providing an all-round education, enriched by a unique maritime heritage.

About the pupils

- 1.9 The pupil population is diverse, bringing together pupils from different cultures and backgrounds, with representation from 30 nationalities. Nationally standardised test data indicate that the ability profile of the senior school is above average and that the ability profile of the sixth form is broadly average for pupils taking A levels. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is 144, predominantly for dyslexia. No pupil has a statement of special educational needs. One pupil has an education health and care (EHC) plan. Eighty-six pupils have English as an additional language (EAL) and of these 73 receive specialist support. The needs of more able pupils are met through challenging extension work and extra-curricular

opportunities. Pupils with exceptional gifts or talents are supported through additional personalised help.

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 2020 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, A-level results in the years 2018 to 2020 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 and 20 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 **The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 **The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils are highly successful in a wide range of activities especially through the Combined Cadet Forces (CCF), and across sports, art and music.
- Many pupils develop expertise in sailing.
- Pupils are excellent communicators, fluent and poised.
- Pupils' attitudes to learning are excellent, both individually and when working with others.
- Pupils are highly competent users of information and communication technologies (ICT) and use these skills very effectively to enhance their learning across all subjects.

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

- Pupils are highly confident, personable and mature young people.
- Pupils' personal development is enhanced by the strong sense of community, fostered by the house system and the boarding experience.
- Pupils are extremely proud of their school, its heritage and traditions, which motivates them to do the best they can.
- Pupils are socially aware, with a strong sense of right and wrong.

Recommendation

In the light of the excellent outcomes, the school may wish to consider:

- Introducing a greater range of strategies enabling pupils to be more independent in their learning and to communicate their views to senior leaders in a more structured way.

The quality of the pupils' academic and other achievements

3.3 The quality of the pupils' academic and other achievements is excellent.

3.4 Pupils' achievement is outstanding across a very wide range of co-curricular activities, notably in music, arts and sport. This is because teachers and instructors are highly skilled and transmit their enthusiasm to pupils, encouraging a 'can do' attitude to everything pupils undertake. Almost all parents in the inspection questionnaires and many pupils in interviews with inspectors cited the excellent range of extra-curricular opportunities as a major factor in pupils' enjoyment of school.

Pupils apply their determined attitude to success equally to academic study. Consequently, they also achieve well academically.

- 3.5 Pupils extensively use the school's excellent facilities to support their academic learning and co-curricular activities, enthusiastically seeking out opportunities to rehearse, practise or refine skills and talents. Pupils use time in evenings and at weekends to the maximum, to participate in the extensive range of exciting opportunities on offer. Pupils' aptitudes flourish, nurtured by support from the boarding staff. This enables pupils to be highly successful across many areas of school life. The school realises its aim to enable pupils to grow into the person they wish to become, fulfilling their potential and leaving very well prepared for life.
- 3.6 Very many pupils achieve highly in numerous activities beyond the academic curriculum. All pupils in Year 9 do The Duke of Edinburgh's Award Scheme (DofE) and all Year 10 pupils join the CCF, which is one of the largest in the country, with many choosing to remain in higher years. The school ceremonial guard regularly represent the Royal Navy in East Anglia and the South-East.
- 3.7 Pupils are extremely successful in both personal and team sailing. All Year 7 pupils learn to sail and a number become highly competent sailors by Year 13, with large numbers gaining sailing qualifications. Many pupils compete at national level, and some compete internationally. The school team regularly wins national competitions. This success is because pupils are taught by highly-skilled instructors.
- 3.8 Pupils are very successful in all the major sports including rugby, hockey, netball and cricket, with teams winning at local, county and often regional level. Pupils play at county, and sometimes national level, particularly in cricket and rugby. An average of 18 pupils annually play county cricket for Suffolk and Essex and nine pupils currently are regional representatives in rugby. There have been similar successes in netball and equestrianism. Pupils undertake swimming challenges and gain lifeguard and climbing instructor qualifications.
- 3.9 Many pupils are extremely successful in music and the performing arts, especially in LAMDA examinations, gaining merits and distinctions. Pupils achieve highly in music. The music department encourages all pupils to be involved, but equally offers extensive opportunities for elite musicians to lead and direct ensembles, and to perform at regional and national events. Alongside performing at school, several pupils are members of National Youth Children Choirs of Great Britain and the Suffolk Youth Orchestra. Musicians frequently perform in public in ensembles, and as soloists.
- 3.10 Pupils regularly perform at prestigious events and locations. The members of the chapel choir sing at major national events each year, such as the National Service for Seafarers at St Paul's cathedral and the Admiralty Carol Service at St Martin-in-the-Fields, at Choral Evensong and in Cambridge college chapels. The school band performs at regional and national events, and the Corps of Drums performed at the Royal Variety Performance in 2020. Pupils play alongside professional musicians, for example at the annual Big Band event with The Band of Her Majesty's Royal Marines School of Music. Pupils regularly receive choral and organ scholarships at prestigious universities.
- 3.11 Pupils' attainment at GCSE in the years 2018 to 2019 was well above the national average for maintained schools. At A level, pupils' attainment is above that of sixth formers of similar ability in other schools. School-assessed data for the years 2020 and 2021 show continued improvement. Pupils who have SEND, and those with EAL achieve on a par with their peers. They are supported well by the targeted curriculum the school provides to meet their needs. Value-added data show that EAL pupils normally make excellent progress, enhanced by living in a boarding community. Inevitably, more recently, for a few pupils the development of spoken English has been adversely affected by their absence from school life during lockdowns. The provision of online learning ensured continuity in learning. Pupils selected or funded through initiatives to promote diversity, or through scholarships, achieve highly, as they benefit from the opportunities and challenges offered by the boarding experience.
- 3.12 The development of pupils' knowledge, understanding and skills is good, but varies across the curriculum. In the most successful lessons pupils make excellent progress. Each pupil progresses at

the pace that suits them best, because digital learning is well established in all lessons. As each pupil has a tablet computer they have a large measure of control over what and how they learn. This ensures highly positive, self-motivated attitudes to learning. Pupils develop intellectual curiosity and academic confidence.

- 3.13 Pupils enthusiastically participate in lessons as the atmosphere is relaxed, yet purposeful, promoting enjoyment in learning. However, in some lessons, pupils are not given good opportunities for creativity in learning. Pupils make decisions about life outside lessons very effectively but have more limited opportunities in some lessons to pursue areas of interest in academic learning. In the most successful lessons pupils can freely explore ideas further, but sometimes teachers miss such opportunities to promote individual achievement.
- 3.14 Pupils' mathematical skills are good. Pupils apply these successfully to other subjects, in line with expectations for pupils of their age, for example in confidently using data in science, geography and economics lessons. Following the introduction of additional non-specialist courses, most pupils now continue to study mathematics in the sixth form, strengthening their skills further. Pupils' efficient application of mathematical skills to technology is recognised through the award of nationally competitive scholarships and success in competitions.
- 3.15 Pupils' skills in art develop quickly, as they experiment with techniques and designs. In design and technology, pupils confidently design and produce prototypes from a young age and were national finalists in a competition to use a computer programme to design eco-houses. During the pandemic, pupils' artwork was showcased digitally through virtual exhibitions, reaching a wider geographical audience. Pupils have won awards from the Ipswich Art Society in each of the last three years. They are also winners in many other competitions in other fields, such as the Cambridge Classical Association Latin Reading competition.
- 3.16 Pupils' communication skills are excellent. They express themselves confidently, individually or before others. In an A-level media lesson considering women in video games, pupils were empowered by the teacher to compare and reinforce the arguments presented, resulting in a sophisticated exchange of views. In a Year 11 lesson, pupils sustained an intellectual discussion with the teacher on the poetry of WH Auden. Pupils' strong oracy skills develop quickly through presentations to their peers, public speaking and debating. Through the STUDD society talented pupils are able to shine, through presenting their individual research before an invited audience, and pupils studying creative digital media pitch market ideas to local business leaders. Pupils are regularly finalists or winners of regional and national debating and public speaking competitions, such as the English-Speaking Union.
- 3.17 Pupils' written work sampled during the inspection showed their confident and engaging writing across a range of genres and styles. Pupils write fluently, convincingly and, at times, with evident humour for a variety of purposes for the school newspaper. For example, they mused on the likely consequences of replacing their traditional chapel anthems with performances of pop songs, in a bid to modernise the experience. The high quality of pupils' written skills is recognised by success in national essay competitions, such as the Peterhouse College essay competition, and the Richard III history essay prize.
- 3.18 Pupils develop excellent skills in modern foreign languages, as observed in a mature, confident discussion in Spanish on protest movements in Argentina and Spain during an A-level lesson. EAL pupils displayed good knowledge of useful vocabulary for specific subjects in their one-to-one support lessons.
- 3.19 Pupils' ICT skills are excellent. Online learning during lockdown enhanced their skills still further. Pupils are highly adept in using digital technology to support and extend their learning, maximising the use of time and enhancing their subject knowledge. In very many lessons, pupils refer to aide-memoires or their own notes stored online to refine their work and use commercial software with ease. For example, in Year 8 and Year 9 music lessons, pupils worked swiftly to plan the structure when composing a pop song, to decide on chords, and translate this to the keyboard. In MFL lessons, pupils

use ICT to build up their vocabulary and annotate texts, in this way instantly demonstrating their understanding of new work. This accelerates the pace of individual learning and promotes high engagement. Pupils solve complex coding problems and use digital media to excellent effect in creative arts. Pupils have an excellent understanding of digital literacy, online safety and digital responsibility.

- 3.20 Pupils' study skills are good. They readily hypothesise and synthesise information. In most lessons, when given sufficient opportunity, pupils confidently explore complex and abstract ideas. Summer projects provide occasions for extended research and writing on a diverse range of topics that are of individual interest to pupils, ranging from a sixth-form history project researching world events during the 1960s as the Berlin Wall fell, to a pupil survey on whether languages are important in the curriculum.

The quality of the pupils' personal development

- 3.21 The quality of the pupils' personal development is excellent.
- 3.22 Pupils of all ages are proud to be members of the school community and to play their part in upholding the school's traditions. Boarders, in particular, develop strong allegiances to their houses and appreciate the benefits of boarding to their self-development, notably to promoting their confidence and ability to organise themselves around schoolwork and activities.
- 3.23 Pupils become highly independent in making decisions and are resilient, when faced with difficulties. This is because they learn to be so as part of the day-to-day life in the boarding environment. Pupils are self-confident, measured and enthusiastic, in equal part, and at ease in speaking to peers and staff alike. Pupils keenly and fully contribute to their school community and beyond. They acquire a keen sense of duty to others, recognising the importance of teamwork to achieving tangible results and effecting improvement. In this, they appreciate the important part played by the happy, supportive family environment the boarding houses provides. This serves as a model for them on which to build. From this stems their enthusiasm for school life, and their desire to play their part in its success. Staff encourage and support pupils' extensive participation and success in both academic and other activities.
- 3.24 Pupils make thoughtful decisions in their learning to facilitate their progress and appreciate that the decisions they make now can impact on their future. Pupils learn how to cope with life beyond school as they follow a useful programme of PSHRE lessons, including on the *Compass* course, which specifically develop the necessary skills and awareness they will need for university life and for the workplace.
- 3.25 Pupils show a deep appreciation of the non-material aspects of life, reflected in the serious way they uphold the school's traditions and ethos of service to others. This is exemplified in their mature approach to attendance and participation at chapel, where they are deeply respectful of all aspects of the service. Pupils' wholehearted engagement with, and high degree of success in, music and the arts are a significant contributory factor to their understanding of deeper facets of life and their search for meaning. Pupils have strong empathy, together with a deep respect for tradition, as exemplified in their researching and creating annual displays for Remembrance Sunday. In 2021, for example, every pupil in the school was involved in creating 'A sea of souls', with over one thousand individual sails representing the ships lost in the First and Second World Wars.
- 3.26 Pupils value the ceremonial aspects of school life, considering it an honour to represent the school on public occasions. In marching band practice on the parade ground, pupils of all ages showed their commitment and determination to practise until both music and drill were exactly right. Pupils have a keen sense of duty and service. Their commitment to the CCF and the DofE develops strong qualities of leadership and reliability, alongside humility and a willingness to serve others. In this way, pupils' character is successfully shaped in line with the school's historical aims and its mission.

- 3.27 Pupils value the very diverse opportunities that belonging to the school provides. They collaborate with others readily, supporting one another in group exercises in both academic and co-curricular activities. Boarders, in particular, know that this team approach is founded on security, trust and a feeling of belonging in their house, underpinned by the support and encouragement of the boarding staff. Older pupils say that they learn to work together and to get on with people they would not normally socialise with and form new friendships. For example, when using the library and the Year 13 house, equipped with new collaborative learning spaces with large whiteboard walls, they undertake communal study activities in the evenings.
- 3.28 Pupils make an excellent contribution to the local and wider community through their outreach work and in raising funds for charitable purposes. For example, on Friday afternoons, pupils actively participate in voluntary and other forms of service to others. This includes helping in retirement homes and two local primary schools, for which pupils won a local award last year; or beach clearing and working in the community garden.
- 3.29 The vast majority of pupils have excellent leadership skills. Pupils in Year 13 extend these further through undertaking roles as school prefects, officers in CCF, guard commanders, lifeguards, representatives of the Model United Nations, heads of choir and band, and sports team captains. In most cases these pupils provide excellent role models to younger pupils. In discussions with inspectors and in the questionnaires, some pupils commented that a few senior pupils holding positions of responsibility are less mature and understand less how to build, manage and enthuse a team. They are more likely simply to take advantage of their positions of authority. They note, however, that this culture is changing, albeit slowly.
- 3.30 Pupils in discussion talk very positively about appreciating each other and say that the vast majority of pupils are kind, tolerant and respectful of one another. For the most part, pupils live and work successfully and harmoniously in a highly diverse community that comprises a cosmopolitan blend of ethnicities, nationalities, and social groups. They comment that they learn much from one another and that this broadens their outlook and understanding. Pupils recognise that the school's leaders and governors have shown commitment to promoting understanding of diversity through various initiatives in school. Governors closely monitor the school's provision and the impact this has on outcomes for pupils and have taken decisive action to enhance the pastoral structure with a view to promoting pupils' welfare further.
- 3.31 Pupils' ability to distinguish right from wrong is clearly defined. They have a keen sense of justice and fairness and are not afraid to speak out to challenge any perceived unfairness or unkindness. They are understandably irritated when they perceive inconsistency in how this is tackled.
- 3.32 Pupils contribute their views in a number of different ways, but at times are reluctant to do so. They would appreciate greater dialogue on the rationale underpinning how, for example, complaints about any racist or homophobic comments or behaviour are handled, when they report these. Pupils are ready to be given more of a voice in this regard and the school's leaders recognise this.
- 3.33 Pupils have an excellent understanding of healthy living, fostered through the well-designed personal, social, health and relationships education programme, and by their active, regular participation in sports. Pupils understand the importance of good nutrition. Inspectors found no evidence to support pupils' criticism over food provided and note that pupils have a say in menus. Pupils are considerate of their own well-being and that of others.
- 3.34 The school's leaders and managers have ensured that the school has acted on the recommendations the previous inspection.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal and informal interviews with pupils and examined samples of pupils' work, including work online. They held discussions with members of staff and with the chair of governors and the safeguarding governor. Inspectors observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings and assemblies in chapel. Inspectors observed school traditions, such as marching band, and attended outdoor sports. 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 Honorée Gordon	Reporting inspector
Dr David James	Compliance team inspector (Deputy headteacher, HMC school)
Ms Charlotte Avery	Team inspector (Headmistress, GSA school)
Ms Kathryn Anne Crewe-Read	Team inspector (Headteacher, HMC school)
Ms Julie Chatkiewicz	Team inspector for boarding (Vice-principal, SofH school)
Ms Wendy Martin	Team inspector for boarding (Former headteacher, SofH school)
Mr Luke Michael	Team inspector for boarding (Assistant headmaster, HMC school)