



**ISI** Independent  
Schools  
Inspectorate

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

**Rugby School**

**September 2022**

## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Regulatory Compliance Inspection</b>	<b>5</b>
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
<b>3 Educational Quality Inspection</b>	<b>8</b>
Preface	8
Key findings	8
Recommendation	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
<b>4 Inspection Evidence</b>	<b>13</b>

## School's Details

<b>School</b>	Rugby School			
<b>DfE number</b>	937/6010			
<b>Registered charity number</b>	528752			
<b>Address</b>	Lawrence Sheriff Street Rugby Warwickshire CV22 5EH			
<b>Telephone number</b>	01788 556216			
<b>Email address</b>	enquiries@rugbyschool.net			
<b>School</b>	Rugby School			
<b>Head Master</b>	Mr Gareth Parker-Jones			
<b>Chair of governors</b>	Mr Barry O'Brien			
<b>Age range</b>	13 to 18			
<b>Number of pupils on roll</b>	863			
	<b>Day pupils</b>	208	<b>Boarders</b>	655
	<b>Seniors</b>	467	<b>Sixth Form</b>	396
<b>Inspection dates</b>	14 to 16 September 2022			

## 1. Background Information

### About the school

- 1.1 Rugby School is a co-educational independent boarding and day school. It is situated in the centre of Rugby, with the buildings, including 13 boarding and two day houses, concentrated close to School House, the historic centre of the school. It is run by a charitable trust and administered by a governing body which oversees the work of the school. The school's previous inspection was a regulatory compliance inspection in January 2018. Since the previous inspection a new headmaster has been appointed to allow his predecessor to become Executive headmaster of the Rugby School Group. A rolling programme of refurbishment of boarding houses has continued.

### What the school seeks to do

- 1.2 Under the mantra "Whole person, whole point" the school aims to actively encourage pupils to develop their own individual skills and talents through seeking to build habitual versatility and resilience, a disposition towards enquiry and reflection, skills of communication and collaboration, as well as a global mindedness.

### About the pupils

- 1.3 Roughly three-quarters of pupils are full-time boarders, with 36 nationalities represented. Pupils live in almost all areas of the United Kingdom, and about one-quarter of pupils overseas. Data show that the ability profile of the senior school and the sixth form is above average compared to those taking the same tests nationally. The school has 111 pupils who require support for special educational needs and/or disabilities (SEND), none of whom has an education, health and care (EHC) plan. Roughly one-third receive additional support. There are 185 pupils who speak English as an additional language (EAL), of whom 20 receive additional help for their English. Pupils who are more able in the school's population are challenged in lessons and through enrichment activities, scholars' programmes and academic societies. Those with special talents in sport, drama and music are provided for by bespoke opportunities in their areas of excellence.

## 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.

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](#).

## 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 2022, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's GCSE, A-level and pre-U results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 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. 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 3, 5–12, 15, 16 and 20 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 19 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 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.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.**

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

- 2.15 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.
- 2.16 **The standard relating to the provision of information [paragraph 32] and 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 standard relating to the handling of complaints [paragraph 33] and NMS 14 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 standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

### 3 Educational Quality Inspection

#### Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
F-Block	Year 9
E-Block	Year 10
D-Block	Year 11
LXX	Year 12
XX	Year 13

#### Key findings

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

- Pupils develop exceptional writing, speaking and listening skills as they move through the school.
- Pupils consistently achieve a very high level of success in public examinations and academic competitions across all areas of the curriculum.
- Pupils rapidly develop their talents and produce exceptional outcomes in art, design, music and the dramatic arts.
- Pupils have excellent attitudes to learning and demonstrate high level thinking skills at all ages.
- Pupils enjoy intellectual challenge but very occasionally their opportunity for this is reduced by the use made of information and communication technology (ICT).

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

- Both day pupils and boarders have excellent self-awareness and articulate in their approach to life the school's mantra of "*Whole person, whole point*".
- Pupils' well-developed spiritual awareness has a hub in their experience of Chapel and their cognisance of the architecture and history in which they study.
- Pupils have a keen understanding of diversity, inclusivity and equity which manifests in the strong supportive relationships in boarding and day houses.
- Pupils' contributions to their own and the local community are exceptionally strong and selfless, underpinned by the highly successful Rugby 360 initiative.



## Recommendation

3.3 The school is advised to make the following improvements.

- To monitor the use made of ICT, so as to even further improve pupils' application of intellectual challenge.

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

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

3.5 Pupils' attainment at A-level in 2022 was strong, with well over two-thirds of results achieving an A\* or A, or top grade in the Pre-U examinations. This high level of attainment mirrors the centre and teacher-assessed results in 2020 and 2021 when over three-quarters of results were achieved at one of the top grades. Results in GCSE are equally indicative of the extremely high quality of learning and teaching. In 2022 nearly a half of results were at grade 9, in line with the centre and teacher-assessed assessments of the previous two years. Entry data show that almost all pupils have an ability above, and in many cases well above others taking similar ability tests nationally. Data analysed show that, even from these high starting points, at both GCSE and A-level almost all pupils achieve significantly higher examination grades than expected for their ability. Comparable data are not available for pre-U examinations. This represents rapid progress in their knowledge, skills and understanding as they move through the school. Discussions with pupils with SEND confirmed observations in lessons and data available, that almost all this group make progress in line with their peers. Pupils reported that they received timely and individualised support for their particular conditions, and as a result achieved top grades in their GCSE examinations, including in English language. Data confirm inspectors' observations of the pupils' exceptional attitudes to learning, supported by teaching which shows a high level of subject knowledge.

3.6 In the pre-inspection questionnaire, the vast majority of pupils agreed that their skills and knowledge improved in most lessons, that their teachers knew their subjects well and are supportive. A large majority said that they get help with their academic work if they needed it during boarding time. In discussion, boarders spoke positively of strategies in place to support them in their preparing for external examinations. The school's leadership has successfully promoted pupils' knowledge and skills through a sustained and well supported programme of staff development. Regular monitoring of pupils' performance, and the encouragement to explore beyond examination specifications ensure that pupils develop individual interests and talents, in line with a school aim. Pupils achieve extremely high levels of success in academic competitions across the full spectrum of the curriculum. Almost without exception leavers gain the skills and qualifications needed to move to degree courses at universities, music, drama and art colleges in the UK and across the world with demanding entry requirements.

3.7 There is little subject bias in pupils' achievements or interests. They contribute with equal enthusiasm to a panoply of academic publications, often showing versatility of scholarship and understanding beyond expectation for their age. For example, Year 10 pupils' written work includes the link between colour and wave-particle duality, and Year 11 work a treatise on the difficulties of sustaining a revolutionary government. The school's science journal reflects university level knowledge in the areas of dexamethasone in a contribution titled "57 atoms of hope" and another on information hazards. Pupils employ a good variety of techniques to present their work, such as in articles on sea borders and the use of water in Gaia, the school's geography magazine. Essays contain extensive and wide-ranging bibliographies. In line with a school aim, Year 9 pupils show flexibility in their research in a study of Conflict that transcends discrete curricular areas.

3.8 The quality and range of art produced by pupils is exceptional. They show rapid development of basic drawing and painting skills throughout their first year at the school. GCSE and sixth form artists have an excellent theoretical knowledge of practical approaches. GCSE pupils write that they chose Alberto

Giacometti's *Bust of Annette* as it links to their own use of monochromatic tones. Finished pieces show a mastery of oil, watercolour, charcoal and three-dimensional approaches. Pupils consistently achieve top grades at both GCSE and pre-U examination, and many continue their careers at art schools with demanding entrance requirements. Reflecting on times when they felt "uplifted", some pupils referred to the showcasing of their work in the school's art gallery.

- 3.9 A high proportion of pupils are extremely accomplished musicians. The school's choirs and orchestras often broadcast on national stages or media, and many individual pupils achieve diploma level in music examinations. They have excellent technical understanding of theory and technique across a range of genres. For example, sixth form pupils demonstrated a knowledge of substitution and tritone chords in jazz music, evidenced in a blues composition by Louis Armstrong. Others developed a working knowledge of how to write perfect, Phrygian, and imperfect cadences, linking the written text to the aural understanding of cadence progression.
- 3.10 Pupils are numerically certain. They confidently apply mathematics to support studies throughout their curriculum. They rehearse accurate mathematical language to explain complex issues. Year 9 pupils pursued "neater" solutions by eliminating negative coefficients in linear equations, demonstrating high drive to improve their mathematical skills. An astute selection of exemplar material means the most able pupils successfully develop a mathematical eloquence. Sixth form pupils quickly absorb new concepts such as de Moivre's theorem or the exponential function. Pupils' assertive approach to the subject is reflected in the very high proportion of pupils who continue to study mathematics after GCSE. Results in public examinations are strong, and pupils regularly perform well in national and international mathematics competitions.
- 3.11 Pupils have excellent communication skills. In Chapel or larger meetings, they project effectively, with shrewd awareness of audience and place. They discuss and debate with confidence, listening perceptively to the arguments of others, and responding incisively. They are discerning in their choice of words. In lessons, sixth form pupils identified with precision key terminology around the William Pitt reforms. Written work in science displays an excellent comprehension and use of the sophisticated terminology. Pupils stated they are keen readers, and this is supported by the amount of well-thumbed fiction sprinkled around the boarders' bedrooms. They have an excellent command of classical and modern foreign language. In Latin, Year 9 pupils showed mastery of case endings in 1st and 2nd declension nouns. In line with the aims of the Rugby Learner Profile, pupils are encouraged to make informed guesses on the basis of patterns they identify. As a result, the more able quickly mastered correctly 3rd, 4th and 5th declension words. Pupils' written communication is exceptional. Much of the written work seen captures pupils' disposition towards enquiry and reflection. Sixth form essays contained a scholarly exploration of Emily Dickinson, displaying through language a provocative and deep personal engagement with the poetry.
- 3.12 Pupils have a secure understanding of the use information communication technology (ICT) both as a support and an opportunity to enhance their creative work. Pupils have won national competitions in the area of computing, and many study computing science as an academic discipline. The school's investment in ICT has ensured the ubiquitous use of devices in both teaching and learning. Almost all lessons observed were characterised by well-judged pitch, pace and challenge. In a physics lesson GCSE pupils' sense of enquiry helped to keep a good pace, and enabled their understanding to move beyond the expected content. In the questionnaires, a very small minority of pupils did not agree that lessons were interesting. Pupils were most engaged when given the opportunity for intellectual jousting with peers or teachers. However, the default use of ICT very occasionally halted the momentum of learning and diminished pupils' opportunities for intellectual challenge.
- 3.13 Pupils' attitudes to learning are excellent. They collaborate easily and willingly in shared challenge. The school provides many opportunities for students to commit to academic research, which for the more able leads to their habitually high levels of thinking. They apply these in all areas of study. For example, younger pupils successfully trialled the effect of the modulus function on graphs, and others drew on a plethora of sources (including family archive photographs) to explore how immigration in

Europe has been influenced by popularism. Pupils very successfully synthesised their knowledge of Roman history, geography and political system in their study of Octavian's military campaigns. Younger pupils were highly effective in analysing a staged performance of a Shakespeare play, articulating their own ideas around characterisation and interpretation.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils report that their high levels of self-confidence and self-esteem are seeded in the secure support of their boarding and day houses. In the questionnaire, the overwhelming majority of parents said that boarding supports their children's personal development and academic progress. In formal discussion with pupils, many narrated their own personal stories, sure of the respect from their contemporaries. Pupils quickly develop a sense of responsibility for their academic and social progress. Those elected as school prefects (the levée) exert a strong but democratic influence on the organisation of school life, providing the coordination needed to maintain the cohesiveness of the school community. Others enjoy and develop widespread leadership opportunities and interactions in small groups through the extensive clubs and societies, the Combined Cadet Force (CCF), coaching and mentoring schemes, all of which allow pupils opportunities that reflect their interests and skills.
- 3.16 Pupils' awareness and understanding of the importance of decision-making is excellent. In discussions, pupils were cognizant of the need to make informed selections from the school's far-reaching co-curricular opportunities. Many spoke of the symbiotic inter-relation of their activities. For example, pupils chose Rugby 360 activities linked to intended university courses. Pupils are adept at making small daily decisions, and in a IB lesson pupils considered the theory behind the impact of personal experience on the choices they make.
- 3.17 Pupils' exceptional spiritual awareness is incarnate in music, art and their writing. In the introduction to the pupils' creative writing anthology produced during at stay at Lumb Bank, the editors write that "what a privilege to share one thread of inspiration in this frantic spring". Contributions include powerful verse that describe natural beauty of "petals freckling the earth" and the "spiral hiss of distant skies". Pupils talked quietly about the inspiration and uplift of being educated in the footsteps of history, and the spiritual impact of much of the school's listed architecture. Almost all identified attendance at School Chapel as landmark in their daily life, explaining that they gained strength from a community of nearly 1000 pupils and staff coming together. Some linked that with their own Christianity. In discussion pupils repeatedly emphasised that the value placed on the school's Christian ethos, and those of other world faiths conveyed the reinforcement felt by attending Chapel services.
- 3.18 Pupils' moral understanding and awareness of the concept of taking responsibility for their behaviour are excellent. This is strongly evidenced in pupil interviews, where they confidently and articulately demonstrate their ability to distinguish between acceptable and unacceptable behaviours. Pupils speak warmly of the school's ethos and expectations, which have allowed them to develop into a respectful self-regulating community of high integrity. In the questionnaire almost every pupil agreed that the school expected them to behave well and dealt with bullying effectively. Scrutiny of behaviour and bullying records confirm that such incidents are very rare. Pupils are unafraid to confront wider moral issues. In history Year 9 pupils intelligently debated how individuals with a legitimate grievance can fight injustice. Others spoke enthusiastically of the work they had undertaken in researching the school's colonial past. Pupils are confident in exploring problematic ideologies and reported that they enjoyed the opportunity to discuss morally ambiguous issues. For example, sixth form pupils showed excellent recall of main themes of Wilcockson anthology. They articulated the arguments about whether the principle of the sanctity of life should yield to some other value, like humanity or compassion, and how life's sanctity should be understood and respected.
- 3.19 Pupils' social development is excellent. This is evidenced in a multitude of ways. For example, in the Duke of Edinburgh's Award scheme, pupils support each other in challenging conditions, working with

resilience towards the common goal of completing their expeditions. They understand their own and others' strengths, drawing on reserves of courage and initiative in order to succeed. Many achieve gold awards either whilst at school, or shortly after leaving. In the questionnaire, the overwhelming majority of pupils said they are kind and respect each other. The vast majority of parents said the school equipped their children with the team working, collaborative and research skills they needed in later life. Pupils' contribution to the lives of others is exceptional. Pupils show initiative in identifying, planning and carrying out projects that benefit the school, town and wider communities. The Rugby 360 programme provides an umbrella under which all pupils from Years 11 to 13 undertake voluntary work in the local area, many of them in the town's maintained schools. Senior pupils reported that amongst their busy lives the regular opportunity to "give back" (sic) is the most significant period in their week, and "in many ways the most rewarding". Several year 13 pupils said that the experience had already triggered a change in their intended careers.

- 3.20 Pupils have responded forcefully in support of leaders' sharp focus on diversity, equity and inclusivity issues. In line with the school's values, pupils are globally minded. Without exception all parents who responded to the questionnaire, said the school actively promotes values of democracy, respect and tolerance of other people, and treats children fairly regardless of their sex, faith, race or needs. Sixth form writing shows a strong understanding of diversity issues, such as in an overview of "Empire in History", "Conrad in the Congo" and a research paper into the rise of China titled "Old Empire: New Clothes". Pupils spoke of their contribution to the school's award-winning Empire Project, which explored the relationship between public schools (sic) and colonialism. They showed a mature cultural sensitivity in discussion about a Benin bowl, gifted to the school by an alumnus some years ago, and whether it should be returned. A pupil group representing those in the school of diverse race, religion/belief, gender, sexual orientation and economic background reflected on the school's unreserved support for their initiatives. Many talked of the commonality of the issues. They had a keen sense of priority, reporting that that there was no need to further promote religious tolerance in a school where already all faiths felt comfortable in Chapel. The focus pervades school life. For example, in an English lesson, Year 11 pupils skilfully discussed different interpretations of Shylock in the Merchant of Venice, and whether homophobia could have had an impact on a director's choices. They successfully synthesised their cultural and contextual understanding of acceptance of homosexuality as well as antisemitism, and the impact this has on artistic interpretation of texts. Under the umbrella of inclusivity, pupils on full bursaries from the Arnold Foundation, heavily funded by the school's former pupils, spoke with an open and honest warmth about the seamless way that they had been accepted and welcomed by the community, despite their very different backgrounds.
- 3.21 In the questionnaire, the vast majority of parents said the school encourages children to adopt a healthy lifestyle, with a suitable balance of free time and activities during boarding time. Pupils have an informed approach to their busy lives, assessing the risk of over commitment, and in almost all cases balancing the demands of mental and physical exercise. Without exception, pupils spoke positively about the school's personal, social, health and economic education (PSHE) programme, which they felt suited their needs at appropriate stages in their school career. Pupils are proactive in their approaches, writing that "it shouldn't take trauma to live mindfully". Some spoke of their use of meditation, as well as mindful activities such as non-competitive sport. Others explained that taking part in drama activities was "down time" which they needed to stay balanced. The level of self-knowledge and the confidence with which the pupils articulated their thoughts is a significant strength. Pupils have a high degree of awareness of others' mental wellbeing. They are not reticent in asking for support for themselves or others, and benefit from the considerable mental and physical health resources provided. In the questionnaire, the vast majority of parents said the school is governed, led and managed effectively. Inspectors found that leaders maintain a sharp focus on the well-being of pupils.

## 4 Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel and assemblies. Inspectors visited all boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Stephen Cole	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former head, HMC international school)
Mr Garry Binks	Team inspector (Former housemaster, HMC school)
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school)
Mrs Kathryn Crewe-Read	Team inspector (Head, HMC school)
Mr Philip Humphreys	Team inspector (Head of department, GSA school)
Ms Lucy Matthews	Team inspector (Deputy head, HMC school)
Mr Stephen Yeo	Team inspector (Former head, HMC school)