



ISI Independent
Schools
Inspectorate

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

Seaford College

March 2023

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School's Details

College	Seaford College			
DfE number	938/6023			
Registered charity number	277439			
Address	Seaford College Lavington Park Petworth West Sussex GU28 0NB			
Telephone number	01798 867392			
Email address	info@seaford.org			
Headmaster	Mr John Green			
Chair of governors	Mr Richard Venables Kyrke			
Proprietor	The Johnson Trust Ltd			
Age range	7 to 18			
Number of pupils on roll	951			
	Day pupils	728	Boarders	223
	Prep: Y1 – Y8	277	Senior: Y9 – 11	412
	Sixth form	262		
Inspection dates	7 to 9 March 2023			

1. Background Information

About the school

- 1.1 Seaford College is a co-educational day and boarding school. Established in 1884, it moved to its present location near Petworth in 1946. It is a registered charity held in trust by The Johnson Trust Limited and governed by its board of trustees. It is divided into three sections: the prep school for pupils in Years 1 to 8; the senior school for Years 9 to 11; and the sixth form. Since the previous inspection, new facilities include a sixth-form centre, an English and library block, and three additional classrooms, as well as the refurbishment and increased capacity of the prep school and a girls' boarding house.

What the school seeks to do

- 1.2 The school aims to educate the whole person by supporting them to find their strengths and enabling them to succeed. It seeks to support every pupil to achieve their best, inside and outside of the classroom, so that they may develop resourcefulness and leadership skills; confidence; self-discipline; and a sense of responsibility.

About the pupils

- 1.3 Most of the pupils come from professional families within a 25-mile radius of the school. The small number of overseas boarders come mainly from European countries. Nationally standardised test data indicate the overall ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 454 pupils as having special educational needs and/or disabilities (SEND), of whom 197 receive additional specialist support. One pupil in the school has an education, health and care (EHC) plan. English is spoken as an additional language (EAL) by 9 pupils. Data used by the school have identified 144 pupils as being the most able in the school's population. The curriculum is modified appropriately for them, and also for 304 pupils with special talents in creative arts, performing arts and sport.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools](#).

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 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 2022 confirm 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the prep school and 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. 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.
- 2.8 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

- 2.9 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. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 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 19 and 22 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 4, 7 and 23 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 14 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 wellbeing 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 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.

Key findings

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

- Pupils, including those with SEND and EAL, make excellent progress and achieve highly.
- Pupils have excellent speaking and listening skills, both in and out of the classroom.
- Pupils are highly competent users of information and communication technology (ICT), managing a wide variety of platforms, applications and electronic resources expertly across the curriculum.
- Pupils have an extremely positive attitude to their work; they learn to take responsibility for their progress and are eager to learn.
- Pupils use a wide range of study skills to excellent effect.

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

- Pupils have an extremely well-developed sense of moral understanding; they readily take responsibility for their own behaviour.
- Pupils collaborate extremely well, both within and without the classroom.
- Pupils of all ages exhibit strong self-knowledge; they are self-disciplined and keen to meet the challenges and opportunities they face.
- Pupils' understanding of the importance of staying safe and keeping physically and mentally healthy is particularly well developed.

Recommendation

3.3 The school is advised to make the following improvements.

- Further strengthen pupils' resilience, both inside and outside the classroom, by fully embedding the new reporting structure to increase support for this aspect of their personal development.

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 attain high standards in relation to their ability in both the prep and senior schools, and they make rapid progress in all subjects. This includes those with SEND and EAL. The excellent progress in their academic work is evidenced by a robust whole school tracking system, the use of appropriately ambitious challenge grades, a heads of department impact review cycle, and regular internal assessments. The newly introduced reporting system, which includes the school's focus on developing

independent, resilient learners, is yet to be fully embedded. Attainment at A level, BTEC and GCSE is strong. Data analysed show that, in recent years, the very large majority of pupils have achieved higher GCSE, A-level and BTEC grades than would be expected from their starting points. These have been well above the national average for maintained schools. Boarders are quick to recognise that supportive guidance from house staff during evening study plays an important part in their academic achievements. Two-thirds of those taking the Extended Project Qualification (EPQ) are awarded the highest grades. The school's own assessment data indicate that, overall, there has been an improvement in pupils' performance in relation to their ability over the last four years. There is no significant difference apparent in the performance of SEND or EAL pupils. Most pupils gain places at their first-choice university. These include highly selective universities and competitive courses.

- 3.6 Throughout the school, pupils of all abilities develop excellent levels of knowledge, skills and understanding across all areas of learning. Extremely high levels of self-reflection lead to very strong understanding in all aspects of their learning. Numerous examples observed during inspection included GCSE musicians exhibiting a strong awareness of the musical elements of *Killer Queen* and A-level chemists showing an excellent understanding of ligand substitution reactions. In discussion about a BTEC countryside management project, pupils in Year 13 presented a sophisticated appreciation of the aspects for consideration, including wildlife surveys, drainage and pertinent legislation. Younger pupils demonstrated strong understanding of technical grammatical elements to be used when presenting a written argument. SEND pupils review and agree upon their targets annually and create individual 'pupil passports' used for planning and delivery. In a GCSE French lesson, SEND pupils demonstrated strong translation skills through drawing on previous knowledge of vocabulary and grammar, supported by judicious questioning. In a Year 7 learning support lesson, pupils made excellent progress in their understanding of figurative language use. This was enabled by clear, encouraging teaching which included appropriate challenge. Whilst a small minority of pupils who responded to the pre-inspection questionnaire stated that they did not find lessons interesting, all those spoken to during the inspection thought that lessons are engaging and enjoyable. This concurs with inspectors' observations. In contrast, in the questionnaire, the overwhelming majority of pupils agreed that teaching enables them to make progress. They recognise that they benefit enormously from regular individual help from their subject teachers and, where appropriate, the SEND department. Governors and senior leaders have been highly successful in ensuring focus on the educational needs of all pupils, in line with the school's aims and ethos. This has driven their successful plans to deliver excellent educational provision throughout the school.
- 3.7 Pupils' communication skills are particularly strong. They are confident orally and are attentive listeners. They are able to adapt their writing style appropriately for different tasks, and their analytical work is most effective. The youngest pupils in the school showed highly infectious levels of enthusiasm and confidence as they critiqued their whole-class story. In art, Year 10 pupils talked fluently about the work of Max Beckman, identifying and discussing his style of saturation. When reviewing each other's performances, A-level dramatists gave targeted oral feedback, drawing on examination criteria in a manner which was highly instructive and sensitively delivered. Pupils use sophisticated vocabulary to express complex ideas. In a GCSE geography class pupils highlighted the differences between destructive and conservative plate margins and related this to current world events. In meetings with inspectors, pupils were highly articulate, listening thoughtfully to each other and challenging when appropriate.
- 3.8 Pupils' numeracy skills are excellent. They are confident in their application of knowledge and skills in mathematics across the curriculum. For example, pupils in a GCSE computer science lesson used numeracy skills effectively to write and test software for a naval strategy game. Physicists competently applied their understanding of the equation of a straight line to interpret results from GCSE practical experiments. Younger pupils were able to mark out accurately, in proportion, a solar system poster in astronomy club whilst A-level mathematicians demonstrated an excellent understanding of how to solve algebraic equations using log laws.

- 3.9 The pupils are expert users of ICT; they use it as a matter of course every day. They are adept at managing a wide variety of platforms, applications and electronic resources across the curriculum. In a Year 8 design and technology lesson, pupils applied excellent knowledge and understanding of laser cutter software when working on individual projects. When making short music videos, A-level media studies pupils demonstrated an outstanding combination of ICT skills, including filming, cutting and editing to a professional standard. Pupils working towards GCSE art showed a very strong understanding of specialist software and an ease of usage that enhanced rather than distracted from the artistic process.
- 3.10 Pupils use a wide variety of study skills to excellent effect, developing higher-order abilities as they move through the school. For example, in the prep school, Year 5 pupils' confident use of mind maps allowed them to gather and organise evidence in preparation for a writing task. In the sixth form, the scholarly EPQ essay writing demonstrates pupils' abilities to write at the highest level on topics such as *The Death of Homo Economics: Unravelling Human Decision Making and Consumer Behaviour*. Pupils recognise that teaching encourages them to find ways of working that best suit the individual. The practice of self-reflection as part of the learning process helps their development as confident independent learners. In a GCSE English lesson, pupils demonstrated strong literary analysis techniques when considering the role of the central character in *An Inspector Calls*. Year 10 chemists successfully hypothesised what change of state would occur in a double displacement reaction, and Year 13 historians intelligently analysed a wide range of primary and secondary sources to select and explore conflicting arguments. In the questionnaire, almost all parents recognise that the school equips pupils with team working, collaborative and research skills needed for life, and inspection evidence concurs with this view.
- 3.11 The pupils' excellent attitudes to learning are an important determinant of their high levels of achievement. They recognise the benefits of collaborative work and willingly engage with each other as they seek to develop their knowledge, skills and understanding. Boarders value further opportunities for this during evening study time. Throughout the school, pupils learn to take responsibility for their progress, working with their teachers to achieve their goals. In interviews with inspectors, pupils explained that they are taught not to be afraid to make mistakes, identifying this as an important part of the learning process. They develop high levels of initiative and value the freedom to choose challenging personal research projects. When constructing their own fitness and injury rehabilitation programmes, BTEC sport pupils showed considerable independent learning skills. Even in challenging weather, in a woodland learning environment, pupils in Year 4 demonstrated considerable resilience and enjoyment in whittling wood and making model birds with natural resources.
- 3.12 The pupils relish opportunities to take part in an extremely wide variety of academic and other activities. They recognise the importance of developing independence and resilience and many feel that these activities help them to do so. Pupils develop new skills and interests in an extensive range of clubs and societies from chapel choir to Land Rover club and debating to dance, as well as competitions in different subjects. Pupils compete successfully at regional and national level in a range of sports including rugby, cricket, golf, equestrianism, swimming, dance and athletics. They are enthusiastic builders of electric cars, competing successfully in Greenpower events. Pupils also achieve ABRSM and LAMDA qualifications at the highest levels and regularly take up places at music conservatoires, as well as the National Youth Theatre. There is success in The Duke of Edinburgh's Award scheme (DofE) at all levels. Pupils participate wholeheartedly in the volunteering and team building opportunities this brings. They also acquire mentoring and decision-making skills through the Combined Cadet Force (CCF) leadership qualifications. The widely supported pupil-led eco activities throughout the school have resulted in The Independent Schools Green Award for Environmental Achievement this year, and a Green Flag with distinction from Eco-Schools. These successes result from considerable investment from governors and senior leaders to provide suitable facilities and specialist staff, in line with the school's aim to educate the whole person and encourage them to find their strengths.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils understand their strengths and weaknesses and develop their reflective skills very effectively. This fulfils the school's aim to help pupils grow in confidence, self-discipline, and personal responsibility. Supported by dedicated teaching, they learn to persevere, valuing encouragement and using it as a springboard for further progress. The younger pupils appreciate that their growth in self-confidence is helped by their teachers letting them make choices both in and out of the classroom. Older pupils recognise the ways in which visiting speakers' experiences allow them to reflect on how they might respond to difficult situations after they leave school. Pupils recognise that the transition from the prep to the senior school is very well managed, so that they continue to grow in self-confidence throughout their time at school. All pupils value the opportunities available to express their ideas and concerns through a variety of councils. A small minority of pupils who responded to the questionnaire felt that the school did not listen to what pupils have to say about the school. Pupils' posters detailing improvements and inspectors' conversations with pupils during the inspection support the view that the school values their opinions.
- 3.15 Pupils show excellent understanding of the importance of decisions that they make for their success and wellbeing. From the moment they enter the school, they are encouraged to make decisions which affect their learning and relationships. For example, they think carefully about which activities, option subjects and academic pathways will challenge them appropriately and show a well-developed understanding of the importance of striking a healthy balance between their studies and their extra-curricular activities. Pupils value highly the support they receive from teachers and house staff and the opportunity for individual discussion with their tutors as they learn to balance their busy lives and make the best use of their time. Boarders learn to judge how best to use their time after the end of the school day, whilst prep school pupils value the 'think before you do' approach to decision-making that they have been taught. Pupils also choose causes they wish to support. For example, some pupils and staff have set up a group to provide support for LGBTQ+ peers, whilst others choose to organise charity fundraising events. Older pupils make decisions to take on leadership roles such as prefectship and peer mentoring, and they carry these roles out with commitment and a strong desire to serve the school community.
- 3.16 Pupils develop a strong understanding of spirituality, through the personal, social, health and economics (PSHE) lessons and religious studies curriculum, and extra-curricular activities such as drama, music groups, art and dance. The chapel is described by pupils as a good place to take some time and simply 'be'. Their excellent creative contributions in the aesthetic areas of the curriculum evidence a love of the non-material; pupils assert that taking part in school musicals, such as *The Phantom of the Opera*, and concerts is joyful. They also highlight the importance of the lasting friendships that they build during their time in school, recognising their intrinsic value. Many pupils expressed how heartened they feel as they enjoy the extensive parkland throughout the seasons. They value the beauty of their natural surroundings, not least at night when the dark skies provide a perfect setting to wonder at the constellations.
- 3.17 Pupils exhibit extremely strong moral principles. Older pupils wish to take on leadership positions and act as role models for the younger pupils underlines their desire to act responsibly and behave respectfully to others. They have a clear sense of right and wrong when discussing subjects such as bullying and racism. They show respect for rules, accepting that for a community to function effectively these must be fairly and consistently applied. Pupils value highly the school's 'Ad Alta' characteristics of ambition, resilience, collaboration, focus and preparedness, and praise the central role their tutors play, recognising how positively they influence their moral education. Pupils reflect upon what it means to act responsibly and the congeniality with which they mix in the school community, including in the boarding houses and across age groups is a strength of the school. A large majority of boarders who responded to the questionnaire agreed that boarders treat each other with

respect; in discussion with inspectors they recognised that mistakes are sometimes made but that they learn from each other and are very forgiving.

- 3.18 Pupils collaborate very successfully in lessons, around the school, and in the boarding houses. This is because teachers encourage them to work together effectively to achieve successful outcomes and most become increasingly competent independent learners. They recognise that participation in the house competitions engenders a sense of belonging and that they achieve better outcomes by working together. Pupils also very much appreciate the team building opportunities afforded them by CCF activities, sport, the annual school musicals, and membership of choirs and orchestras. During registration, a Year 11 group worked together very well, organising and planning the day ahead, encouraging one another about aspects of schoolwork and other endeavours. Pupils care about each other and learn to be respectful of others' views, even when disagreeing with them, as observed during discussions with inspectors. They have a clear sense of collective responsibility seen, for example, through the strength of the pupil voice and the Year 12 peer mentoring team.
- 3.19 Pupils involve themselves most willingly in the school community. Positive contributions are made by prefects, and those on the boarders' council, sports council, school council and environment council, to name a few. Year 11 female pupils took the initiative to celebrate International Women's Day by preparing a series of talks for prep school pupils on female puberty. Senior pupils also provide reading and sporting support to younger members of the school. In the local community, pupils take on many useful activities as various as painting railings in a local school, gardening in the grounds of a local hospital, and coppicing trees for a neighbour. The chapel choir values their participation in local weddings and funerals of those connected to the school. Charity work, including fundraising, both close to home and further afield, is important to pupils throughout the school and sixth formers explained that a desire to help others becomes ever stronger as they grow older.
- 3.20 Pupils show high levels of sensitivity, understanding and tolerance towards each other, regardless of background or ability. They respect diversity and different cultures. Pupils acknowledge that learning about different ways of looking at the world, through history, religious studies, music and English lessons, for example, helps them to broaden their understanding of what it is to be human. Appreciating that their school body is not as diverse as some groups, they recognise the importance of learning about other cultures and faiths. They particularly like hearing about their peers' experiences, as well as those of outside speakers. This acceptance is underpinned by the school's ethos of kindness to others which permeates through all aspects of the community's life.
- 3.21 Pupils have an exceptionally strong sense of how to stay safe, including online, and appreciate the importance of good physical and mental health. They lead healthy, active lives and value the part school plays in this, particularly in its broad sporting provision built into curricular and extra-curricular activities. Questionnaire results showed that a few pupils are critical of school food but observation of the availability of food, menus and conversations with pupils during the inspection, support the view that the school promotes a healthy lifestyle. Pupils interviewed had high praise for the long-established 'Pink House' wellbeing hub and the services it makes available to them in school, alongside support from their teachers and the much-valued Year 12 peer mentors. Governors and senior leaders have been highly successful in ensuring that pastoral support is a strength of the school. Seeking help and advice is seen as natural, rather than unusual, and pupils set great store by the safe and nurturing environment in which they are encouraged to discuss issues. They value highly the PSHE programme designed to grow pupils' understanding of how to keep safe and establish a healthy work/life balance. Year 9 pupils commented positively on the focus on mental wellbeing within the schemes of work whilst also recognising that, ultimately, all individuals must make the choice to look after themselves.

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 the chair of governors and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited 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

Mrs Sarah Dawson	Reporting inspector
Mrs Valerie Stewart	Compliance team inspector (Former assistant principal, ISA school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)
Mr Garry Binks	Team inspector for boarding (Former housemaster, HMC school)
Mr Nigel Lashbrook	Team inspector (Former head, HMC school)
Mr Thomas Mylne	Team inspector (Former head, IAPS school)
Mr Richard Palmer	Team inspector (Former head, SofH school)