



ISI Independent
Schools
Inspectorate

**REGULATORY COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION
REPORTS**

FOR SCHOOLS WITH RESIDENTIAL PROVISION

SEVENOAKS SCHOOL

DECEMBER 2017



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SCHOOL'S DETAILS

School	Sevenoaks School			
DfE number	886/6014			
Registered charity number	1101358			
Address	High Street Sevenoaks Kent TN13 1HU			
Telephone number	01732 455133			
Email address	admin@sevenoaksschool.org			
Head	Dr Katy Ricks			
Chair of governors	Mr Nicholas Gould			
Age range	11 to 18			
Number of pupils on roll	1081			
	Boys	528	Girls	553
	Day pupils	734	Boarders	347
	EYFS	0	Lower school (Years 7-8)	164
	Middle school (Years 9-11)	474	Sixth Form	443
Inspection dates	5 to 7 December 2017			

1. BACKGROUND INFORMATION

About the school

- 1.1 Sevenoaks school is a co-educational independent day and boarding school for pupils aged between 11 and 18 years. Founded in 1432 as a boys' school, it is one of the oldest lay foundation schools in the United Kingdom. The school, which is set in a 100-acre site, became fully co-educational in 1984. The school is a charity and a company limited by guarantee, overseen by a board of governors who are trustees of the charity and directors of the company.
- 1.2 The school seeks to promote an international aspect in its pupil intake. The study of the International Baccalaureate (IB) is well established and the school has recently developed its own externally moderated courses called Sevenoaks School Certificate (SSC), which are taken alongside IGCSE and GCSE exams.
- 1.3 Since the previous inspection, work has been underway on new science and technology and sixth-form centres, which are both due for completion by summer 2018.
- 1.4 In addition to one junior boarding house, which admits boys and girls aged 11 to 13, there are six senior boarding houses, three for boys and three for girls. About one third of boarders are from overseas and study primarily in the sixth form, with a roughly equal number of boys and girls.

What the school seeks to do

- 1.5 The school aims to provide its cosmopolitan pupil body with an ambitious, liberal education, characterised by variety and individuality. The curriculum, co-curriculum and pastoral support are strongly influenced by the school's emphasis on following an IB educational programme. The school seeks to give the pupils an appetite for learning and discovery, whilst encouraging them to develop strong cultural awareness, a determination to be an influence for good, and a capacity for work, leadership and collaboration.

About the pupils

- 1.6 Pupils come from a range of professional and other backgrounds. Nationally standardised test data used by the school indicate that the ability of the pupils in the school is above average. The school has identified 93 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, 70 of whom receive additional support. No pupil has an educational, health and care (EHC) plan. One hundred and fifty-two pupils have English as an additional language (EAL), eight of whom receive additional support. The school identifies a number of pupils as being the most able in the school's population, and the curriculum is modified for them and also for other pupils because of their special talents in sport and music.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as met or as not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

Links to the full regulations and requirements can be found here: The Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools.

Key Findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been well above the national average in 2014 and above the national average in 2015 and 2016 for maintained schools, and at IGCSE performance has been higher than worldwide norms.
- 2.3 International Baccalaureate results in the years 2014 to 2016 have been higher than worldwide norms.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 statement of boarding principles [NMS 1] are met.

PART 7 – Manner in which complaints are handled

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

2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.19 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 13 are met.

3. EDUCATIONAL QUALITY INSPECTION

Preface

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

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

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

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

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

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

Key Findings

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

- Pupils' achievement in a wide range of curricular and co-curricular aspects is outstanding and their International Baccalaureate (IB) results are notably strong.
- Pupils develop high aspirations and engage strongly in their learning, showing initiative and independence in following their own intellectual interests. They demonstrate sophisticated study skills for their age.
- Pupils are highly articulate and listen well to others. Their excellent communication skills ensure that they benefit from the wide range of experiences and attitudes brought by other pupils to this international community, particularly in the boarding houses.
- Pupils greatly enjoy solving problems and achieving common goals, in response to the school's encouragement to embrace a collaborative learning approach.

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

- Pupils show resilience and self-discipline, are self-confident and aware, and develop a strong understanding of how to improve their own learning and performance.
- Pupils show maturity in their acceptance, understanding and celebration of pupils from different cultures and backgrounds, and this is fully supported by the school's promotion of an international aspect to the school community.
- Pupils, including boarders, enjoy and hugely appreciate the cohesive school community and they contribute very positively to the lives of others within this.
- Pupils show maturity and self-understanding in their approach to life and when making informed choices, and they are very well prepared for a life after school as global citizens.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Developing further the integrated application of the new approach to assessment throughout the school to give pupils a more sophisticated awareness of their attainment and progress.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 The excellent quality of pupils' achievements is strongly supported by the pupils' outstanding attitudes to learning. The development of these learning attitudes reflects the school's emphasis on inculcating throughout the school the values of the IB programme of study, and approach to learning. The school's imaginative curriculum, with its emphasis on variety and individuality, has a very positive impact on the pupils' approach to their studies and on their progress at all ages. Highly able pupils, including many from overseas, thrive and enjoy the challenge to work independently and think critically. Pupils at all ages are interested and eager learners who take significant leadership in their approach to their studies. They collaborate readily, and in line with IB principles, often seeing problems in a global context, working with great enthusiasm towards common goals, such as in a Year 8 project to study the negative economic and ecological issues arising from the construction of a dam.

3.6 The pupils' great enjoyment of collaboration inside and outside lessons is supported by a style of teaching that draws on excellent subject knowledge and a willingness to allow pupils to take initiative. This was seen in Year 11 English study of *The Haunting of the Hill House*, discussing the nature of the Gothic style, supported by the pupils' own Freudian interpretation of the text. The pupils spoke very

positively about their learning being encouraged through interesting and often provocative discussions and challenging extension work provided by the teaching. This was seen in theory of knowledge lessons when pupils discussed what makes a good premise, and in biology, when discussing the implications for the 'meaning of life' when entirely artificial living cells can now be created. The pupils are well informed about their current progress and how to achieve their goals. The school is currently developing a new method of assessment, focussing on ongoing/gradual assessment through comments and discussion, rather than end of task grades alone. All the pupils spoken to were effusive about the quality and highly supportive nature of the teaching staff and of the approach to learning promoted by the school and they felt their high aspirations, and love of independent learning came from the expectations and supportive approach of the teaching staff. Pupils spoke with self-assuredness about their high expectations of exam success and high aspirations for their future roles in society. They also understood the need to develop good time management and productive work habits, and that exam success should come as a result of achieving a healthy work-life balance. The overwhelming majority of parent responses to the questionnaire indicate that the teaching enables their children to make good progress and to develop skills for the future.

- 3.7 In the middle school, performance at GCSE in the years 2014 to 2016, has been well above the national average in 2014 and above the national average in 2015 and 2016. A significant number of pupils follow IGCSE courses and performance here was higher than worldwide norms in the same three-year period.
- 3.8 In the sixth form, results in IB examinations in the years 2014 to 2016 have been higher than worldwide norms. In 2017 IB results indicated a performance significantly higher than the expected worldwide norm, with over one-tenth of the pupils achieving the maximum IB points score. These exceptional results reflect the school's emphasis on pupils from a young age taking responsibility for their own learning, the highly effective teaching encouraging pupils to draw upon a wide range of sources, and analyse and hypothesise with increasing maturity as they move through the school. Pupils in Year 8 undertook informed and very perceptive discussions on the effects of the Ebola virus on local communities, whilst pupils in Year 12 confidently discussed the likely influence of Milton's blindness on his sensitive poetic techniques. An excellent library and resources facility is well used by the pupils, who view it as a place to develop their high order study skills and their enjoyment of independent learning. Pupils spoke with great enthusiasm about their regular and productive use of the library and its resources, and their excellent approach to independent study was seen during the inspection visit. Pupils' high aspirations and considerable ability is reflected in the places they gain at highly selective universities both in the UK and overseas. Pupils proceed to study a broad range of subjects across the academic disciplines, from medicine and veterinary studies to music and art scholarships, including many to overseas universities and higher education institutes.
- 3.9 Pupils with SEND, and EAL, are given very effective extra help and support and achieve particularly well at all ages, relative to their abilities. Those with SEND indicated their resolute drive and determination to overcome the individual learning challenges they faced.
- 3.10 Pupils participate fully and achieve excellent success in a comprehensive range of well-organised co-curricular activities. Pupils can represent the school at 20 different sports, from sailing to fencing. Individual and group achievement and progress across all sports is outstanding. Many teams reach national finals consistently and many individuals represent their county and their country. Pupils of all abilities contribute fully, and often excel, in a wide range of performing arts. These include a 70-piece symphony orchestra and regular challenging shows and plays that showcase a wide variety of exceptional talent, including a previous finalist in a national competition for young musicians. The pupils commented on their great enjoyment of undertaking a challenging, interactive production of 'Mnemonic', and a Year 9 and 10 production of *A Midsummer Night's Dream*, together with numerous smaller more personal productions, including several that are student-directed. Performances such as these are greatly enhanced by a recently built performing arts centre, a demonstration that the school's governance strongly supports the high achievement of pupils. In addition, there is strong

participation and success in many other areas such as the Duke of Edinburgh's Award scheme (DofE), the Model United Nations group, debating societies and numerous essay competitions. In the questionnaires, an overwhelming majority of parents and pupils agreed that the school provides a good choice of co-curricular activities.

- 3.11 Pupils' knowledge, skills and understanding are highly developed across the full range of learning, including scientific, human and social, physical, aesthetic and creative education. The artwork on display across the school and in the art room is of a very high standard and very much reflects the challenging and innovative nature of the teaching. There is a strong emphasis on quality and participation in music, sports and performance arts, and pupils of all abilities enjoy great personal success and excellent progress in these areas.
- 3.12 Pupils' communication skills are well developed at all ages and this is a strength of the school. Pupils quickly become highly articulate, commensurate with their abilities; they listen thoughtfully and speak with great confidence and maturity when expressing their views. This was seen in theory of knowledge and numerous other IB lessons, for example when pupils were undertaking literary analysis in English, focusing on style and content. Peer assessment, which is used highly effectively in many subjects, plays a significant role in developing pupils' speaking and listening skills. A small minority of the pupils in the questionnaire did not feel that the teachers expressed a balanced view when discussing current affairs. Inspection evidence from lessons observed, pupils interviewed, and work scrutinised did not support this view. Active debating of views is very much stimulated and encouraged. The pupils' notable cross-curricular mathematical and numeracy skills are developed very well throughout their time at the school, as a result of a strong emphasis on the teaching and use of such skills throughout the curriculum.
- 3.13 Pupils' outstanding curricular and co-curricular achievements are in no small part due to the teaching that recognises and utilises the innate strong learning attitudes of the school's pupils. The leadership and management encourage knowledgeable teaching to be flexible in its approach, to encourage challenge in parallel with the core aims of the IB. There is a strong sense that staff and managers work very much together in support of the pupils achieving to their highest potential. In the inspection questionnaire, almost all parents felt the school was well led.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school successfully meets its aim to provide an education which celebrates pupils' ambition, variety of interests and individuality. The strong emphasis on the IB course and the international element in the pupil body strongly support this aim. One of the most significant reasons for the pupils' excellent personal development is their unassuming self-confidence and their high levels of focus and self-discipline. As the pupils move through the school they develop an increasingly clear and full understanding of how to improve their own learning and performance and make the most of the opportunities provided by the school. Pupils show resilience and a natural expectation that to achieve at the highest level is the norm. They work with eager enthusiasm, either collaboratively or as individuals, to solve problems and overcome difficulties and in this way the pupils are well prepared for the next stage of their lives on leaving school. This is also evident in the personal skills of SEND and EAL pupils, who show a strong-minded determination to persevere when faced with difficulties. Teachers' expectations for the pupils are high and this, together with their strong supportive awareness of each pupil's potential, ensures that the teaching supports the pupils' self-understanding and self-esteem positively.
- 3.16 Pupils contribute exceptionally well to the lives of others. The school community, most notably through boarding, very effectively supports and helps develop a deep sense of social conscience in the pupils. The school has created a number of 'Institutes' to help integrate enrichment into the curriculum. These include institutes for service and for social entrepreneurship and this, together with

the core IB programme of Creativity, Activity, Service (CAS) projects, ensure that undertaking service is promoted fully throughout the school. Pupils spoke with great warmth and enthusiasm of their support for the local community, such as helping in local primary schools or helping the aged with parties, through support and giving concerts. The school's positive promotion of service through the co-curriculum, including the Combined Cadet Force (CCF) and DofE, enables pupils to be pro-active and take a lead in this service. Pupils enjoy giving freely of their time and energy to raise funds for charity. Much of this supports the pupils' own voluntary service overseas, including supporting those in need in rural Moroccan and Russian villages.

- 3.17 This pervading sense of service and community, and the cosmopolitan nature of the pupil body, strongly underpins the pupils' natural sensitivity to and tolerance of those from different backgrounds and faiths. All pupils spoken to expressed a very positive view regarding the diverse community within the school. Those pupils from overseas spoke very highly of the support they had received, and the warmth of the relationships formed within the school community. Pupils felt that the school's cultural diversity had enabled them to appreciate their own culture more, whilst understanding and celebrating the rich diversity of cultures in the wider world. Boarding pupils felt that the boarding community leads by example and influences significantly the high levels of integration, cultural tolerance and understanding seen throughout the school. Inspectors agree. The school's leadership and ethos are highly successful in developing this strong cultural awareness in the pupils and encouraging them to be an influence for good.
- 3.18 Pupils develop an excellent understanding and appreciation of the non-material aspects of life. The exceptional standards in the creative, performing and aesthetic arts play a significant role in encouraging the pupils' appreciation of these aspects. One junior pupil spoke in awe of the senior art work on display. Pupils enjoy the beauty of their surroundings and fully appreciate the extensive estate grounds. The curriculum supports fully the pupils' spiritual understanding, particularly during systems of belief, and theory of knowledge lessons. In these lessons pupils challenge their views of life in a variety of areas, including spirituality, whilst enhancing their understanding of the nature of reality and existence through philosophical debate. The school enables the pupils to develop an excellent understanding of a wide variety of faiths and creeds during their time at the school. The personal, social, health and economic education (PSHE) programme, regular celebrations of the key dates within the various faiths and the much encouraged open and free approach to discussing faiths and cultures provide strong support for this understanding.
- 3.19 Pupils have a deep understanding of how decisions they make will affect their future academic and personal life. They show high levels of maturity and independence when they make these choices. The school provides excellent support to the pupils in their decision making, by ensuring the pupils approach such choices with maturity and an informed confidence. For example, Year 8 pupils make their own choices when selecting which modern languages to study and the externally moderated SSC courses provide for enormous choice in the pupils' approach to their studies. The school's strong pastoral system provides excellent support for the pupils as they make these important decisions. In the pre-inspection questionnaires a very large majority of parents and pupils expressed satisfaction with the range of subjects, the choice of co-curricular activities and the advice regarding career choices.
- 3.20 Pupils and boarders behave exceptionally well and show full understanding of what is right and wrong. They have a clear moral compass and show a mature recognition of the consequences of their actions towards others and they accept responsibility for their own behaviour. This approach is firmly underpinned by their sensitivity to the feelings and needs of others in the school community. The rules regarding behaviour are clear, fully accepted and understood. Records and observations showed that these are fairly applied, not supporting the views of a small minority of pupils who indicated in the questionnaire that staff are not always fair. Pupils benefit from an approach that encourages the freedom of attitude, as defined by a liberal education, constrained only by the rules needed to ensure the smooth running of a school community.

- 3.21 Pupils have a strong awareness of and how to keep themselves safe, both physically and when using the internet, and they readily seek advice if unsure. The role of diet, exercise and a balanced lifestyle in a healthy life is understood well by the pupils. The school strongly promotes the health and well-being of pupils and shows a sensitive understanding of the possible impact of mental illness, including stress, on the pupils. Pupils leave the school having developed the necessary skills and confidence to prepare them well for the next stages of their lives.

4. INSPECTION EVIDENCE

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

Inspectors

Mr Richard Mannix	Reporting inspector
Mrs Flora Bean	Additional Reporting Inspector
Mr Stuart Nicholson	Compliance team inspector (Principal, ISA school)
Mr David Elstone	Team inspector (Headmaster, HMC school)
Mr Andrew Gillespie	Team inspector (Director of studies, Society of Heads schools)
Mr John Tolputt	Team inspector (Former Headmaster, Society of Heads school)
Mrs Sarah Dawson	Team inspector for boarding (Former Deputy Head, HMC school)
Mr Simon Leyshon	Team inspector for boarding (Headmaster, ISA school)