



ISI Independent
Schools
Inspectorate

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

St Edmund's School, Canterbury

March 2023

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School's Details

School	St Edmund's School, Canterbury			
DfE number	886/6050			
Registered charity number	1056382			
Address	St Edmund's School St Thomas Hill Canterbury Kent CT2 8HU			
Telephone number	01227 475600			
Email address	info@stedmunds.org.uk			
Headteacher	Mr Edward O'Connor			
Chair of governors	Air Marshal Christopher Nickols			
Proprietor	St Edmund's School Canterbury			
Age range	2 to 18			
Number of pupils on roll	631			
	Day pupils	512	Boarders	119
	EYFS	40	Juniors	133
	Seniors	349	Sixth Form	109
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 St Edmund's School is a co-educational day and boarding school. The school was founded in 1749 and moved to its current site, overlooking the city of Canterbury, in 1855. The school has educated the choristers of Canterbury Cathedral since 1972. The school is a charitable trust administered by a board of governors.
- 1.2 Boarders are accommodated in a senior and junior house on site, and a house for male choristers situated in the cathedral precinct within two miles of the school.
- 1.3 In September 2022, the school extended its nursery provision to include two-year-olds.

What the school seeks to do

- 1.4 The school aims to be a caring and disciplined community informed by Christian principles that encourages pupils to become 'the best that they can be'. It seeks to enable pupils to take pride in their achievements, be humble and responsible members of society and leave equipped to make a success of their personal and professional lives.

About the pupils

- 1.5 Day pupils mostly come from the Canterbury area and represent a wide variety of socio-economic backgrounds. Boarders represent around 20 nationalities, mainly from western European countries. Standardised test data indicate that the ability profile of pupils is average for those taking similar tests nationally. There are 226 pupils with special educational needs and/or disabilities (SEND) with a wide range of physical, sensory and speech and language needs, 136 of whom receive additional support in the classroom. Ten pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 120 pupils and 56 of these have additional support such as specialist lessons. Data used by the school have identified 95 pupils as being the more able in the school's population, and the curriculum is modified for them and for 131 pupils who have particular talents in sports or in the creative arts.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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, Early Years Foundation Stage Statutory Framework](#).

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 relevant requirements of the statutory framework for the Early Years Foundation Stage, 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 pre-prep and junior 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 junior 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. 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>
Butterflies	Nursery (age 2–3)
Ladybirds	Nursery (age 3–4)
Honeybees	Reception
Crickets	Year 1
Dragonflies	Year 2
Form 3	Year 3
Form 4	Year 4
Form 5	Year 5
Form 6	Year 6
Form 7	Year 7
Form 8	Year 8
Lower 5	Year 9
Middle 5	Year 10
Upper 5	Year 11
Lower 6	Year 12
Upper 6	Year 13

Key findings

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

- From their various starting points, the majority of pupils make excellent progress throughout the school and achieve highly in their public examinations.
- Pupils, including those with English as an additional language (EAL), are excellent, natural communicators and many are accomplished and articulate public speakers.
- Pupils develop excellent study skills as they progress through the school.

- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have excellent self-knowledge, and most have a healthy self-esteem and are self-disciplined and resilient when faced with a challenge.
 - Pupils are highly respectful of others and strongly support the school's values of inclusivity and its celebration of diversity.
 - Pupils' spiritual understanding is excellent, and they have a strong appreciation of the non-material aspects of life.

Recommendations

- 3.3 The school is advised to make the following improvement.
- Ensure that pupils, including the most able, embrace the opportunities open to them to take responsibility for the direction and breadth of their learning beyond the classroom experience.

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 throughout the school respond with commitment to the school's aim to be 'the best that they can be'. Children in the EYFS enter the school with widely varying abilities and experiences. Most make strong progress in the seven areas of learning because staff assess their needs accurately and put effective interventions in place where necessary. Those with SEND progress well with the skilful help of teaching assistants and appropriate resources. More able children can access work provided by staff teaching higher year groups; this is an effective response by the school to a previous inspection recommendation to provide greater challenge for the most able. Junior pupils say their teachers explain things clearly and provide effective feedback which gives them confidence and helps them make progress, and inspectors found this to be so. Seniors at GCSE and A level achieve highly relative to their wide range of abilities, and many perform well beyond their expected levels. In 2022, the cumulative proportion of pupils' GCSE and A level grades were both above national levels. Nationally standardised measures show that, on average, pupils have met or exceeded their predicted grades every year since 2018. Pupils' success is underpinned by the school leadership's effective monitoring of their progress, addressing a recommendation from the previous integrated inspection. Some pupils enter the Extended Project Qualification (EPQ) alongside their A levels, attaining high grades, a testimony to their academic abilities and excellent research skills. When pupils leave the school, they go on to a range of higher education courses and apprenticeships with the majority attaining places on the university course of their choice.
- 3.6 Pupils of all ages demonstrate high levels of knowledge, skills and understanding challenged by the breadth and balance of the curriculum and the wide variety of co-curricular activities offered to them. Children in the EYFS develop skills and control at archery club, highly motivated by the possibility of scoring a bullseye. Juniors, enjoying an outdoor education lesson, planting tree saplings, clearly understood the importance of respecting the environment and used an excellent range of linked vocabulary. In a sixth-form politics lesson, pupils displayed an in-depth understanding of the judiciary and the impact that European Union law might have had on their politicisation. Year 10 pupils studying Macbeth, demonstrated their excellent understanding of the text, recognising how Shakespeare chose his language to create tension and atmosphere. Many pupils excel in the creative arts, and their drama and music performance levels are particularly high as evidenced by school plays and concerts and by the excellent quality of the choral singing by choristers in the cathedral.
- 3.7 Pupils excel in their communication skills and are confident and articulate when speaking to each other and to adults. They express themselves clearly and listen attentively to each other and to their teachers. Many write eloquently and examples of their poetry show that pupils of all ages can express

their emotions effectively through the written word. Pupils with EAL benefit from intensive support from specialist staff which quickly ensures that they can communicate freely in English and so make progress alongside their peers. Senior pupils debate formally and present and speak well, as was seen in excellent presentations in assemblies and lessons. Pupils' reading skills develop rapidly during their early years, encouraged by the library's reading scheme which is tailored to their individual interests and abilities. These excellent communication skills make a strong contribution to the pupils' learning, to their relationships, and to their successes in many areas of school life.

- 3.8 Pupils have strong numeracy skills and are able to apply them accurately across a wide range of subjects and situations. Reception children, cutting up their bread and fruit at snack time, accurately identified the pieces as halves and quarters. In a Year 2 science lesson on the international space station, pupils spontaneously began to estimate its distance from the earth. Older pupils of all abilities readily apply their skills proficiently in the sciences, photography and music. In design technology (DT), GCSE pupils accurately worked out the tessellation of the finger joints required to build their 3D projects. The most able mathematicians enter the annual national mathematics competitions with some gaining top awards.
- 3.9 Pupils' information and communication technology (ICT) skills are at a high level with pupils applying them effectively in most subjects. Pupils frequently use ICT to research and to present their findings, as seen in Year 9 religious studies, where the class searched for information on anti-racism and prepared a presentation of their findings. In the sixth form, pupils use digital technology extensively when researching for their EPQ projects, presenting and referencing them to a professional standard. Those studying technical subjects such as music technology, DT and photography, develop particularly high levels of skill specifically related to their subjects. In music technology for example, pupils edited their compositions by manipulating different aspects of their recording, moving rapidly and accurately between a range of digital tools and applications.
- 3.10 Pupils' study skills are highly effective and develop throughout their time at school, encouraged by staff who incorporate effective subject based skills into their teaching. Tutors and house staff help pupils, especially boarders, to plan and manage their time well and encourage them to take responsibility for their own learning. The youngest pupils begin to think for themselves as they are given time to work things out based on their previous learning. Junior pupils are confident about working independently and about collaborating with their friends rather than always relying on their teacher. Pupils of all ages know how to research and analyse; they combine information from several sources and synthesise their findings. Excellent examples were seen in art, photography and ceramics and in the sixth form work for EPQs.
- 3.11 The majority of pupils have highly positive attitudes to learning. Pre-prep children celebrate their learning by posting things on the *Wow* board or by talking in assemblies about what they have learned. Pupils throughout the school, work hard and make good or excellent progress in almost all lessons. They are attentive and cooperate well with their teachers; they are keen to learn, and the small class sizes and excellent relationships ensure that there is little time wasted. When asked to work on their own, pupils concentrate well. They also enjoy and work purposefully together, and this cooperation helps their understanding. Out of the classroom, most pupils commit adequate time to their academic studies, conscientiously complete homework and assignments and voluntarily attend subject clinics to improve their performance. Amongst older pupils, a few pursue their own academic interests independently at a high level, but others admitted that they limited their commitment to meeting the demands of the examinations, and the numbers opting for the EPQ are currently low.
- 3.12 Pupils are successful in a wide variety of co-curricular activities. Music and drama are at the heart of school life for many pupils, and they perform regularly to a high standard because dedicated and experienced staff offer them multiple opportunities to practise and develop their skills. This was evidenced in the junior and senior *Beauty and the Beast* musicals and the pre-prep performance of *Baboushka*. Choristers in the cathedral choirs train to exacting standards and their regular performances at services demonstrate their great talents. Around a tenth of pupils take national music

examinations, with several each year reaching the higher grades and the most able achieving university standard qualifications. Several pupils are members of the National Youth and Musical Theatres. Each year pupils go on to study at drama schools and musical conservatoires. Pupils enjoy team successes in a wide range of sports. Talented pupils compete at county and national level in sports such as rugby, football, hockey and cross country. Outdoor education is an important element of school life and staff give their time generously to ensure pupils benefit physically and mentally from this provision. Many pupils are successful in their service in the Combined Cadet Force (CCF) and others take part in the Duke of Edinburgh's (DofE) scheme gaining awards at bronze, silver or gold level.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils' self-understanding is excellent; they have a realistic view of their capabilities and strengths and are self-confident but modest, fulfilling the school's aim to encourage pupils to take pride in their achievements and to be humble and responsible members of society. Pupils know how to improve their own learning; they are attentive in lessons, reflect on what they have learned and set themselves targets. They persevere strongly when they meet difficulties and can describe how they have overcome them, encouraged by their teachers. Many pupils show their resilience by dealing positively with their physical or learning disabilities or mental health problems. Their efforts are well supported by their fellow pupils, the learning support department and the excellent pastoral care system. Others persevere in co-curricular activities, whether meeting the physical challenges of a CCF camp, or a DofE expedition, or practising to reach a high level of skill in the creative or performing arts. These experiences prepare pupils well for the next stage of their lives.
- 3.15 Pupils develop strong decision-making skills as they progress through the school. Children in the EYFS choose their own activities and select their favourite options at lunchtime. Boarders say communal living means they have a social responsibility to make good decisions in order to maintain harmony within the close-knit community of the house and this was observed to be the case. The options offered by the co-curricular programme present challenges of time management to pupils who described the importance of making the right daily decisions in order to balance their commitments. Older pupils say they have made informed decisions about future studies and careers because they were provided with information and guidance that helped them to choose appropriately.
- 3.16 Pupils are acutely aware of the non-material aspects of life. Some have a personal faith and appreciate the religious services and music that underpins much of school life. Children in the EYFS are happy to say prayers of thanks. Choristers sing praises in the school and cathedral, and some pupils elect to serve as chapel wardens. Other pupils experience the metaphysical through their art, music and drama. Pupils spoke of a production about the holocaust that left a deep impression upon them. Many pupils express their reactions to the world through their prose and poetry and appreciate the thought-provoking artwork displayed in school. Choristers spoke of their contemplation of the grandeur of the cathedral building. Pupils were moved by the Remembrance Day service and responded thoughtfully to the chaplain's assemblies on inspirational people. Younger pupils readily shared their appreciation of a dramatic sunset with their class. The youngest children spoke of the way they feel when they are working outside doing woodland activities, loving the peaceful atmosphere with the birds singing and the trees swaying. Pupils of all ages value the quiet spaces in school such as the *Wellbeing* corridor, the chapel and library, and the school grounds where they can pause and reflect in the midst of a busy school day.
- 3.17 Pupils' moral understanding is well-developed for their ages, and most take full responsibility for their actions. The youngest children understand that poor behaviour is unacceptable, and they can quote the classroom rules about being kind, not shouting and respecting others. Junior pupils said that if they behaved inappropriately, their peers would prompt them to think again. Senior pupils said they

were not afraid to call out bad behaviour in school and in the boarding houses. There are occasional behavioural issues in school; these are dealt with promptly and the school's effective behaviour code encourages pupils to reflect, apologise and change. Most pupils say they are confident about going to staff for help, either for themselves or for their friends. In the pre-inspection questionnaire, the overwhelming majority of pupils agreed that the school expects them to behave well and most agreed that it takes bullying seriously and sorts out poor behaviour. For the most part, pupils and staff have excellent relationships, and the atmosphere in school is calm and welcoming. This culture of kindness and respect is promoted strongly by governors and school leaders who consider these attitudes to be at the heart of school life.

- 3.18 Pupils have a strong social awareness, and their cooperative relationships contribute significantly to the life of the school. Pupils work seamlessly with members of staff, running clubs, meetings, assemblies and major school events. In the boarding houses, pupils and staff cooperate successfully to ensure the houses have a family atmosphere where everyone can feel at home. Boarders described co-operation as absolutely crucial and said they looked out for each other, appreciating the give and take necessary for communal living. Older pupils have a natural concern for those who are younger or new to the school. They train as peer mentors, supporting those pupils who need someone to talk to or who need help with their studies. Prefects have the cooperation of their peers as they organise charity and school events. Representatives from each year group work together on the junior and senior school councils effecting changes for the benefit of all. Pupils work intensively together in the performing arts and in sporting activities where they say how much they enjoy being part of a team effort whether they win or lose. Pupils involved in the CCF camps last summer developed particularly strong team working skills as they took part in a series of competitions against eleven other schools winning bronze and silver medals.
- 3.19 Pupils contribute to their school community in many ways. Older pupils volunteer to show visitors round the school, prefects help staff with many organisational tasks and the boarding committee represents the concerns of the houses. Pupils train as library helpers, organising books and reading to younger pupils. Others initiate and organise charity events, such as a recent whole school football tournament to raise funds for a suicide prevention charity. Junior pupils work hard to raise funds for their chosen house charity by holding cake sales. Pupils volunteer in the community on Friday afternoons, helping in charity shops and food banks. The school is part of East Kent Schools Together, a partnership of local schools that work together to develop pupils' achievements and wellbeing, and pupils are involved in this initiative, helping in other local schools and taking part in joint events such as a recent *Gala Concert*. Pupils' concerns extend to the wider world. Recently a group of sixth-form pupils travelled to Kenya where they spent four weeks helping to build a school in a deprived area.
- 3.20 Pupils are highly inclusive and have a profound respect for others and value the rich diversity within their community. Pupils of many different nationalities and social and cultural backgrounds, typically get along amicably and work together productively, and pupils say they would challenge any discriminatory behaviour. Overseas pupils say they are quickly integrated into the boarding houses and that other pupils are interested in their cultures. In the questionnaire, a very large majority of pupils agreed that pupils are kind and respect each other. Pupils are aware of those classmates who may experience specific challenges when learning and recently organised a poster campaign to encourage everyone to better appreciate the needs of those with, for instance, a speech difficulty or dyslexia. Pupils were seen to have a strong understanding of the Equality Act and its implications. Older pupils in interviews said that they thought diversity was a strength of the school because pupils do not notice differences; all are accepted as individuals.
- 3.21 Pupils throughout the school know how to stay safe. They have an excellent understanding of how to maintain their physical health, encouraged by the sports facilities and the outdoor curriculum. Children in the EYFS know they must wash their hands before snack time and Year 2 pupils explained why they must eat healthy foods and exercise in order to build strong bones. Some boarders said that they appreciate the time they save on travelling each day because it allows them time to keep fit.

Pupils appreciate the support of the school medical centre if they are ill or injured. Pupils understand how to eat healthily, and the dining room committee meets regularly with catering staff to help improve menus. The overwhelming majority of pupils in the questionnaire agreed they know how to keep themselves safe online and say the school has helped them in this. Year 2 pupils, for instance, were clear that they must not share personal information such as their names, their school or their passwords. Pupils are watchful of their own mental health and show a deep concern for any friends who may be experiencing difficulties in this regard. They know who to turn to for help for themselves or their friends and appreciate the school's strong provision which has led to a recent award for mental health support.

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 and vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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 Catherine Williamson	Reporting inspector
Mr Timothy Kirk	Compliance team inspector (Former deputy head, HMC school)
Mr Richard Evans	Team inspector for boarding (Former head, IAPS school)
Mr Nicholas Marchant	Team inspector for boarding (Housemaster, HMC school)
Mrs Heather Trim	Team inspector (Former deputy head, GDST school)
Miss Michelle Cole	Team inspector (Head teacher, IAPS school)
Miss Victoria Playford	Team inspector (Head, ISA school)