



ISI Independent
Schools
Inspectorate

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

St John's International School

October 2018



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School's Details

School	St John's International School		
DfE number	878/6018		
Address	Broadway Sidmouth Devon EX10 8RG		
Telephone number	01395 513984		
Email address	contact.stjohns@iesmail.com		
Headteacher	Ms Caroline Ward		
Proprietor	International Education Systems Ltd		
Age range	2 to 16		
Number of pupils on roll	172		
	Boys	100	Girls 72
	Day pupils	127	Boarders 45
	EYFS	20	Juniors 69
	Seniors	83	
Inspection dates	9 to 11 October 2018		

1. Background Information

About the school

- 1.1 St John's International School is an independent day and boarding school for pupils aged from two to sixteen. It is owned by International Education Systems Ltd (IES), and three company directors serve as governors of the school. Since the previous inspection, a new chair of governors has been appointed. The current head took up her position in January 2018.
- 1.2 The school comprises an Early Years Foundation Stage (EYFS) for children in the Reception class, the junior school for pupils in Years 1 to 6, and the senior school for pupils in Years 7 to 16. There is one boarding house with separate accommodation for boys and girls.

What the school seeks to do

- 1.3 The school strives to develop leaders for the future who are collaborative, communicative, enquiring, respectful and creative individuals with a passion for lifelong learning.

About the pupils

- 1.4 Day pupils come from professional and business families in East Devon. Boarding pupils mainly come from other IES schools throughout the world. Nationally standardised test data indicate that the ability of the pupils is above average. The school supports the learning of 12 pupils whom it has identified as having special educational needs and/or disabilities (SEND), such as dyslexia and dyscalculia. Also, two pupils have an educational health care plan. The school has identified 49 pupils for whom English is an additional language (EAL), all of whom receive additional support for their English.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 FOCUSED 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. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the year 2015, performance has been above the national average for maintained schools.
- 2.4 At IGCSE in the years 2015 to 2017, results were similar to worldwide norms.
- 2.5 In the sixth form, A-level results in 2015 have been in line with the national average for sixth formers in maintained schools.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 The standards 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

- 2.10 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.
- 2.11 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.
- 2.12 Arrangements to promote the safety and welfare of pupils do not always pay regard to current statutory guidance. In particular, the school does not ensure that checks against the barred list and, where applicable, prohibition from teaching orders and prohibition from management of independent schools directions are made before personnel take up their positions.

2.13 The standards relating to welfare, health and safety in paragraphs 6, 9-16, 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 2-4, 6-11, and 12 are met, but those in paragraphs 7 (a) and (b) [safeguarding]; 8(a) and (b) [safeguarding of boarders] and in NMS 14.1 [staff recruitment and checks on other adults] are not met.

Action point 1

- the school must ensure that it make checks against the barred list and, where applicable, the lists of those prohibited from teaching and from management prior to appointment [paragraphs 7 (a) and (b); 8 (a) and (b); and for the same reason, NMS 14.1].

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

2.14 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.

2.15 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14.2 – 14.4 are met.

PART 5 – Premises of and accommodation at schools

2.16 Suitable toilet and changing facilities, and showering facilities where required by the standard, 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.

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

PART 6 – Provision of information

2.18 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 any 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, 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.

2.19 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

2.20 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.

2.21 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

2.22 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.

2.23 The proprietor has not ensured 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.

2.24 The standards relating to leadership and management of the school in paragraph 34 (1)(a), (b) and (c) and NMS 13.3 to 13.5 are not met.

Action point 2

- **the school must ensure 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 [paragraph 34 (1)(a), (b) and (c) and, for the same reason, NMS 13.3 to 13.5].**

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 good.

- Pupils have extremely well-developed speaking, reading, writing and listening skills.
- Pupils, including boarders, demonstrate very positive attitudes towards their learning and are keen to collaborate in their work.
- Pupils including those with SEND and EAL, make good progress overall. Some of the most able pupils in the senior school do not achieve as highly as possible.
- Pupils' information and communication technology (ICT) skills are not fully developed.

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

- Pupils and children in the EYFS display excellent qualities of self-confidence, self-knowledge and self-esteem.
- Pupils exhibit outstanding social skills, working together most effectively within and across year groups.
- Pupils demonstrate excellent behaviour and a deep sense of right and wrong.
- Pupils, both day and boarding, show notable tolerance and respect for people from different backgrounds.
- Pupils make strong contributions to their own and the wider community.

Recommendations

3.3 The school is advised to make the following improvements:

- Strengthen pupils' ICT skills through their application of across all subject areas.
- Raise the attainment of the most able pupils in the senior school through higher levels of challenge.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The school's own data indicate that pupils, including boarders and those with SEND, make good, and in some cases excellent, progress. Pupils with EAL, who are often in school for just one term, make rapid progress due to the focused individual programmes offered by the EAL department. In the EYFS the majority of children demonstrate a good level of development for their age. In the junior school, the majority of pupils exceed expectations for their age in English and mathematics. Some junior pupils make excellent progress, securing places at highly selective local senior schools.
- 3.6 The following analysis uses the national data for 2015 to 2017. These are the most recent 3 years for which comparative statistics are available. Results at GCSE in 2015, the last year in which a full cohort of pupils took these examinations, were above the national average for maintained schools. Results in IGCSE examinations were similar to world-wide norms in 2015 and 2017. Results at A-level were similar to the national average for maintained schools, when the school last educated sixth-form pupils. Most parents in their pre-inspection questionnaire responses agreed that the school enables their children to make good progress, and all agreed that the school enables their children to develop skills for the future. Similarly, in their questionnaire responses, the vast majority of pupils agreed that the school helps them to learn and make progress. Pupils are helped to achieve their ambitions by leaders' and governors' successful embedding of comprehensive tracking systems which are being used with increasing confidence by teachers to support and identify any pupil who is under-performing.
- 3.7 Pupils demonstrate good levels of knowledge, skills and understanding across all levels of learning. EYFS children quickly assimilate new information and show a good understanding of previous work. This was apparent when children responded well to a story about the digestive system following previous science lessons. In a food and nutrition class, older pupils knew how to make pastry, and worked skilfully to achieve a successful finished product. In English, pupils worked carefully and creatively to produce a collage to illustrate their personality and character. In the junior school, the attainment of pupils is often promoted by additional activities for those who complete tasks early, but in some senior school lessons the attainment of more able pupils is limited by a lack of extension work or additional challenges.
- 3.8 Pupils' communication skills are extremely well developed across the school. Junior pupils articulate answers clearly, such as during an assembly where they confidently expressed opinions illustrated by personal examples. Similarly, in a Spanish class, younger pupils enjoyed using new vocabulary and speaking to one another in Spanish. Boarding pupils with EAL in the senior school, have well-developed communication skills and further develop their English through improvisation and role play in the EAL Christmas pantomime, which is a highlight of the school year. Pupils' written work is generally good, but with several examples of excellent work noted in senior pupils' creative writing in English, such as in sonnets that reflected a mature appreciation of the beauty of nature. Pupils throughout the school are good readers, noted in English, where pupils worked well together in paired reading tasks. Pupils are good and patient listeners and often collaborate well together to explain difficult ideas to their peers, as seen in a business studies lesson where older pupils explained exchange rate mechanisms to others. The pupils' outstandingly well-developed communication skills are encouraged by the school's leadership and management who provide many opportunities for pupils to speak in public, such as in assemblies, at school presentation events and in external competitions.

- 3.9 Pupils in the EYFS and the junior school have well-developed mathematical skills and are confident in using numeracy across the curriculum. This was seen in a mathematics class where older junior pupils accurately calculated circumference and diameter using evidence from trees provided by a recent visiting speaker from an arboretum. Similarly, in the senior school, the mathematical work observed in pupils' homework and in lessons demonstrated an effective command of the subject and competent application of mathematical skills in other subjects, such as in science, business studies and geography, where pupils were confident in using a range of mathematical tools, such as graphs, pie charts and percentages to analyse data in both physical and human topics.
- 3.10 Pupils have good ICT skills. However, their ability to apply, and thus consolidate, their ICT skills in practical situations varies considerably across the curriculum. In the junior school, some pupils make effective use of ICT in preparation for the Year 6 end of year exhibition of work. Their application of ICT in other areas is more limited. Senior pupils spoke enthusiastically about coding lessons, and expressed a desire for more opportunities to use their ICT skills in other lessons. The ICT seen in pupils' work revealed the inconsistent use of word-processing software. As a consequence, pupils do not develop higher-level skills beyond their specific ICT lessons.
- 3.11 Written work in the senior school indicates that pupils have well-developed study skills, such as making detailed notes and maintaining carefully organised files. Some excellent examples of independent learning were observed, for example in junior pupils' project work about the impact of climate change on the environment. A mature level of peer assessment was evident in English and art lessons. In both of these, pupils were able to assess each other's analytical and creative work using appropriate criteria. Pupils with EAL are adept at using a dictionary to support their learning in subjects involving technical terminology. In the pre-inspection questionnaires a very large majority of pupils agreed that the school encourages them to think and learn for themselves.
- 3.12 Beyond the classroom, pupils develop their talents very well in a broad range of extra-curricular activities. Individual pupils compete successfully in basketball, sailing and swimming at regional and national level. They enjoy competing internationally with pupils from around the world at the annual 'Intersek' games organised by the school's managing company. Many pupils are enthusiastic participants in competitive matches in rugby and netball. Musicians develop their advanced performance skills in workshops led by the Bournemouth Symphony Orchestra and perform in school concerts and at events for elderly people in the town. Pupils of all ages are involved in drama productions of various types throughout the year. The leaders and governors successfully encourage pupils to be involved in as wide a range of activities as possible.
- 3.13 Pupils' genuine desire to succeed and their excellent attitudes to learning are evident from the EYFS upwards. For example, during the previous academic year, 14 pupils from Years 3 to 8 celebrated over 100 hours of extra-curricular involvement and were recognized at a graduation ceremony at a local university. In the relatively small classes, pupils respond well to the individual attention they receive and are keen to collaborate and support each other during their learning, and in other activities observed. Boarding pupils on short courses are eager to improve their English, keen to contribute in lessons, and are enthusiastic participants in activities out of class. Pupils in the junior school reflect on their behaviour in class and set personal targets for improvement as a result of the school's use of a 'behaviour for learning' code across the curriculum. These excellent attitudes to learning are fostered and supported by the high expectations set by the leadership and management of the school.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils of all ages demonstrate excellent self-knowledge. In lessons pupils reflect perceptively on their achievements and think carefully about how they can improve. This was seen to good effect in a mathematics lesson where pupils used past exam papers to think carefully about what they knew well and what remained less secure. Pupils' strong self-awareness is enhanced by most marking of their work, which offers them advice for improvement. In a few cases, the marking was less focused on improvement and a small minority of pupils said in their pre-inspection questionnaires that marking does not help them to improve their work. Pupils' evident trust in their teachers underpins the growth in their self-esteem. In interview, several pupils spoke movingly about how the school has helped them grow in self-confidence and resilience, particularly in overcoming personal setbacks and difficulties. Other pupils, including boarders, identified the international mix of the school's pupils as a positive factor in their growing self-esteem. Children in the EYFS display a natural self-confidence with their peers and with adults in their learning and when at play. They reflect on their development well as a result of assemblies on mindfulness which help them cope with new and changing situations. All parents who responded to the questionnaire agreed that the school met their child's particular individual educational needs effectively.
- 3.16 Pupils understand the importance of making good choices. Pupils who are members of the school council have been influential in negotiating changes to school rules and boarders have discussed additional storage facilities. Pupils with SEND help to set their own targets for improvement. In the junior school, the International Baccalaureate Primary Years Programme (PYP) allows considerable scope for children to confidently and sensibly devise their own focus of study and, in the senior school, pupils have been instrumental in setting up new activities, such as a girls' football team, and in deciding which charities to support when fundraising in the 'swimathon'. Senior leaders promote an ethos where pupils' views are valued and respond empathetically and positively to good ideas from pupils. All parents who responded to the questionnaire agreed that the school listens well and responds to the views of the children.
- 3.17 Pupils have a deep awareness of the non-material dimensions of life. This is particularly evident in pupils' creative work in art, including their three-dimensional sculptures of pollen spores in which pupils tried to capture the beauty and symmetry they saw in nature. In their creative writing, junior pupils display an ability to think beyond themselves, reflecting on 'the future me'. In the senior school, examples were seen of thoughtful and considerate poetry inspired by the challenges of climate change. Pupils exhibit a strong understanding of different belief systems as a result of their study of religions within the curriculum in the junior and senior schools. This understanding influences and deepens their personal reflection on spiritual matters when preparing to lead form assemblies throughout the year.
- 3.18 Pupils exhibit a strong understanding of right and wrong and their behaviour is excellent. For example, pupils with EAL thought deeply to design a model society, constructing legal systems and debating the merits of democratic freedoms. Children in EYFS spontaneously help each other with every-day tasks such as tying shoe laces. Boarding pupils have a strong sense of collective responsibility to care for one another and in interviews all pupils spoke warmly about the strong sense of community and mutual support in the school. Pupils understand and respect the school rules. In the questionnaire most pupils agreed that the school expects them to behave well.

- 3.19 Pupils display excellent social awareness and development. They work together well in lessons and support each other in achieving common goals, such as in team sports or in charity fund-raising. Mutual support and encouragement among pupils is fostered through the house system and its various competitions. Pupils communicate well and confidently in a variety of social contexts both with adults and with their peers, as seen in the excellent relationships between staff and pupils and in the way in which all pupils engaged enthusiastically in conversation during meal times. Boarders, many of whom are only in school for a term, form lasting friendships with day pupils, through continued correspondence after they leave. Similarly, day pupils develop the confidence to mix with others from a wide variety of countries due to the international mix of pupils in the school. In the EYFS, when preparing for swimming, children were seen to look after one another by helping to put clothes in the correct containers.
- 3.20 Pupils show a strong commitment to supporting one another within the school and to engaging with the local community. Older pupils initiated and help run activities for younger pupils, such as the netball club and junior swimming gala. In boarding, senior pupils are helpful and supportive when new and younger pupils arrive. A recent pupil-led initiative has resulted in fund-raising for a defibrillator in the town and pupils have been involved in supporting local refugee families and the food bank. Each year pupils raise money enthusiastically for a wide range of local and national charities.
- 3.21 The range of cultures and nationalities in the school underpins the excellent attitudes shown by pupils towards others in the school. They display a notably strong sense of global citizenship, informed by the range of cultures and nationalities in the school, and create close ties with pupils in the other international schools. This was demonstrated when pupils wrote and recorded a song performed by the whole school to send to their friends in Ecuador after a serious earthquake. Pupils say that they form close friendships with other pupils from around the world as a result of competing in international games. In the questionnaire, all parents and most pupils agreed that the school actively promotes values of democracy, respect, and tolerance of other people.
- 3.22 Pupils of all ages know how to stay healthy and safe, including when online. Older pupils take a lead in teaching younger pupils about e-safety and prepare helpful material to warn about the dangers of social media. Pupils develop a deeper understanding of mental health issues through assemblies on mindfulness and in discussions in tutor time and they extend their physical fitness through team sports and regular exercise within the curriculum and extra-curricular programme. Pupils understand the importance of keeping fit and healthy through sport and the pupil-led school council has helped to set up a netball club and swimming gala. Pupils make healthy choices at meal times from the selection of nutritious meals on offer.

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 a governor, 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 facilities for the youngest pupils, together with 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 Stephen Holliday	Reporting inspector (Headmaster, HMC school)
Mrs Naomi Fowke	Compliance team inspector (Compliance officer, HMC school)
Mr Marcus Evan Cook	Team inspector (Headmaster, IAPS school)
Mrs Alexandra Neil	Team inspector for boarding (Headmistress, GSA school)