Regulatory Compliance and Educational Quality Inspection Reports

For Schools with Residential Provision

Trent College

November 2021

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School's Details

College	Trent College			
DfE number	830/6000			
Registered charity number	527180			
Address	Trent College Derby Road Long Eaton Nottinghamshire NG10 4AD			
Telephone number	0115 8494949			
Email address	enquiries@trentcollege.net			
Head	Mr Bill Penty			
Chair of governors	Mrs Deborah Evans			
Age range	11 to 18			
Number of pupils on roll	796			
	Day pupils	680	**Boarders**	116
	Seniors	596	**Sixth Form**	200
Inspection dates	2 to 5 November 2021			

1. Background Information

About the school

1.1 Trent College is an independent co-educational day and boarding school for pupils aged between 11 and 18 years. It was originally founded in 1866 as a boarding school for male pupils. The school has a junior school, The Elms. Both schools share a campus and some facilities and are owned by Trent College Ltd and governed by its board of trustees.

1.2 Boarders are accommodated in one of four boarding houses. Any junior boarders from The Elms are hosted in boarding houses at Trent College. Two boarding houses are located within the main school building, and two are nearby on the school site.

1.3 Since the previous inspection, the school has created additional academic leadership roles and has continued its programme of site development.

1.4 During the period March to August 2020, the whole school remained open only for children of key workers and for those year groups allowed to return on site for a limited period (Years 10 and 12) at the end of the Summer Term. A number of boarders continued to be accommodated on site. During this period of closure, the school provided remote learning materials for all pupils.

1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.

1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.

1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home, or with guardians in the case of overseas boarders.

1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades or teacher-assessed grades were awarded.

What the school seeks to do

1.9 The school aims to give the highest priority to the quality of its academic provision and pastoral care, while delivering what it intends to be a rounded curriculum, including sport, music, art and drama. It seeks to nurture young people to be the best they can be in achievement and character.

About the pupils

1.10 Pupils mostly come from local professional families. Nationally standardised test data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. The school has identified 82 pupils as having special educational needs and/or disabilities (SEND) such as dyslexia and other conditions, who receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 32 pupils, whose needs are supported by specialist tuition and by classroom teachers. Data used by the school have identified 164 pupils as being the most able in the school's population. The curriculum is modified for them, and for 159 other pupils because of their special talents in sport, music, art or drama.

2. Regulatory Compliance Inspection

Preface

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

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

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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 standards and requirements can be found here: The Education (Independent School Standards) Regulations 2014, National Minimum Standards for Boarding Schools.

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

2.3 In the sixth form, A-level results in the years 2019 to 2021 have confirmed 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.

2.5 Pupils receive 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. 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 17 and 19 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 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 5 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 18 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 well-being 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 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.

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

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

Key findings

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

- All groups of pupils make strong progress from their starting points.
- Pupils' communication skills are excellent, particularly their ability to listen respectfully and speak articulately.
- Pupils have highly developed study skills.
- Pupils' attitudes to learning are excellent.
- Pupils' achievements in an extremely wide range of co-curricular and extra-curricular activities are outstanding.

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

- Pupils develop high levels of self-knowledge, confidence, self-discipline and resilience.
- Pupils have a very well-developed sense of moral understanding and fully accept responsibility for their own behaviour.
- Pupils' social development and collaboration are excellent.
- Pupils make a very strong contribution to improving the lives of others, both within and beyond the college.
- Pupils' appreciation and understanding of those from different faiths or cultures, and their commitment to promoting equality and celebrating diversity, are excellent.

Recommendation

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

- Ensure that all teaching provides appropriate challenge so that all pupils are able to make rapid progress in their acquisition of knowledge, skills and understanding.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' attainment at A level has been consistently high and significantly above national norms. During the years 2018–2019, more than a third of entries achieved grades A* and A and two-thirds achieved grades A*–B. Results in centre- or teacher-assessed grades in 2020 and 2021 show over half of entries

gaining A* or A grades. More than half of sixth-form pupils completing the extended project qualification (EPQ) achieved A* or A grades between 2018 and 2021. In the years 2018 and 2019, pupils' attainment at GCSE was well above national norms with more than a third of entries achieving grades 9–7. Centre- and teacher-assessed grades for 2020–2021 were consistently high with more than 50% gaining grades 9–7. Grades for IGCSE examinations have been well above worldwide norms. The large majority of pupils gain entry to their first choice of higher education destination, many with highly competitive entry requirements. In recent years, increasing numbers are exploring, with success, other pathways including industrial apprenticeships.

3.6 Data provided by the college show that pupils make good and often excellent progress to GCSE. By the end of Year 13, almost all pupils have made excellent progress. This includes the most able and those with SEND or EAL. In their responses to the pre-inspection questionnaire, almost all parents agreed that boarding has enabled rapid progress, helping pupils to improve organisational skills and to become effective independent learners. Inspection evidence supports this view. The rapid progress of all groups of pupils has been promoted by the strengthening of leadership to include a focus on initiatives to increase academic challenge for the more able and individual assistance, where needed for those with SEND or EAL. All pupils, including the most able, find challenge and stimulus in the extensive co-curriculum exemplified by high-level research projects in the Medical Society, or younger pupils producing the inaugural edition of the *Trent Times* in Journalism Club.

3.7 Pupils develop their knowledge, skills and understanding well, supported by a curriculum and teaching that are strongly focused on individual needs, facilitating high rates of progress across the college. In the large majority of lessons observed, teaching provided tasks that engaged and challenged pupils with the result that the acquisition of knowledge, skills and understanding was strong in relation to age and individual need. In a small minority of lessons, pupils' progress and achievement were restricted by teaching which was insufficiently challenging or matched to pupils' abilities. Pupils' knowledge, skills and understanding have developed extremely well since September 2020. This is a result of the clearly focused tasks provided on the college's learning platform during lockdown when a near normal curriculum and programme of extra-curricular activities were maintained alongside highly effective academic support.

3.8 Pupils' achievements in a very wide range of co-curricular and extra-curricular activities are outstanding and levels of participation are extremely high. Pupils challenge their intellectual abilities through activities to support the curriculum such as the Oxbridge Society or learning about investment in the *Game of Loans* Club. Pupils achieve highly at local and regional level in the debating societies and enjoy increasing opportunities to speak, for instance, in events at the Oxford Union. In the Duke of Edinburgh's Award scheme, large numbers successfully complete the bronze, silver and gold awards. Similarly, in the Combined Cadet Force (CCF), pupils' acquisition of transferrable skills is recognised in national awards, including for leadership and first aid. Pupils are highly successful in the many subject-related competitions ranging from science Olympiads and mathematical challenges, to history fiction writing, poetry competitions and digital enterprise awards.

3.9 Pupils display very high levels of skill in creative and sporting endeavour, resulting in a range of excellent individual and group achievements. The overwhelming majority of pupils engage enthusiastically in art, drama, music and sport, and team or individual achievements are frequently recognised at local, national and international level. Pupils achieve very highly with college teams in all age groups. They regularly reach finals or win national and regional competitions in hockey, tennis, netball, cricket and rugby, exemplified by the senior female pupils' hockey team becoming national indoor champions for 2019. Large numbers of team members win places in county or regional squads and, in recent years, individuals have reached national finals or represented England in tennis, dressage, circuit cycling, golf, cricket, hockey, rugby and netball. Pupils' outstanding sporting success is supported by highly skilled coaching and close partnerships with nationally recognised clubs and centres of excellence. Musicians achieve highly in 28 different ensembles and perform regularly in recitals, concerts and the popular *Drivetime* series. More than a third of pupils take music lessons each

week and achieve highly to diploma level, as well as in young composers' competitions, choirs such as at Derby Cathedral, county youth orchestras or the college's own musician of the year competition. As well as providing state of the art facilities, the college adjusts the curriculum for pupils that attend nationally recognised conservatoires or music schools with the result that a number win places at the most prestigious music colleges. Pupils are highly successful in drama, gaining distinctions in external speaking tests, as well as participating in productions ranging from a Shakespeare festival to *Bugsy Malone*. During inspection, pupils were busily engaged, onstage and backstage, with rehearsals for *Animal Farm* and several pupils are enjoying major roles in west-end productions, television dramas or professional stage tours.

3.10 Pupils demonstrate strong communication skills. Their excellent oral communication is supported by many opportunities to make presentations, debate or perform. Pupils, including those with SEND, develop their speaking skills confidently through class discussion where they learn to listen and respect others' contributions before freely offering opinions in an atmosphere where positive encouragement abounds. Excellent listening and speaking skills were evident in a religious studies lesson when pupils articulated their analysis of 'love versus justice' with great sensitivity. Strong writing skills were evident in a range of extended essays and projects. Pupils used mature and sophisticated language when analysing the themes within literature to explain the causes of the great depression and precise technical terms in an essay on nanotechnology in medicine.

3.11 Pupils develop strong mathematical and numerical skills from an early age and in relation to their ability and employ them effectively across the curriculum. As a result, pupils employ their numerical skills with confidence in the sciences as well as technology and geography. In Psychology, pupils were highly effective in using statistical tests to analyse the results of a study on the influence of context on perception. Secure mathematical skills are embedded as a result of well-planned teaching that meets the needs of all abilities.

3.12 Pupils' information and communication technology (ICT) skills are well developed at all ages and support their learning and progress across many areas of the curriculum. Pupils throughout the school use the computer suites or their own devices highly effectively to research, analyse and synthesise information. For example, design and technology pupils used software with confidence to research carbon footprints and model scenarios to reduce them. Sixth-form pupils use well-developed ICT skills to conduct research and manage their extended projects extremely well. In their questionnaire responses, many parents and pupils expressed their gratitude for the provision and support given via the digital platform during the pandemic and the part it played in ensuring positive outcomes for pupils.

3.13 Pupils develop a wide range of study skills highly effectively as they progress through the college. Homework projects and study lessons reinforce skills such as the ability to research and synthesise information from a range of sources, test hypotheses and draw conclusions. For example, pupils were highly skilled when synthesising modern and historical perspectives when comparing intolerance in the USA in the 1920s with present day situations. Pupils of all abilities respond enthusiastically, and with excellent outcomes, to the many opportunities presented to take a lead in their own learning and the most rapid progress is evident in activities that facilitate this. For example, pupils studying the practical or creative subjects. Almost all parents who responded to the questionnaire agreed that the school helped their child to be more confident, independent and develop skills for the future.

3.14 Pupils' attitudes to learning are excellent. They engage with enthusiasm in lessons and work extremely well together collaboratively within and beyond the classroom. In a very few situations, an excessively didactic approach led some pupils to adopt a more passive stance, limiting the pace of progress. Pupils develop a growing capacity to take leadership in their learning. Work is well-organised and presented, and pupils spoke highly of the individual support and encouragement that teachers, musicians, sport coaches, boarding and pastoral staff give them to overcome personal obstacles. A very large majority of pupils who responded to the questionnaire agreed that they get help when required and that teaching helps them to learn and make progress.

The quality of the pupils' personal development

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

3.16 The college is highly successful in fulfilling its aim to nurture young people to be the best they can be in achievement and character. Pupils develop increasingly high levels of self-knowledge, confidence, self-discipline and resilience so that, by the time they leave, they fully understand how to improve their own learning and performance and demonstrate skills that mean they are extremely well-prepared for the next stage of their lives. Pupils build confidence from effective progress tracking, feedback and individual attention in class, at breaks and after school. Their level of self-understanding builds steadily fully supported by the school's excellent pastoral care and welfare system. This was exemplified by a sixth-form group in PSHE who were able to clearly identify a range of strategies to deal with stress. Pupils build high levels of confidence and self-esteem through their enthusiastic participation in extra-curricular activity which is a clear strength of the college. Boarders are extremely well prepared for later life through the opportunities they have to learn how to live independently and establish daily routines. As pupils progress through to the sixth form, they develop a clear understanding of their strengths and suitability for a range of higher education or career pathways and pursue ambitious goals. They are assisted in this by activities such as *Study Abroad,* the *Apprenticeship Club*, the *What's My Line?* networking evening, and the visiting speaker programme with access to full-time staff in the well-resourced careers centre.

3.17 Pupils exhibit a heightened capacity to make informed decisions in a range of situations that impact upon their success and well-being and that of others. They learn to mould their choices of clubs, societies and enrichment activities to suit their personal interests and aspirations. This ensures that they commit and contribute to programmes with great enthusiasm. Highly developed collective decision making is evident from the lower school onwards and can be exemplified by the pupils' ability to set and drive the agenda for club activities such as poster and badge-making for the *Pride Team*. Sixth-form pupils readily make key decisions about their daily lives, enjoying greater autonomy and independence as they make the transition to life beyond school.

3.18 Pupils have a well-developed sense of the college's Christian values which encourage them to develop an understanding of those things that enrich life beyond material possessions such as the exploration of the arts, religious truths, the natural world and relationships with others. A highly developed respect of other faiths and beliefs is embedded throughout the college. In a PSHE lesson, pupils displayed a mature understanding of a range of examples of religious persecution around the world. In interviews, pupils spoke highly of the opportunities to reflect on the role of faith and belief in their lives during chapel services. Boarders valued their leading roles in the annual acts of remembrance. Pupils acknowledged that governors and leaders had taken their needs and wishes into account when reviewing the role of chapel in the college. An excellent appreciation of the non-material aspects of life is evident through the high-quality art displayed around the school and the many opportunities to participate in, or enjoy, the stimulating range of opportunities in music or drama. During inspection in chapel, pupils reflected in silence on the meaning of peace and how it could be interpreted through a piece of music by Bach.

3.19 Pupils have a very well-developed sense of moral understanding, and fully accept responsibility for their own behaviour. They understand and appreciate the way in which the college operates to encourage self-discipline, for instance, by not having bells between lessons. Pupils have an excellent understanding of right and wrong and the part that they play in achieving the desired college ethos. For the most part, their behaviour is excellent. They respect their teachers and each other, show compassion and feel that they can develop their own opinions about moral issues. Evidence from PSHE lessons confirmed that pupils have a strong knowledge of the rule of law in the UK and the fundamental British values that underpin it. For example, pupils positively engaged in a debate of the issues arising from a discussion about forced and arranged marriages, and showed a clear appreciation of the moral dilemmas when discussing solutions for the obesity crisis in the UK.

3.20 Pupils collaborate with each other and their teachers extremely well. They appreciate opportunities to work with other year groups through the house system, debating, sport, the performing arts and charity work. They develop excellent social skills, evident in all interactions witnessed. In a *School of Rock* session*,* groups of pupils worked extremely effectively together to rehearse and perform a song*.* They accept responsibility readily and develop strong leadership skills through opportunities provided within the five prefect teams, the Combined Cadet Force (CCF) and sports teams. Sixth-Form pupils readily support lower school pupils and children in The Elms in a range of enrichment activities. During inspection, a large number of year 7 and 8 pupils participated with skill and enthusiasm in three concurrent games of cricket, well supervised and coached by members of the 1st XI, with no need for intervention by the staff present. Boarders display excellent social and collaborative skills in all aspects of their life in the houses. Almost all parents who responded to the questionnaire agreed that the college helps their child to develop strong teamwork and social skills.

3.21 Pupils are extremely positive in their commitment to improving the lives of others, both within and beyond school. For example, pupils contribute readily to projects to build and equip classrooms for schools in Kenya or collect shoe box Christmas gifts for vulnerable children in Eastern Europe. Pupils are highly successful in their charitable fundraising and initiate many imaginative activities to support their nominated charities including those arranged by boarders for *Children in Need*. Pupils volunteer selflessly in the local community and recent examples include tending allotments to supply produce for an Age UK lunch club, running activities at a primary school and running knitting and sewing groups in the local area. Many pupils show a willingness to actively care for their local environment by running recycling schemes or to support elderly local residents with a weekly phone call. Within the school community, pupils take their role as prefects or mentors seriously contributing positively to the experiences of younger pupils by acting as reading buddies or supporting sports coaching.

3.22 Pupils' natural tolerance, understanding and sensitivity towards those from different cultural backgrounds, and for the diverse individual needs or characteristics of other pupils, is a strength of the college and supports the rapid personal development that takes place. Pupils are highly respectful of their peers who are working to overcome specific educational needs, and pupils with a range of abilities and backgrounds support each other extremely well within an inclusive curriculum. Pupils have outstanding levels of tolerance and understanding for those from other faiths or cultural backgrounds and are committed participants in a range of activities to promote equality, diversity and inclusion including a willingness to sign a pledge to uphold the belief that 'We all Belong'. Pupils have developed a strong commitment to equality within society promoted by leaders and governors through pastoral programmes that were revised to strengthen this ethos well before the current international focus on racial and gender issues. Lesbian, gay, bisexual and transsexual (LGBT) groups such as the *Pride Team*, and pupils that are affirming their gender identity, feel free to go about their daily business in an atmosphere of equality and normality supported by the well-embedded relationships and sex education (RSE) programme that challenges all gender stereotypes. An overwhelming majority of parents and pupils who commented in the questionnaire agreed that the school actively promotes respect and tolerance for those with different faiths and beliefs and for any with protected characteristics.

3.23 Pupils understand how to stay safe, including when online, and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. For example, year 8 pupils were able to clearly identify the nutritional elements of a balanced diet and many pupils participate in voluntary fitness activities such as the *Trent Runners* and *Gym Club.* Healthy lifestyles are supported by the provision of excellent sporting facilities. Highly astute governance is fully aware of the escalating needs in these areas and has supported increased staffing and resources within the wider pastoral network. Pupils have a clear awareness of mental and emotional well-being and are comfortable to openly discuss issues. They are supported by a well-structured PSHE programme and a highly effective pastoral support network. They have access to highly skilled counsellors, a highly developed safeguarding network, as well as the support of older pupils. Pupils in boarding improve their

independence in areas such as diet, fitness and hygiene through the establishment of their daily routines.

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, chapel and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Roger Tapping	Reporting inspector
Ms Sarah Williamson	Accompanying inspector
Mr Warren Honey	Compliance team inspector (Headmaster, ISA school)
Mr Neil Smith	Team inspector (Headmaster, HMC school)
Mr David Dawswell	Team inspector (Second master, HMC school)
Mrs Susan Woodroofe	Team inspector (Principal, HMC school)
Mr Stuart Cowper	Team inspector for boarding (Head of partnerships and community engagement, HMC school)

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