



ISI Independent
Schools
Inspectorate

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

Truro High School

April 2023

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School's Details

School	Truro High School			
DfE number	908/6080			
Registered charity number	306577			
Address	Truro High School Falmouth Rd Truro Cornwall TR1 2HU			
Telephone number	01872 272830			
Email address	reception@trurohigh.co.uk			
Headmistress	Mrs Sarah Matthews			
Chair of governors	Mr Julian Thould			
Proprietor	Truro High School for Girls Trustees			
Age range	4 to 18			
Number of pupils on roll	397			
	Day pupils	343	Boarders	54
	EYFS	5	Juniors	93
	Seniors	228	Sixth Form	71
Inspection dates	25 to 27 April 2023			

1. Background Information

About the school

- 1.1 Truro High School is an independent day and boarding school for female pupils aged 4 to 18 years. It was founded in 1880 by Bishop Benson to provide an academic education for pupils within a Christian community. The school moved to its current site in 1896. Boarding pupils are accommodated in three boarding houses; one for pupils up to Year 11, and two for those in Years 10 to 13.
- 1.2 Since the previous inspection the school has left the Methodist Independent Schools Trust (MIST) and the chair of governors was appointed in December 2021. The management and leadership of the school has been restructured, including the implementation of a faculty system. The school no longer has a nursery on the school site and a third boarding house has been opened.

What the school seeks to do

- 1.3 The school aims to provide an inspirational learning environment where all pupils are nurtured to thrive.

About the pupils

- 1.4 Day pupils come predominantly from families of professional and farming backgrounds, from across the county of Cornwall. Boarding pupils come from across the UK and a wide range of overseas countries. Nationally standardised data provided by the school indicate that the ability of pupils in the prep and senior schools is above average compared to those taking similar tests nationally. There are 65 pupils identified as having special educational needs and/or disabilities, such as dyslexia, processing difficulties and dyspraxia, of whom 27 receive additional specialist support. No pupil has an education, health and care (EHC) plan. English is an additional language for 37 pupils, of whom nine receive additional support for their English.

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 prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils have highly developed creative and artistic skills that they display across a wide range of disciplines.
- Pupils' performance in public examinations is very strong.
- Pupils are ambitious for themselves and their peers in their learning.
- From the youngest age, pupils are eloquent and sophisticated communicators in a variety of media.
- Pupils are limited in their ability to apply information and communication technology (ICT) skills routinely in their learning.

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

- Pupils have high levels of self-confidence and are well prepared for the next stage of their lives.
- Pupils have a deep spiritual understanding and appreciation of the non-material aspects of life.
- Pupils have a strong understanding of how to keep themselves safe and healthy.
- Boarders collaborate highly successfully to nurture a close and caring community.

Recommendation

3.3 The school is advised to make the following improvement.

- Enhance pupils' ICT skills by more routinely integrating its use into learning and teaching.

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' knowledge, skills and understanding are excellent. Creative flair and talent are particularly strongly developed through arts subjects. Year 4 pupils skilfully and creatively used their prior learning on scientific sketching of seashells, to help them to produce pieces of highly effective artwork based on the seashore focusing on shape and proportion. In a Year 5 art activity, pupils enthusiastically created 3D-butterflies using a range of materials including collaged patterns using sublimation printing. Year 8 pupils confidently used embroidery to produce cushion covers and Year 9 pupils created dynamic cyanotypes of leaves. Pupils offered excellent understanding of how they could refer to a range of concepts to provide solutions to problems. In a Year 3 activity, pupils applied their

knowledge of science and materials when designing and creating a boat which would float. Year 13 business studies pupils applied knowledge from lessons to problems taken from the real world. Pupils readily applied prior learning in many lessons and built strongly on this to develop their understanding. For example, pupils in a Year 10 biology lesson used the information from previous work to produce a short video exhibiting their excellent understanding of aerobic and anaerobic respiration, and in a geography lesson Year 11 pupils built on their prior grasp of convection currents to explain knowledgeably the distribution of deciduous forests with reference to convection and its impact on global circulation systems.

- 3.6 Standardised tests show that prep pupils' attainment in English and mathematics in the years 2020 to 2022 was excellent, with pupils making particularly strong progress in reading. Pupils' performance in public examinations in these years has been outstanding. At A level, three-quarters of the grades have been at A* or A with one-third of the grades being at A*. These results represent good progress overall in the sixth form. At GCSE, three-fifths of the results have been at grades 7 to 9 with one-sixth of the results being at the top grade. These high levels of attainment represent very rapid progress to GCSE. Much of this success comes from strong educational oversight from the governing body. Pupils with SEND and EAL make progress which is at least as good and frequently better than that of their peers because of the carefully planned and well-monitored support which they receive. In the years 2020 to 2022, a very large majority of leavers successfully applied to highly selective courses at university with over four-fifths of them securing places at their first-choice destination. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress.
- 3.7 Pupils are confident and articulate in their verbal communication and are also considerate listeners. Consequently, there is a strong listening culture and respect for the values and opinions of others. Children in the EYFS demonstrated excellent listening skills and responded well when watching an ice cream making demonstration. Pre-prep pupils excitedly and proudly used a language of their choice to answer good morning to the register, including Japanese, French and Spanish. Reading skills are significant with rich opportunities provided in the school library. Year 6 pupils were engaged and highly focused, adeptly using their knowledge of the characters from *The Silver Sword* to identify and empathise with how they would feel the night before their escape. Pupils develop extensive vocabularies and are encouraged in the use of adventurous vocabulary and subject specific language. Pupils' linguistic skills are excellent. In English, Year 9 pupils demonstrated an excellent understanding of technical terms when discussing the techniques Bradbury used to create a dystopian environment in *The Pedestrian*. In French, Year 10 pupils confidently used sophisticated negatives in the target language. Pupils also demonstrate excellent standards of written communication. This was notable when Year 7 pupils summarised concisely the key life events of Guru Nanak and in a Year 13 lesson on coastal erosion where pupils collaborated to draw up an effective plan to produce an exemplar answer to an examination question.
- 3.8 Mathematical skills and understanding are excellent. In a pre-prep science activity, pupils used mathematical language to talk about time and in another activity, they used their understanding of measurement and height to assist them when building towers. Year 5 pupils demonstrated excellent computational skills in problem-solving activities. GCSE physical education pupils successfully analysed trends in activity participation rates. Year 12 pupils are able to calculate uncertainties in physics. Year 13 pupils readily applied their sophisticated knowledge of logarithms when analysing a simulation of an experiment involving radioactivity.
- 3.9 Pupils' achievements in activities outside the classroom are outstanding, including a large number of pupils gaining external recognition for their independent work in poetry, history, and science. Dance is notably strong in the school with over three-quarters of the pupils in the school taking part in the recent dance showcase. Pupils perform well in drama examinations and in the Arts Council's Arts Awards. A large number of pupils have achieved the gold award in The Duke of Edinburgh's Award Scheme in recent years. In sport, the school regularly competes successfully at county and regional

levels in swimming, netball, hockey and cross-country. Pupils represent professional clubs in football and rugby and there is individual representation of the UK in fencing. Pupils recognise the value of taking part in the wide range of high-quality activities on offer as beneficial to the collaborative skills, their mental health and sense of fun.

- 3.10 Across the school, pupils demonstrate highly positive attitudes to their learning. They display a lively interest and focus and self-reflect on their work regularly. Pupils display high levels of self-motivation and determination to succeed. They demonstrate initiative and independence and are highly effective when working with their peers. Children in the EYFS worked collaboratively when using a selection of apparatus to set up their own assault course. They positively embraced the challenge of getting across the courses they had created, encouraging and supporting each other. Year 6 pupils spoke confidently about working on their personal targets to further develop their progress, being prepared to complete extra work at home, particularly in mathematics and reading for pleasure. When independent tasks are set all pupils are very focused and attempt the work without undue reliance on the teacher. Their enthusiasm and desire to explore new ideas is evident. For example, in a lesson analysing poetry Year 10 pupils enjoyed exploring the concepts of power and conflict in the poem *Ozymandias* and the challenge of independently working out how the sonnet operated. Pupils' enjoyment in experimenting with different techniques in art and textiles is palpable.
- 3.11 Pupils develop higher-order thinking skills very effectively and think with breadth and depth. Much of this is due to the leadership's successful implementation of a framework across the school where staff and pupils frequently discuss the learning process to develop pupils understanding of how to be successful learners. Pupils draw on a range of subject-specific and cross-curricular ideas to develop logical arguments and synthesise information. For instance, Year 4 pupils successfully drew on a wide range of sources to research extended projects on a variety of topics such as Harry Potter's family tree and the Ancient Wonders of the World. Year 9 pupils applied scientific understanding to explain the patterns in different electron arrangements and trends in chemical properties. Pupils in Year 13 demonstrate their in-depth understanding of topics that extend beyond the normal curriculum with many opportunities to analyse, hypothesise and synthesise. Pupils thoughtfully address the development of their projects and use their journals to ensure all progress is tracked and organised effectively. Boarders develop very strong study skills as they work independently to plan and organise their revision timetable for prep and ensure that this is organised and handed in on time. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working, collaborative and research skills they need in later life.
- 3.12 The pupils' development of competence in ICT and its application to other areas of learning is developing. Reception children used tablet computers to access a task about the relationship between letters and sounds. This required them to practise the 'qu' sound which they were then able to do confidently. Year 5 pupils demonstrated the ability to use software to find and select samples of instruments and beats that reflected the motion and movement of a steam engine. Pupils with SEND made effective use of electronic devices to organise their notes, adeptly using search techniques to find key terms in a Year 11 geography lesson. However, the use of ICT, particularly in the senior school is sporadic. Although the school has a strategy in place to address this, pupils do not currently develop and apply their skills in ICT routinely in their learning as strongly as possible.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display excellent self-understanding and self-confidence. They are well prepared for the next stage of their lives. Year 5 pupils demonstrated leadership in their learning by identifying and setting personal targets in mathematics and English, regularly reviewing them with their teachers. Pupils explained how participation in school productions and dance festivals gave them confidence to speak up in lessons and to take up new opportunities to perform in front of an audience. Pupils described

that the 'Truro High School attitude and atmosphere' had given them confidence to shape and voice their own opinions. Pupils with SEND are highly reflective when writing their own pupil passports to support their learning and these become increasingly more sophisticated as they get older. Senior boarding pupils voiced confidently how boarding had positively impacted them by asking them to do their own laundry, make appointments to see the doctor and clean up in the house. All the parents of boarders who responded to the questionnaire agreed that the boarding experience has supported their child's personal development. The school is highly successful in fulfilling its aim to provide an inspirational learning environment where all pupils are nurtured to thrive.

- 3.15 Decision-making is excellent. Pupils regularly make decisions regarding their learning. The youngest pupils select well from a range of activities, including reading in the library, playing with construction toys or mindfulness colouring. Year 7 pupils articulately explained the rationale for their choices of clubs. Older pupils manage their time efficiently to support their studies, interests and their contribution to school life. Pupils in the 'Greenpower' racing team spoke eloquently of the impact this has had on their own development. They confidently discussed decision-making as part of the process and how they now understood the influence that these skills will have on their later lives. They explained maturely how they had come to understand that the quickest decision was not always the best decision but in certain situations compromises had to be made.
- 3.16 Pupils develop excellent spiritual understanding. Pupils explained how they enjoyed engaging with nature and articulated the impact this has had on them. Some expressed a strong appreciation of life and death engendered in the animal care club following the death of Lia the gecko. Others reflected thoughtfully on the powerful links between the vibrant colours of a chough and how these impacted on their designs. Pupils reflect deeply and thoughtfully, such as about the pleasure in studying poetry due to the intensity of feelings it creates. Boarders reflected well on the non-material aspects of life and said that they appreciated the surroundings they are in. They explained how the many boarding trips and activities support their appreciation and development of wellbeing.
- 3.17 Pupils' moral sense is strong. In the questionnaire, almost all pupils agreed that the school expects pupils to behave well. Children in the EYFS fulfil age-appropriate responsibilities well, such as pushing chairs under tables and tidying up after activities. Older pupils identified the high levels of trust the school has in them to do the right thing and this results in high levels of freedom at break and little need for teacher intervention. Pupils in Year 9 confidently demonstrated a sensitive understanding of moral responsibility. They offered perceptive answers and confidently discussed how people with a competitive nature and the desire to win can be perceived as bullies. They maturely discussed the judgement that this requires and the challenge of finding the right balance. The pupils thoughtfully discussed how this is reflected in sport as there needs to be a fine balance of being the best you can be while encouraging team-mates.
- 3.18 Pupils across the school are excellent collaborators both in the classroom and other activities. The pupils in the EYFS have outstanding social awareness and work together in an excellent fashion, taking turns and helping each other in their daily routines. As part of a revision lesson pupils showed excellent collaboration when reviewing and assessing the work of their peers. Pupils understand that this impacts not only their answers in formal examinations, but that having in their mind the voices of others would help them to extend more developed written answers. Sixth-form pupils said that they particularly enjoyed the opportunity to work together to produce a dance for the dance show and value their interaction with the prep school pupils, for example, being 'lunchtime princesses' for Reception and Year 1 and running a French club. Boarders clearly articulate the benefits the boarding experience brings to them as being part of a community has taught them to value others more highly. Younger pupils are supported in all areas of the school through the peer mentoring scheme where older pupils are trained as mental health first aiders and are placed to support pupils.
- 3.19 Leaders have successfully embedded a culture of mutual respect within the school. Consequently, pupils are respectful of their peers, teachers and visitors. In the questionnaire, almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.

Pupils are inclusive, demonstrating emotional intelligence and sensitivity towards others. Younger pupils spoke excitedly about learning about diverse religions. Pupils understand a range of celebrations and festivals associated with different cultures. They show respect for differences and demonstrate a genuine interest in other cultures. For example, in a religious philosophy (RP) lesson, Year 7 pupils discussed enthusiastically what they wanted to know about Sikhism, including whether they had goddesses as well as gods. Year 12 pupils described dresses made in textiles, explaining how they were based on the cultural differences and identity struggles of a young person in the poem *Presents from my aunt in Pakistan*. Boarding pupils are respectful of other cultures and celebrate a number of events. The sharing of food is a vital way that pupils of all backgrounds share commonality. For example in the senior house, pupils share hot-pot evenings.

- 3.20 Pupils have a well-rounded understanding of keeping healthy and how to stay safe. During lunch, pupils self-select food well, with staff having an oversight to ensure pupils are choosing wisely. Pupils, including those with EAL, demonstrated an excellent understanding of the need to have a positive work-life balance and to do things for enjoyment, such as dance as well as study for A-levels. Year 12 wellbeing representatives identified the value of mindful walks, making mug cakes and spending time with Truffle, the wellbeing dog. Pupils are physically active, enjoying sport and dance both in the curriculum and in the extensive range of extra-curricular sports activities. All parents of boarders who responded to the questionnaire agreed that there is a suitable balance of free time during boarding time. Much of pupils' success in being healthy derives from the leadership's structured approach to promote pupils' wellbeing. All groups of pupils have a clear and detailed understanding of the threats present online and how to manage these risks. In the questionnaire, almost all pupils agreed that they understood how to stay safe online.
- 3.21 Pupils across the school enjoy making a difference to the lives of those around them and demonstrate a clear understanding of their shared responsibility to maintain a positive environment in school. They talked animatedly about the many opportunities they have to take on responsibilities throughout the school. Many boarders, including those with EAL, give their time willingly after school to hear readers in the prep after school reading club. Pupils understand the importance of contributing to the school community and internationally. Pupils spoke passionately about their trip supporting a primary school in Cambodia, reflecting that the people they met contributed much to their own personal development. Knowing that they made a difference motivated them to do even more. Pupils make some contributions to the local community, for example, Year 10 pupils enjoyed the opportunity to support a food bank.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. 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

Mr Alasdair McBay	Reporting inspector
Mrs Amanda Kirby	Compliance team inspector (Former head, ISA school)
Mrs Helen Snow	Team inspector (Former head, IAPS school)
Mrs Heather Trim	Team inspector (Former deputy head, GSA school)
Mr Jonathan Burnet-Harris	Team inspector for boarding (Deputy head, IAPS school)