



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS  
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

**TRURO SCHOOL**

**SEPTEMBER 2017**



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## SCHOOL'S DETAILS

<b>School</b>	Truro School			
<b>DfE number</b>	908/6079			
<b>Registered charity number</b>	306576			
<b>Address</b>	Truro School Trennick Lane Truro Cornwall TR1 1TH			
<b>Telephone number</b>	01872 272763			
<b>Email address</b>	enquiries@truroschoo.com			
<b>Head</b>	Mr Andrew Gordon-Brown			
<b>Chair of governors</b>	Mr Kim Conchie			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	762			
	<b>Boys</b>	452	<b>Girls</b>	310
	<b>Day pupils</b>	690	<b>Boarders</b>	72
	<b>Seniors</b>	581	<b>Sixth Form</b>	181
<b>Inspection dates</b>	26 to 28 September 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Truro School is an independent, co-educational day and boarding school for pupils aged 11 to 18. Founded by Methodists in 1880, it moved to its current site in 1882 and was renamed Truro School in 1931. Its sixth form became co-educational in 1976, and the remainder of the school did so in 1990. The boarding community is accommodated in four houses; one each for junior and senior boys and girls. The school is one of nine governed by the Methodist Independent Schools Trust (MIST), who delegate day-to-day running to the school governing body. Since the previous inspection, the school has changed the structure of the school day and restructured the senior leadership team.

### **What the school seeks to do**

- 1.2 The school's mission is to be a beacon of inclusive excellence, underpinned by Christian values, in which pupils develop as confident, tolerant and enthusiastic young people who enjoy working with others and are ready to influence the world.

### **About the pupils**

- 1.3 Day pupils come from all parts of Cornwall whilst boarders include British and international pupils. Pupils' family backgrounds include the professions, business and farming, and pupils are predominantly of White British origin and have a variety of religions and none. The ability profile of the school is above the national average. The school has identified 222 pupils with special educational needs and disabilities (SEND) of whom 152 receive support for a variety of specific learning difficulties, mostly dyslexia and dyspraxia. Also, 1 pupil has an education and health care (EHC) plan and requires help with mobility. The school has 58 pupils with English as an additional language (EAL), 31 of whom receive additional support for English. Additional extension work and support is provided for the 101 pupils identified as more able.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

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

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

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

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

**This is a 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. In addition, the standards relating to behaviour and supervision are also included. 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](#).

## Key Findings

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

### PART 1 – Quality of education provided

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

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

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

### PART 3 – Welfare, health and safety of pupils

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

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

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

## **PART 7 – Manner in which complaints are handled**

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. EDUCATIONAL QUALITY INSPECTION

#### Preface

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

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

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
1 <sup>st</sup> year	Year 7
2 <sup>nd</sup> year	Year 8
3 <sup>rd</sup> year	Year 9
4 <sup>th</sup> Year	Year 10
5 <sup>th</sup> Year	Year 11
L6	Year 12
U6	Year 13

## Key Findings

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

- Pupils of all ages and abilities have excellent attitudes to their learning and display sophisticated communication skills.
- Pupils achieve considerable success across an outstanding range of extra-curricular activities.
- Pupils of all abilities including those with SEND or EAL benefit from a system of tracking and intervention which facilitates excellent progress.
- Pupils work well collaboratively and independently, and are well supported by their teachers.
- Pupils benefit from varied approaches to learning in most lessons, though not in all.

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

- Pupils display high levels of confidence and assurance in themselves, and leave the school very well prepared for the next stage of their lives.
- Pupils have high levels of involvement in the school and local community, and take the initiative in setting up and supporting charitable activities and undertaking meaningful service to others.
- Pupils have a well-developed spiritual and moral awareness, underpinned by the strong but inclusive Christian ethos of the school.
- The close knit and happy boarding community enables boarding pupils to develop a sense of autonomy whilst participating fully in the life of the school.

## Recommendation:

3.3 The school is advised to make the following improvement:

- Senior and middle managers should further extend the excellent practice and varied approaches to learning already established in many departments.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils are highly competent learners who develop their knowledge, skills and understanding both in lessons and independently, fuelled by a strong desire to achieve the best of which they are capable. Their learning covers all the required areas in a broad and balanced curriculum. Pupils approach their lessons with determination, and in interview they spoke enthusiastically of their latest individual project or piece of research. In lessons, pupils are focused on the tasks set and they persevere to ensure understanding. Younger pupils develop strong practical skills in the sciences, and essays at sixth form level reveal a high level of understanding and advanced essay writing skills. In their pre-inspection questionnaire responses, a very large majority of pupils agreed that the school provides them the opportunity to learn and make good progress. Pupils display interest in their learning due to the staff encouraging them to believe that they can achieve, and providing outstanding support and challenging when appropriate. In most lessons, pupils are engaged on a wide variety of tasks including individual learning using structured booklets, collaborative group work when rehearsing a performance, independent creative work and high-level discussions to enhance their understanding of texts. Pupils produce high-quality cross-curricular work linking creative and scientific subjects, and senior pupils synthesise previous knowledge with new information, demonstrating higher-order skills. In their pre-inspection questionnaire responses, a large majority of pupils agreed that their lessons are interesting. In a small minority of lessons, pupils' progress is restricted due to less varied and effective approaches to learning. In interview, pupils described the feedback they receive on their work and said that much of it is individual and helps them to progress. The scrutiny of pupils' work demonstrated that individual helpful comments are frequently used, though in a few cases marking is insufficiently specific and does not always provide a clear indication as to how each pupil can improve.
- 3.6 The following analysis uses data from 2014 to 2016, the most recent years for which comparative statistics are available. Results at GCSE were above the national average and those in IGCE were higher than worldwide norms. In A-level examinations, results were above the national average. In these years, pupils made good progress in relation to those of similar abilities at both GCSE and A level. In 2014, progress at A level was excellent. Results improved further in 2017; over forty per cent of grades at A level were A and A\*, and one fifth of pupils achieved grade A or A\* in three or more subjects. Almost all pupils move on to their first or second choice university in a wide range of subjects. Pupils are well supported in their choices for the next steps and are encouraged to consider a wide range of options, including apprenticeships where appropriate. Pupils with SEND or EAL achieve results which are as good as and sometimes better than their peers.
- 3.7 Pupils with SEND or EAL achieve well as they are exceptionally well supported throughout their school career. They contribute willingly in lessons and respond positively to work which is adapted to meet their needs. International boarders spoke in interview of the carefully targeted and intensive help they received when they first arrived and how this had built their confidence. Senior pupils with EAL have then been able to achieve top grades in their extended project qualification (EPQ), and pupils with SEND described how individual education plans explain their needs to classroom teachers who can then provide them support to ensure that they achieve well. Pupils access extra departmental clinics and one-to-one support, which they say helps them to improve. Boarding pupils continue to be supported by house staff during the evenings. Pupils' academic outcomes are further improved by a reporting system which includes summaries of grades issued five times a year for attainment, attitude in lessons, independent study and organisation. As a result, pupils can set their own targets and be aware of their own strengths and weaknesses.

- 3.8 More able pupils make excellent progress and are provided many opportunities to extend their knowledge, skills and understanding. They attend activities both within and beyond departments, and these opportunities extend both their depth and breadth of learning such as in an after-school gaming activity which enabled a deeper understanding of the fire of London, or in a life drawing class for those interested in developing their drawing skills. All scholars are expected to undertake a research project of their choice every year, and they do so with enthusiasm and to a very high standard. In interview, pupils spoke about their latest projects and how these had sparked their interest, ranging from a younger pupil researching the infinite series in mathematics to pupils preparing their own technology, entertainment and design (TED) talks.
- 3.9 Pupils are excellent communicators across the whole range of literacy skills, both written and spoken. In lessons, they are willing to answer questions and prepared to take risks in order to enhance their learning; they have no reticence or fear of failure even when their answers are exploratory or tentative. Pupils have strong verbal skills and they develop these through careful listening and discussion in class as well as when taking up opportunities to make presentations and debate within and beyond school. Four pupils were recently national finalists in the Debating Matters competition. Pupils studying for their GCSEs were observed displaying familiarity with metaphorical language and worked with considerable enjoyment in pairs to find examples of its use. All lower school pupils improve their communication skills by participating in a poetry performance programme, and further enhance their understanding of language and performance by taking part in Shakespeare productions the following year.
- 3.10 Pupils have many opportunities to develop their study skills and produce independent work. Many enter for external competitions such as the science Olympiads and achieve success. In the sixth form, results in the EPQ were excellent in 2017. Pupils' work included building a radio-powered sailing boat; preparing a fashion show; writing, creating and directing their own musical; and more traditional extended essays on a wide variety of topics. Pupils enjoy studying in a wide variety of ways; reading and researching in the library, using computers to research online, and learning from each other collaboratively and across different departments in projects described as STEAM (science, technology, engineering, art and mathematics). In interview, pupils expressed delight in their learning.
- 3.11 Pupils have excellent numeracy skills which are applied in subjects across the curriculum. Lower school pupils can comment effectively on when to use a line or bar graph, and understand the concept of continuous data. Scientists and psychologists studying A-level value the 'mathematics for non-specialists' course which aids their progress in these subjects. Pupils have very good information and communication technology (ICT) skills and staff encourage them to use the school's ICT and their own devices to achieve in aspects such as technical drawing, robotics, office functions and coding. Very advanced skills were observed in the robotics activity and many pupils now take up the option to study computer science at GCSE and A level. Pupils can access computer rooms or banks of laptops to carry out research during and beyond lessons.

3.12 Pupils take part enthusiastically in the outstanding extra-curricular programme which takes place every day after school and for the whole afternoon on Wednesdays. Many of them excel in their areas of expertise and interest, resulting in some outstanding achievements. Thirty pupils are involved in international fencing and twelve were in international teams or squads last year. In addition, many pupils have achieved national representation in a wide variety of sports including badminton, canoeing, football, Brazilian jiu-jitsu, motocross, athletics, sailing, squash and surfing as well as reaching the national finals in the more traditional team sports of rugby and netball. In 2016 the school's Young Enterprise team reached the national finals, having been declared South West company of the year, for their business venture of collecting seaweed, converting it into compost and selling it. Four teams completed in the Ten Tors Challenge and 129 pupils took part in The Duke of Edinburgh's Award (DofE) scheme, with 17 pupils completing their gold award. Many pupils take part in drama productions and pupils performed *Boy in a Bottle* at the Edinburgh Festival Fringe this year. Musical pupils have many opportunities to perform and they do so to a very high level. Girls who are part of the girl chorister programme in conjunction with the cathedral have performed live on BBC Radio 3, and pupils have recently taken part in a performance of *The Magic Piccolo*; a reduced semi-staged adaptation of Mozart's *Magic Flute*.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of confidence and assurance in themselves. They make appropriate choices about their learning and take advantage of the opportunities which are offered in the many and varied activities. Within their tutor groups and in their boarding houses, if they are boarders, pupils benefit from close relationships with staff and feel that these relationships support them in their academic and personal development. Pupils are mature and confident for their age, and their self-assurance is further developed through the comprehensive personal, social, health and economic education (PSHEE) programme taken by all pupils in Years 7 to 13. Pupils enjoy the wide range of topics which include many concerning their own well-being such as self-esteem, relationships and mental health. In the boarding houses, pupils develop considerable self-reliance and resilience as they take control of their learning and their day-to-day living. They very much value the school community which enables them to make friendships with people from all over world. When pupils have problems within school, they value an excellent scheme of pupil mentoring which provides support called ACHE (advice, care, health and empathy). Both pupils needing support and those in the sixth form who are trained to be mentors spoke of the value of the scheme; they appreciate its role in enhancing their personal development and especially their confidence and sense of service. Some pupils make use of the school's counsellor, pupils in interview said that they could turn to any member of staff for support, including those in the chaplaincy team.
- 3.15 Pupils have a very well-developed moral and spiritual awareness, underpinned by the Methodist values of the school's foundation and a strong respect for everyone within the school community. They are relaxed and knowledgeable when discussing spirituality, see the chapel as a place to be together and to be reflective, and are comfortable with the sense of a Christian ethos which is also inclusive of pupils of other faiths and none. Pupils feel that the school is exemplified by a culture of kindness and respect for each other, and they enjoy the opportunities to get to know new people and understand different ways of being. In their pre-inspection questionnaire responses, a very large majority of pupils agreed that the school encourages them to be tolerant of those with different faiths and beliefs. Boarders particularly enjoy the diversity of faiths and cultures represented, and express satisfaction that it helps them develop a world view. Pupils also express their interest in non-material aspects of life through involvement in creative subjects. Their original and personal art and design technology work is displayed around the school and in the Heseltine Gallery. Pupils embrace the many opportunities to perform music and to explore the big themes of life and relationships in drama. Pupils exhibit their sense of morality through their involvement in work for Amnesty International and issues such as fair trade and sustainability which have a moral dimension. Those in the sixth form are actively engaged in raising awareness of the current issues in society at large.
- 3.16 Pupils behave well, and in interview they were supportive of the school's approach to reinforcing good behaviour and administering sanctions should they be necessary. A very large majority of pupils in their pre-inspection questionnaire responses agreed that the school encourages them to behave well. They are very happy to be involved in preparing the new pupils' charter which aims to provide a framework for behaviour going forward. Pupils have a good knowledge of British laws and political structure, and are open and confident when debating issues such as human rights.

- 3.17 Pupils have many opportunities to develop their social awareness and skills, and they embrace these enthusiastically. They put forward views to representatives on the school council which sometimes effects change, for example by adding new elements into the PSHEE programme. In the boarding houses, pupils' views are actively sought and they value the chance to get involved in improvements which help all boarding pupils. Boarders spoke in interview of their strong sense of community and the social benefits of living in a very diverse community. Pupils take on responsibilities willingly such as subject prefects, senior prefects, heads of boarding houses or as representatives on the various school committees including those which organise charities. Senior pupils provide excellent role models within the school community. Pupils are very skilled at working in teams whether on the sports field, taking part in the Ten Tors Challenge or working hard to achieve the DofE at all levels. Teams of pupils are preparing to take a drama production of Hamlet to Slovenia in 2018; this is also where the gold DofE expedition took place, adding cultural and language opportunities to an already demanding challenge. Pupils use these skills of teamwork effectively to raise very large sums for selected charities. Five whole-school charity events are held each year which are enthusiastically supported by all, as well as weekly events organised by tutor groups. Pupils also take the initiative as individuals to raise money for causes which are close to them, such as providing sanitary products for homeless women in Cornwall.
- 3.18 Pupils have a strong sense of service and seek opportunities to do voluntary work locally in the community, whether as part of the DofE or independently. They are regularly involved in beach cleaning, and helping in local charity shops and at residential homes for the elderly. Pupils take responsibility for their relationship with their placement and make their own arrangements. Recently some pupils cleaned a small but largely derelict area of Truro and created a garden. Pupils are also involved in local community initiatives such as a local basketball group for young people with learning difficulties. Pupils have a strong desire to engage with the world at large. Each year, groups of pupils travel abroad and try to make a difference. The school has a longstanding link with a community school and one for street children in Uganda. Pupils who visited the latter in 2017 described the trip as 'life changing' in terms of raising their awareness of children living very different lives to their own and helping them to acquire a world view. Pupils also very much engage with the World Aims initiatives promoted by MIST. These have included disaster relief in collaboration with a local overseas aid charity, human rights and a cultural Olympiad. In 2017, pupils celebrated a day of Celtic culture and very much enjoyed learning more about all the Celtic traditions across the British Isles including Celtic art and music.
- 3.19 Pupils have a strong awareness of the need to stay physically and mentally healthy. They participate in a very wide range of sporting and other physical activities and make the most of the excellent coaching available. In boarding, pupils enjoy cookery sessions with house staff at weekends and help learn about nutrition and its importance. Pupils are aware of the dangers which society and their own behaviour can bring, and feel well supported by the school should they have any physical or mental health concerns. They feel that they are developing good lifestyle habits for the future in a safe and secure environment.

## 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 group 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 and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Kate McCarey	Reporting inspector
Mrs Mary Bailey	Compliance team inspector (Deputy head, HMC school)
Mr Alastair Ramsay	Team inspector for boarding (Headmaster, IAPS school)
Dr Richard Biggs	Team inspector (Head, HMC school)
Mr Hadrian Briggs	Team inspector (Deputy head, HMC school)