



ISI Independent
Schools
Inspectorate

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

Wellington College

May 2022

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School's Details

School	Wellington College			
DfE number	867/6001			
Registered charity number	309093			
Address	Wellington College Dukes Ride Crowthorne Berkshire RG45 7PU			
Telephone number	01344 444000			
Email address	info@wellingtoncollege.org.uk			
Master	Mr James Dahl			
Chair of governors	Mr William Jackson			
Age range	13 to 18			
Number of pupils on roll	1094			
	Day pupils	229	Boarders	865
	Seniors	616	Sixth Form	478
Inspection dates	10 to 13 May 2022			

1. Background Information

About the school

- 1.1 Wellington College is an independent, co-educational boarding and day school. Opened in 1859, it is a Christian foundation which welcomes pupils from all faiths. The school has a board of governors, who are also the trustees of the Wellington College charity. The school offers two curricula in the sixth form: A levels and the International Baccalaureate Diploma, which are equally popular. Since the previous inspection, a new chair of governors and a new head (Master) have been appointed.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school wants its pupils to be inspired by what they do; to adopt a genuinely intellectual approach to their schooling; to become independent thinkers and learners; to be valued and developed as an individual; and to have the ability to engage with their local, national and international communities.

About the pupils

- 1.4 Wellington is academically selective, and standardised tests indicate that the ability profile of the school, including in the sixth form, is above average for those pupils taking the tests. Pupils are drawn from a range of social backgrounds, mostly from the United Kingdom, with a small minority of boarders from Asia, America and the rest of Europe. Three pupils in the school have an education, health and care (EHC) plan. The school has identified 255 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia and attention deficit, all of whom receive additional specialist help. Forty-one pupils are either bilingual or have English as an additional language (EAL), and all are able to access the curriculum fully.

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 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](#).

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 The school's GCSE, International Baccalaureate Diploma, and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 2.4 Pupils receive relationships and sex education, 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.
- 2.5 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, 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.

2.12 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 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.

2.14 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 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.

2.16 The standard relating to the provision of information [paragraph 32] and 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.

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 achieve excellent academic standards in public examinations and in developing effective learning skills.
- Pupils have excellent communication skills and are proficient in the use of information and communication technology (ICT), numeracy and higher-order thinking.
- Pupils have a scholarly approach to their academic and intellectual lives, with a strong spirit of inquiry.
- Pupils are ambitious and work hard to achieve their goals.
- Pupils are independent and take responsibility for their own learning.

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

- Pupils are reflective and resilient, knowing how well they are doing and how they can do better.
- Pupils make effective decisions and take responsibility for them.
- Pupils collaborate well in boarding settings and in the classroom.
- Pupils make an excellent contribution to the lives of others.
- Pupils have an excellent understanding of how to keep themselves mentally and physically healthy.

Recommendation

3.3 The school should make the following improvement:

- Ensure that all pupils achieve the best balance between academic work and extra-curricular activity by having access to excellent tutorial support.

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' academic achievements are excellent, and this is confirmed by examination results at GCSE, and A level, and in the International Baccalaureate (IB) Diploma. These reflect consistently high levels of academic and intellectual achievement. In GCSE examinations in 2018 and 2019, over three-quarters of results were at the highest two grades or equivalent. The centre- and teacher-assessed

grades awarded in 2020 and 2021 continued to reflect these very high levels of attainment. In the sixth form, in 2018 and 2019 pupils' attainment was consistently high at A level. Centre- and teacher-assessed grades, awarded in 2020 and 2021, maintained these very high standards, with four-fifths of all entries awarded the top two grades. Results in the IB Diploma in the years 2018 to 2021 place Wellington in the top ten schools globally, with three-quarters of candidates scoring forty points or above. This picture is consistent with what inspectors saw in lessons and in pupils' stored work, and by pupils' comments in discussion. Data provided by the school indicate that all groups of pupils achieve equally well, including those with EAL and SEND. Teachers know their pupils well and they match tasks effectively to their abilities and prior attainment. Furthermore, teachers and pupils work collaboratively to rehearse key examination skills to give them the best chance of success. However, carefully planned and skilful teaching, and the rich, flexible curriculum, mean that pupils do not equate success merely with high marks. The school sees its role as bigger than that, nurturing skilled and resilient learners, able to cope with a range of demands in the future. It is highly successful in meeting this aim.

- 3.6 Pupils' knowledge, skills and understanding are excellent. For example, in a Greek lesson in Year 12, pupils demonstrated considerable depth of knowledge of the background to Euripides' *Iphigenia in Aulis*. They showed confident skill in translating the original text, and a nuanced understanding of how her characterisation related to other presentations of women in the ancient world. Similarly, an English class in Year 10 quickly saw the point when asked to pick out the 'poignant moments' of a passage and responded with subtlety. Pupils make rapid progress in lessons, recalling and making effective use of what they have learned previously. They seek clarification where required, assimilate new information easily, and identify links and connections which demonstrate secure understanding and insights. They analyse and identify the key requirements of a task and cite relevant information to use in their responses. Teaching allows pupils to acquire knowledge independently and then focuses on enabling them to use and understand what they have learned.
- 3.7 Pupils express themselves with fluency and poise, orally and in writing, because they are taught the skills required and are encouraged to engage with the extensive range of opportunities for presenting their ideas. The approach to teaching encourages this, with round-table discussions and open-forum sessions a common feature of lessons.
- 3.8 Pupils also develop communication skills through taking the lead in running societies, contributing to house activities, various pupil forums and plentiful opportunities in the performing arts. In addition, pupils benefit from their involvement in internal and external debating and prize essay competitions, in English and other languages. Pupils also develop strong and respectful skills of listening through these activities, which support the effectiveness of paired and group work. This is because they value teamwork but, more broadly, they respond well to the ethos of respect within the school and its commitment to pupils finding their own voices. They speak with maturity and confidence, not least about their own learning. Pupils articulately pose challenging questions to their peers, readily offering their own views and inviting comment. Pupils' writing, as seen for example in IB English, is excellent. In an art history lesson in Year 13, for example, pupils demonstrated a sophisticated understanding of imagery and figurative language when challenged to use ambitious vocabulary to elevate a piece of writing.
- 3.9 Pupils' numeracy skills across the curriculum are excellent. At all stages, pupils develop excellent numeracy skills. Those who have specific difficulties with numeracy are identified early in Year 9 and then provided with specific support to ensure they develop their confidence and attain their qualifications. Pupils apply numeracy skills effectively to other subjects, handling data with confidence in geography and economics, for example, and using graphs and charts imaginatively to illustrate their arguments.
- 3.10 Pupils have exceptionally strong skills in the use of ICT, including research, word processing and presentations. They apply these successfully to support their learning across the curriculum. It is how they access, manage, organise and present their work. The school's commitment to developing its

digital strategy enables easy access to a wide range of learning resources. It also facilitates imaginative approaches to collaboration in learning activities. Teachers integrate the use of technology seamlessly within lessons, and they use resources and web-based applications to excellent effect to enhance pupils' academic understanding. Furthermore, the process of drafting, feedback, redrafting, and final marking is clearly visible to pupils which, in turn, makes a significant contribution to their learning. Pupils make shrewd judgements about the status and relevance of sources of information. Pupils use ICT to develop their interests, for example through school-run radio and television. Pupils have created a program, adopted by the school, to record and share information about homework. Pupils use shared platforms to collaborate, and use a range of software packages, for example when building or designing models, or developing their coding skills.

- 3.11 Pupils develop highly effective study skills in response to teaching which encourages the development of higher-order thinking. As they move through the school, pupils recognise the difference between recalling and applying information, and understanding. The school teaches systematically the skills needed to analyse, hypothesise and synthesise. The range of independent project work which runs through the curriculum is instrumental in this respect: the school's own Malim project in Year 9, the Higher Project Qualification in Years 10 and 11, and either the Extended Project Qualification (for A-level candidates) or the extended essay (for IB Diploma candidates) in Years 12 and 13, form a spine which runs through a pupil's career. They acquire confidence in referencing and research, generating annotated bibliographies which evaluate sources, and writing at length on a subject of their own choosing. In this way, they learn to enjoy complexity and paradox. Pupils are proficient at evaluating sources of evidence, drawing them together and making qualified judgements. Boarders said how much they welcome the combined impact of excellent teaching and the time they have with each other in the boarding house to discuss and follow up their learning at length. They are intellectually curious, and they naturally 'throw ideas around' in their house common rooms and studies, in the search for meaning in what they have learnt during timetabled lessons. A scholarly attitude is accepted as the norm.
- 3.12 The academic and other achievements of the pupils are excellent in range and quality. Pupils are highly successful in, for example, winning gold medals in Olympiads, prestigious organ scholarships and external prize essay competitions. In sport, art, dance and drama, numerous pupils have won national recognition. Many pupils achieve excellent music examination grades. A high proportion of leavers win admission to universities with the most competitive entry requirements, notably in the United Kingdom and the United States of America. The boarding environment engenders a sense of common purpose, and pupils expect to work hard and to excel in a range of activities beyond the classroom. Pupils say that the qualities they develop in extra-curricular work complement and reinforce the qualities developed through their academic work.
- 3.13 Pupils' attitudes to learning are excellent. They are highly ambitious and independent in their approach. Pupils frequently take responsibility for their own learning, knowing that there is strong support on hand whenever they need it. Outside the classroom, inspectors saw senior pupils informally discussing project work, which typifies their enthusiasm. In the classroom, pupils concentrate well and show enthusiasm for their learning. Pupils are motivated to do their best for themselves, for each other and for their teachers, reacting well to the positive praise culture of the school that is promoted by the school's leaders. All pupils agreed that boarding has helped them to become more confident and independent. The boarders' view was clear that they learn and work better in areas that they find challenging, because they are living closely with others like them who might be finding the same things challenging. They develop a heightened sense of responsibility since teaching encourages and enables pupils to make their own decisions over their work.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils are highly reflective and demonstrate careful consideration of the factors which have an impact on their learning and development. They display resilience in their learning, taking new challenges in their stride in response to an environment which encourages risk taking and independent exploration. Pupils' self-understanding is excellent. They articulate their development and the factors involved in it in a reflective and sophisticated way. Pupils have an excellent understanding of their strengths and weaknesses. They know how well they are doing in their work. They also know how to improve their own learning. They show courage in their readiness to take risks in their thinking and to share their ideas, even if this means they make mistakes. They treat one another with kindness and respect, creating a safe environment in which everyone has the chance to flourish. The independence gained through boarding is an additional contributory factor to the development of self-confidence. Boarders' excellent personal development derives from a sense of belonging and common purpose, and from the commitment of housemistresses and housemasters, and their assistants and pastoral leaders, to ensuring every pupil's well-being.
- 3.16 Pupils are keenly aware that the decisions they make, both personal and academic, will be instrumental in determining their future success and well-being. Boarders learn to make decisions about how most fruitfully to spend their time. They enjoy autonomy in making those decisions, which results in them running many clubs themselves. Pupils are generally successful in balancing academic and co-curricular work. Some pupils indicate that more tutorial support and guidance would be welcome in this, to ensure that they neither become over-committed, nor miss out on opportunities. They understand that their decisions can have a positive impact on the wider community, for example in setting up a book club for younger pupils or in charitable fund raising. Similarly, they make shrewd and balanced judgements about their future path beyond school. They also exercise control over the details of their everyday academic life: use of digital technology gives them independence; and teaching styles and independent project work develop habits of mind which empower them and, in response to another of the school's core values, enable them to take responsibility for their decisions.
- 3.17 Pupils have a well-developed sense of the non-material aspects of life. The well-being curriculum places emphasis on the importance of a spiritual dimension to life. Chapel services are central to the life of the school. In addition, many pupils attach high value to creative pursuits, speaking persuasively about the role that art, drama and music play in their lives. Pupils also have an acute sense that much that is not material gives real meaning to life, especially strong and fulfilling relationships. They are supported by a strong curricular well-being programme, and by regular assemblies and presentations from visiting speakers. In a school chapel service, pupils listened respectfully to a talk about the impact of a personal tragedy. They were able to reflect silently for a few moments and form their own views on the talk, which they later shared with inspectors. Pupils embrace a clear set of values which transcends material wealth and is aligned with the school's own principles.
- 3.18 Pupils are well behaved and take responsibility for their own actions, recognising that to do this helps to uphold the school's core values of respect, kindness, courage, integrity and responsibility. Pupils are respectful and thoughtful in the way they treat one another. Pupils have an excellent understanding of right and wrong and take responsibility for their actions when they fail to meet expected standards. The overwhelming majority of parents and pupils agreed that the school actively promotes and expects good behaviour, a view supported by the findings of the inspection. Pupils have a strong understanding and acceptance of the school rules and the need to work within them. The recent change of emphasis in disciplinary action from rules to values, with a conversation about which of the school's core values has been breached, has led to a reduction in the number of sanctions. On the few occasions where they make the wrong choices, pupils respond well to the school's approach of encouraging reflection and learning from the event. As a result, pupils feel secure, and are ready to understand themselves and others better. Pupils also say that the boarding houses to which they

belong play a central role in this process: there is a common sense of purpose, and an agreed set of values, and a recognition of the obligations which bind the community together.

- 3.19 Pupils have excellent social awareness, encouraged by the loyalty they have to their boarding communities. This is further reinforced by teaching which commonly uses collaborative exercises, debate and discussion as ways of exploring a topic and deepening understanding. Pupils engage with enthusiasm in the wide range of opportunities offered within and beyond the curriculum to develop their social awareness, collaboration and problem-solving skills. As a result, they interact easily, comfortably and warmly with one another and with adults. Older pupils offer effective support to younger pupils. They are conscious of the importance of working together as a community. Pupils relish opportunities to contribute to pupil forums to influence their and other pupils' lives in the school. They willingly volunteer for a wide range of practical roles enabling them to lead and serve within the school. They are respectful of their peers and sensitive to their needs and feelings when, for example, making decisions about teams for house competitions and balancing the desire for success with a diverse and inclusive house participation. Pupils listen attentively in lessons without interruption and wait patiently and respectfully should peers hesitate whilst expressing ideas.
- 3.20 Pupils enjoy and appreciate opportunities to make a positive contribution to the lives of others within and beyond the school community. Individuals take on the role of class catalysts or values guardians, who reinforce and sustain the messages about, for example, relationships or encouraging responsibility. They speak with pride of a wide range of fundraising initiatives and community ventures and articulate clearly how these have supported their personal development and global awareness. All members of the school devote an afternoon a week to the school's Global Citizenship programme, which offers a wealth of opportunities. Pupils engage readily with an excellent range of community projects, from partnerships with schools locally and overseas to being pioneers of the Global Social Leaders programme, which is now thriving in over 100 countries. They are passionate about sustainability, with numerous initiatives in school and beyond focused on reducing plastic waste, for example. Pupils raise funds for good causes, but chiefly give their own time and energy, both in the time allotted by the school and on their own account. Boarders aspire to have a leadership role in order to help others.
- 3.21 Pupils are open-minded and interested, seeing the diversity of backgrounds in the school as an enrichment. They are empathetic and supportive of one another and highly committed to the school value of respect for others. Pupils confirm that the social cohesion of their boarding houses means that everyone feels equally valued regardless of their background. Pupils in minority groups report that they are well integrated and are free from discrimination. Pupils are proud of their engagement in pupil-led societies and activities, positively contributing to the lives of others, and promoting the well-being of all groups of pupils. Pupils have an excellent awareness of protected characteristics. This has been actively encouraged by governors and senior leaders as part of their response to recent events, and in particular the *Black Lives Matter* movement. Boarders commented on how quickly new pupils are assimilated within the community due to the open and welcoming atmosphere. In their responses to the questionnaires, almost all parents and pupils felt that the school encourages a culture of respect and tolerance.
- 3.22 Pupils recognise the importance of healthy lifestyles and understand that taking care of their physical and mental health is important to their happiness and success, identifying well-being lessons in the highly effective personal, social and health education (PSHE) programme as the starting point for their knowledge. Pupils value the many sources of support available to them within the school community including that provided by their peers, house and academic staff, the health centre and counselling services. Pupils' physical health is supported by an inclusive physical education and games programme and the opportunity to make healthy choices in terms of diet. Similarly, pupils have an excellent awareness of their own mental health and are proactive in seeking solutions when they are needed. They also have a well-developed understanding of how to husband their personal resources, although some suggest that they would welcome further tutorial support in managing their own programme of

activities. Pupils are supported through a range of structures in the management of their emotions, their relationships with each other and in dealing with stress in their lives. They are aware of how to stay safe online. Pupils are well prepared for the next stage of their lives and their education.

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 chapel. Inspectors visited boarding houses and 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 Bill Burn	Reporting inspector
Mrs Elizabeth Thomas	Accompanying inspector
Mr Luke Ramsden	Compliance team inspector (Deputy head, HMC school)
Mr Steve Bailey	Team inspector for boarding (Head, IAPS school)
Mr Andrew Selkirk	Team inspector for boarding (Former deputy head, SofH school)
Mr Alastair Speers	Team inspector for boarding (Head, IAPS school)
Mr Alan Sturrock	Team inspector for boarding (Deputy head, SofH school)
Mrs Nicola Hawkins	Team inspector (Deputy head, ISA school)
Mr Alistair McConville	Team inspector (Deputy head, ISA school)