



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Yarm School

February 2022

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		13

School's Details

School	Yarm School			
DfE number	808/6002			
Registered charity number	1093434			
Address	Yarm School The Friarage Yarm North Yorkshire TS15 9EJ			
Telephone number	01642 786023			
Email address	admin@yarmschool.org			
Headmaster	Dr Huw Williams			
Chair of governors	Mr Mark Thompson			
Age range	11 to 18			
Number of pupils on roll	777			
	Seniors	563	Sixth Form	214
Inspection dates	9 to 11 February 2022			

1. Background Information

About the school

- 1.1 Yarm School is a selective independent day school for pupils aged between 11 and 18 years. It was founded in 1978 and moved to its present site in Yarm in 1980. The school became co-educational in 2001. It is now one of the two constituent schools of the Yarm Foundation, alongside the preparatory school, which was inspected at the same time. Both schools are overseen by a single governing body.
- 1.2 Since the previous inspection the school has extended the performing arts centre, added new and refurbished classrooms, an open-air amphitheatre, and a large car park. The sixth form centre has been extended and refurbished. A new headmaster and chair of governors have been appointed.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher assessed grades were awarded.

What the school seeks to do

- 1.9 The school seeks to provide an excellent education to enable pupils to fulfil their potential as individuals and to develop skills to become confident adults who will contribute positively to society. It aims to build and sustain a friendly, tolerant and supportive community in which all its members are equally valued. The school strives to provide a first-class all-round educational experience which develops broader life skills by which pupils can realise their potential, supporting decisions about next steps and future careers.

About the pupils

- 1.10 Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is above average, with those in the sixth form above average, compared to those taking the same tests nationally. The school has identified 131 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia, dyscalculia or dyspraxia, of whom 47 receive specialist support. No pupils have an education, health and care (EHC) plan. There are 14 pupils for whom English is an additional language, whose needs are supported by their classroom teachers. The school has identified 212 pupils as the more able in the school's population, modifying the curriculum for them and for 213 other pupils due to their special talents in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. 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. 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](#).

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 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 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education, 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.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] 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.

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

2.18 The standard relating to the handling of complaints [paragraph 33] is 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is 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. Where the school's own names differ from those used nationally, the details are given in the table below:

First Year	Year 7
Second Year	Year 8
Third Year	Year 9
Fourth Year	Year 10
Fifth Year	Year 11
Lower Sixth Form	Year 12
Upper Sixth Form	Year 13

Key findings

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

- Pupils are high achievers, who succeed academically and across a wide range of extra-curricular activities.
- Pupils demonstrate highly developed study skills, confidently using these to challenge and extend their learning.
- Pupils have an excellent base of knowledge, skills and understanding which they routinely apply across all subjects in the curriculum.
- Pupils display exemplary attitudes towards their learning both in their individual studies and in the support and encouragement they offer their peers.

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

- Pupils are self-confident and demonstrate high levels of self-discipline. They are resilient and work hard to achieve success.
- Across all age ranges, pupils demonstrate a maturity beyond their years. They accept responsibility for their own behaviour and have a keen sense of justice for all.
- Pupils of all abilities are confident decision makers, understanding the importance of their choices for their own success and well-being.
- Pupils are kind, welcoming, respectful, and tolerant. They demonstrate a generous spirit of giving, both to their own community and to the wider society.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following improvement:
- To further extend pupils' understanding of social need through increased opportunities to engage with and volunteer in the local community.

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 make rapid progress across the full range of subjects in the curriculum and demonstrate a strong level of achievement both in their academic studies and through their extracurricular commitments. Pupils' attainment successfully reflects the school's aims to provide a first-class, all-round educational experience which equips pupils with life skills for the future. At A level in the years 2018 to 2021, over half of grades achieved were consistently A* to A with well above three-quarters at A* to B. At GCSE in those same years, over half of grades achieved were at levels 9 to 8 with almost three-quarters at levels 7 to 9. In 2021, 64% of senior pupils undertaking the extended project qualification achieved A* to A in their final marks. There is no significant difference in attainment between the different groups within the school with all pupils achieving the same high level of progress. Pupils are supported in their learning by effective pro-active actions taken by school leaders and governors as for example, the timely provision of electronic devices for every pupil, to enable teaching and learning to continue unimpeded through pandemic interruptions. Pupils are further supported by the high quality resources and by the excellent procedures for assessment and monitoring, which are provided by school managers and effectively implemented in the teaching. Almost all parents state in their responses to the questionnaire that teaching enables their children to make progress and prepares them effectively for life in modern society.
- 3.6 Pupils of all ages successfully participate in the school's extracurricular programme, developing resilience and confidence as they gain new skills. They achieve strongly as individuals and together with their peers in an extremely wide range of activities, societies and clubs. Pupils achieve notable successes at regional and national level in a range of sports and academic challenges which include mathematical, scientific, creative writing, medical and linguistic events. They are highly successful in their musical studies, with a significant number of pupils playing a range of instruments at a high level. Pupils achieve highly in their LAMDA examinations and put their talents to excellent use in the house drama competitions and in special events such as producing and performing a play entirely in French. Through the outdoor education programme, pupils gain experience and competence as they tackle challenges which, they say, 'take them out of their comfort zone'. Alongside many walking and adventure trips in the United Kingdom and Europe, pupils develop a wide range of skills in bushcraft, canoeing, climbing and winter survival skills, to name a few. Pupils thoroughly enjoy these opportunities with many going on to become course instructors in their final years at school. Their enthusiasm matches the level of success they achieve, and pupils say that they rate the outdoor education programme as 'simply the best'.
- 3.7 Pupils display excellent study skills. They are highly motivated to succeed, have high aspirations and thrive in what they describe as 'an intellectually curious environment'. They are analytical in approach and are willing to take intellectual risks as they use their knowledge to synthesise information and reach conclusions. In a history lesson younger pupils examined a variety of sources about life in Medieval England, efficiently analysing and interpreting the data to reach sensible conclusions. Older pupils in a biology lesson, successfully predicted the course a reaction will take in relation to changes in acidity. Senior pupils studying politics, critically assessed an essay plan examining the role of Parliament, identifying strengths and weaknesses to improve the quality of their own work. Pupils of all ages and abilities develop strong research skills encouraged by the range and depth of individual project work they are encouraged to complete. These excellent study skills are nurtured by a style of

teaching which encourages active pupil participation, a classroom ethos where mistakes are viewed as opportunities to learn and a strong focus on developing in pupils a genuine love of learning.

- 3.8 Pupils show an excellent level of knowledge of their subjects and demonstrate skilful understanding of the work they are doing, applying this very effectively across all areas of their learning. Sixth-form pupils effectively used the skills they had acquired to change their body language, tone and volume of speech to express a wide range of emotions in a drama lesson. Others, in a sixth form economics lesson, demonstrated an excellent knowledge of monetary policy as applied to the UK economy in a class discussion. They used examples to show how banks and governments use monetary policy tools to meet pre-determined targets. In a mathematics lesson in Year 9, pupils confidently calculated the area of trapezia and worked out dimensions, while younger pupils in Year 8 successfully calculated unknown angles, identifying acute, right, obtuse and reflex angles. In design and technology, Year 10 pupils demonstrated their understanding of the importance of sustainability, comfort and durability in the design of clothing. In their sports lessons, pupils rapidly improve their performance as was seen in a Year 7 hockey lesson where pupils developed robust stick skills, accurately passing the ball to each other. Throughout the school, pupils make excellent progress in developing their understanding and rapidly gain confidence in applying their knowledge. Pupils take pride in their work and feel a strong sense of responsibility for their own learning. They are supported by carefully structured teaching, well-planned lessons and excellent facilities. Pupils say that their teachers have a passion for the subjects they teach, and that this inspires and challenges them to reach their full potential.
- 3.9 Pupils display strong numeracy skills and competently apply these in other subjects. In a geography lesson, younger pupils calculated real-world distances from map measurements and scales with accuracy. In a biology lesson, Year 8 pupils demonstrated highly developed graph drawing skills. Senior pupils in a physics lesson, gathered data which they manipulated in a table to demonstrate an inverse relationship. Pupils are confident in their ability to utilise their numerical skills and routinely apply them to promote their learning. They are highly competent in their use of information and communication technology (ICT) and apply their skills very effectively across a range of subjects. Pupils confidently access online classrooms, utilise embedded videos and documents and share ideas with each other. They participate in live onscreen interaction and use technological resources for research, preparation of documents and oral presentations. Supported by leaders' initiative where every pupil has their own electronic device, pupils routinely use technology with competence to promote all aspects of their learning.
- 3.10 Pupils are highly accomplished communicators. They are articulate and write with poise and fluency. In a Year 10 Classics lesson, pupils discussed the character of Odysseus with flair and understanding, supporting their arguments with appropriate quotations. In a debate on determinism versus free will, senior pupils confidently used technical language to argue their position. Y11 pupils worked diligently with their partners in a German lesson, practising their oral skills and making excellent progress in their fluency and understanding. In a Year 9 social, physical and cultural education (SPaCE) lesson, pupils wrote their own dramatic sketches and then acted them out to illustrate a situation where you have to say no. Excellent pieces of written work were in evidence across the whole school, both fictional and factual. *The Dovecote*, a magazine initiated and produced by Year 8 pupils, contains a wealth of creative and factual writing of high quality. *REflections*, the Yarm school journal of religion, philosophy and ethics, showcases poetry, fictional writing and critical essays all demonstrating the high level of pupils' writing skills. Throughout the school pupils rapidly develop their communication skills supported by the encouragement and guidance they receive from their teachers.
- 3.11 Pupils demonstrate exemplary attitudes towards their learning. They approach their studies with energy, and they work independently and collaboratively with purpose and commitment. They understand the importance of taking charge of their own work and are diligent, resourceful learners. Pupils appreciate the teaching approach which seeks to instil a high level of responsibility and respond with a whole-hearted attitude towards their learning. They want to do well and are generous in the support and encouragement they offer their peers. Across Year 12, all pupils engaged with sensitive

topics in their SPaCE lessons with maturity and respect. Year 10 pupils listened to a musical extract with concentration, obviously intent on identifying all required elements to gain high marks. In their circus skills club, younger pupils enjoyed working together to master the skill of juggling. High-quality artwork throughout the school illustrates the hard work and commitment of pupils in their art studies. Pupils are proud of their work and take ownership of their learning with purpose, encouraged by the support and high expectations communicated from their teachers.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils display very high levels of self-confidence in their academic studies and in their lives beyond the classroom, fully in keeping with the school's aims. This quality is promoted by the school's strong emphasis on developing personal values such as curiosity, industry, reliability and respect. Pupils understand their own qualities and know how they can improve themselves in all aspects of their lives. They are resilient and embrace a work ethic which demands self-discipline and commitment. They are self-confident and mature, with an understanding and acceptance of the worth of every individual in their community. Pupils of all abilities readily participate in school life with confidence, supported by the encouragement they receive from teachers and peers. They are mature when they reflect on their academic performance and set themselves challenging targets, persevering until they are successful. Pupils participate with enthusiasm in the extracurricular activities and outdoor education programme, gaining self-awareness as they accept new challenges with a view to succeed in all they do.
- 3.14 Pupils understand the importance of making decisions and taking responsibility for their lives. They demonstrate a mature understanding of how their decisions can affect their well-being and future. The rich extracurricular and outdoor education provision requires commitment, and pupils display high levels of organisation as they balance academic demands with their choices of involvement outside the classroom. Pupils understand and value how the school's environment seeks to support them in taking decisions. They gain confidence in their ability to make sensible choices through the SPaCE programme where they explore diverse issues such as managing money, consent, relationships, diversity and respect. Pupils display mature attitudes towards the subject choices they make, appreciative of the comprehensive careers guidance they routinely receive. They know how to lead healthy lives and understand how their decisions may affect their health and mental well-being. They understand the benefits of a well-balanced diet and plenty of exercise and take advantage of the healthy options of the lunch menu and the many sporting opportunities both in lessons and in clubs. Pupils of all ages understand the importance of being part of a well-run and harmonious community and they are aware that the decisions they make affect those around them. They learn to understand the impact of the decisions they make through the strong pastoral system and individual tutor arrangements which support them throughout the school.
- 3.15 Pupils have an outstanding sense of right and wrong. They understand the school's system of rewards and sanctions. Behaviour in the school is excellent with minimal intervention needed from pastoral leaders. Pupils know when they have got things wrong and take responsibility for their actions. They have an inherent understanding of what is right and are passionate in addressing perceived injustice. Pupils are trusted to take positions of responsibility and do so extremely well such as through the house system which vertically integrates pupils, with sixth form pupils taking responsibility for organising and running many house events. In *Philosophers' lunch club*, pupils decide the issues they will discuss, honing their sense of right and wrong as they explore concepts such as free will and the value of traditions. In a Year 13 history lesson, pupils dispassionately examined the motives leading to rebel action against the authorities in Tudor England. Pupils effectively challenge their own moral understanding in their writing. For example, they explore questions about the existence of God in the world of the holocaust and whether there is justification for retaining cultural artefacts from their former colonial territories. Throughout the school pupils behave kindly towards each other. This is in keeping with the ethos of the school which promotes a clear understanding of moral choices.

- 3.16 Pupils demonstrate a strong appreciation of the non-material elements of life and how these strengthen their self-awareness. They gain an understanding of what it means to be human as they engage with speakers in the politics society and consider issues such as human rights, criminology, living as a refugee and the use of military force. In their religion and philosophy lessons, pupils develop their understanding of world religions and the meaning of spirituality in different contexts. Pupils experiment with new persona in their drama lessons, taking on character personalities different from their own and gaining new perspectives. Pupils understand the power of performance and its effect on others. Online performances involving staff and pupils during lockdown, engaged audiences through drama and music, and pupils say strengthened the feelings of a shared experience. In an art lesson, Year 10 pupils demonstrated individual appreciation of nature in their thoughtful presentations of sunrise and sunset, flowers and animals. Pupils confidently express themselves through music in ensembles, orchestras and choirs. Pupils feel well supported by the strong pastoral provision which strengthens their sense of well-being and gives them the time and opportunity to reflect on their lives.
- 3.17 Pupils show an excellent awareness of the importance of helping others. Pupils take their duties seriously and understand how their roles contribute to the smooth running of their school community. They are highly supportive of each other in their lessons and effectively work together with purpose. They enjoy opportunities of working in collaboration as part of the Combined Cadet Force corps and in The Duke of Edinburgh's Award scheme. As captains, prefects and peer mentors, older pupils gain and demonstrate valuable leadership skills as they organise and run events, lead their houses, and work closely with staff, for example, overseeing the lunch queue. They present an effective 'listening ear' for younger pupils and know what to do when concerns are brought to them. They eagerly volunteer to help in the preparatory school. Representatives on the school and student councils appreciate the trust of their peers, confidently presenting requests and concerns for wider scrutiny. They undertake their duties diligently. The school council recently supported a uniform change where trousers could be worn by any pupil. Pupils are highly committed to measures which protect the environment, many as eco representatives on the eco council. They say that they are proud of the Green Flag status of the school. Older pupils regularly volunteer to accompany adventure excursions, camping out and undertaking a range of activities in support of younger pupils participating in the outdoor education programme.
- 3.18 Pupils demonstrate a strong commitment to fund raising with each house choosing their own charities and organising events. They willingly serve on the community action group and undertake many acts of individual kindness. As part of the nationwide group of PHAB clubs, pupils plan and host fortnightly activities for local disabled children, giving carers time for a cup of tea while their children are happily entertained with games and creative activities. Throughout the lockdown period, pupils remained active, volunteering in local vaccination centres and supporting food banks. They say that they would now like to extend their voluntary activities in the wider community and extend their understanding of social deprivation.
- 3.19 Pupils are genuinely supportive of each other and are proud of the welcoming, inclusive nature of their school. Pupils form a tolerant community and keenly support the school's ethos where the worth of each individual is celebrated. Pupils appreciate the richness of diversity, are sensitive to others and understand how much they can learn from each other. Pupils examined racism and its impact through their activities and lessons in Black History month and celebrated individuality and diversity in Pride Week. As a school council initiative, pupils are forming a diversity society alongside staff, with the intention to welcome all to participate in open dialogue and explore a variety of current topics. Pupils feel very well looked after in their school. They understand the importance of keeping themselves safe in every sense and are confident in their understanding of online safety. Pupils are proud of their school, and this reflects the quality of provision and the achievement of those who care for them.

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

Inspectors

Mrs Pamela Johnson	Reporting inspector
Mr David Bradbury	Compliance team inspector (Headmaster, ISA school)
Mr Garry Binks	Team inspector (Former head of department and pastoral head, HMC school)
Dr Martin Boulton	Team inspector (High master, HMC school)
Mr Bill Chadwick	Team inspector (Former senior deputy head, HMC school)
Mr Andrew Chicken	Team inspector (Former headmaster, HMC school)