



ISI Independent
Schools
Inspectorate

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

Bosworth Independent College

January 2022

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School's Details

College	Bosworth Independent College			
DfE number	941/6062			
Address	Bosworth Independent College Nazareth House Leicester Parade Barrack Road Northampton NN2 6AF			
Telephone number	01604 239995			
Email address	info@bosworthcollege.com			
Principal	Mr Jason Lewis			
Proprietor	Bright Scholar (BIC) Management Ltd			
Age range	13 to 22			
Number of pupils on roll	144			
	Day pupils	47	Boarders	97
	Seniors	64	Sixth Form	80
Inspection dates	18 to 21 January 2022			

1. Background Information

About the school

- 1.1 Bosworth Independent College is a co-educational independent school providing mostly one-year or two-year courses leading to GCSE, A level or University Foundation Programme (UFP) qualifications. The school is one of several owned and run by CATS Global Schools/Bright Scholar UK Holdings Ltd. The directors of the company provide the governance for the school through their executive management team.
- 1.2 Weekly or full boarders are accommodated in two houses within walking distance of the academic school buildings. Older pupils aged over 18, who have school and parental consent, live semi-independently in one of two senior houses nearby.
- 1.3 Since the previous inspection, a new senior management team, including a new principal, has been appointed.
- 1.4 During the period March to August 2020, the whole school was closed. Boarding pupils were moved to house-parent supervised accommodation in Cambridge at a school within the same group of schools. No boarders remained on site. During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils received remote learning provision at home, or under the supervision of house parents at the school's sister facility in Cambridge.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades were awarded in 2021.

What the school seeks to do

- 1.9 The school aims to promote academic excellence and a strong sense of community. It seeks to nurture every pupil and so encourage each one to grow in confidence and to cultivate a life-long curiosity for the world. A further aim is that pupils will communicate with enthusiasm and contribute to the community with commitment and creativity.

About the pupils

- 1.10 Over two-thirds of the pupils, representing thirty countries, are from abroad, with the rest coming from a range of professional and business families who live within a 15-mile radius of the college. Nationally standardised data provided by the school indicate that the ability of the pupils is above average. The school has identified 23 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autism, all of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 110 pupils; of these, 50 receive support from specialists and their classroom teachers.

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](#).

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 GCSE 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 good.

- Pupils achieve well in public examinations.
- Pupils demonstrate a highly positive attitude to learning and value the support given to them by teachers.
- Pupils' achievements outside the formal curriculum are limited by the range of curricular and extra-curricular opportunities in physical education and sport.

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

- Pupils are confident, capable and well prepared for university.
- The teaching of academic subjects strongly promotes pupils' personal development.
- Boarding does not always fully support the personal development of pupils.

Recommendations

3.3 The school is advised to make the following improvements:

- Improve outcomes for pupils in sport and physical education by extending the range of activities available.
- Improve pupils' leadership skills and their contribution to the school and boarding by providing opportunities for leadership and mechanisms to express their views to the school's leadership.
- Help pupils to reflect on their own learning and develop a good understanding of their strengths and weaknesses, by ensuring consistent application of the school's recently introduced marking policy.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic achievement is good.

3.5 Pupils develop an excellent range of knowledge, skills and understanding across a range of areas, although limited opportunities for technology, sport and physical education mean that skills in these areas are less well honed. The pupils' skills are at a particularly high level in mathematical and scientific areas of learning. Pupils understand that different subjects have particular methodologies and terminology. In an A-Level music lesson, a pupil's knowledge and understanding of fluctuating time signatures fostered excellent discussion about examples of music performances with the teacher and

developed a high level of understanding. Excellent planning, well-resourced lessons and mutual respect enable pupils to share responsibility for their development. In their response to the pre-inspection questionnaires, all the pupils agreed that their skills and knowledge improve in most lessons. Pupils appreciate that teachers know their subjects well and they are helped to learn. In a Year 12 chemistry lesson, pupils raced to find the solutions in the naming of alcohols and carboxylic acids to reinforce their previous knowledge. As a consequence, most pupils achieve high levels of attainment, fulfilling the school's aim to promote academic excellence.

- 3.6 Pupils' attainment at A level showed consistent improvement relative to national trends during the years 2017 to 2019 with over 80 per cent of A-level results awarded at C grade or better in each of these years. Results in teacher-assessed grades in 2020 and centre-assessed grades in 2021 were slightly higher, with over half the results awarded at A* or A grades. The overall achievement of the pupils at GCSE is good, with 95 per cent of pupils being awarded grades 9 to 4 or equivalent. In most areas, according to nationally standardised tests provided by the school, progress is generally good in relation to those of similar ability, and there are no significant differences between defined groups as demonstrated by scrutiny of pupils' work. A small minority of boarders expressed the view that they do not get help with their academic work in boarding but also overwhelmingly noted that their teachers are supportive. This picture is confirmed by the observation of pupils' performance in lessons, where their short-term progress, fostered by excellent relations with teachers, is strong. The vast majority of pupils are successful in gaining places of their choice for the next stage of their education, usually at a British university. Most parents, in response to the pre-inspection questionnaire, agreed that teaching enables their children to make progress.
- 3.7 Pupils with SEND and EAL make similar progress to other pupils, as shown by their work and progress in tests and examinations. Pupils' progress is monitored by the new leadership and management of the school which has recently introduced a whole-school tracking system. This uses regular assessments to monitor progress against target grades, and reports this progress each half term to pupils and parents. Pupils know, therefore, how well they are doing in each subject. Pupils with SEND are additionally supported by carefully written individual action plans which equip teachers with appropriate strategies to support their pupils. Pupils with English as an additional language exhibit strong levels of linguistic skills and are highly effective in applying these skills to other areas. The use of content and language integrated learning helps pupils with EAL to develop their knowledge of English and to acquire appropriate vocabulary whilst learning science or geography, for example. Additionally, pupils benefit from EAL lessons; these are taught in very small groups to target individual language needs and, as a result, non-English speakers make good progress. Pupils' progress was not adversely affected by the time spent learning remotely because the school was able to adapt swiftly to these demands.
- 3.8 Pupils' communication skills are strong. Pupils demonstrate excellent oral communication skills in a wide range of subjects, as they mostly did in their discussions with inspectors. Pupils frequently show their readiness to ask questions in class to seek clarification or support. In a Chinese lesson in Year 12, the pupils and teacher alternated languages when talking about cultural and volunteering differences between China and the UK; the teacher's powerful question of, 'How did it make you feel?' also enabled pupils to reflect and so contributed to their personal development. A well-planned university foundation programme lesson in economics enabled pupils to make incisive comments about the economic impact and seriousness of hyperinflation. This was because lesson planning, which gave examples of the value of money diminishing with inflation (including an example of the price and size change of a brand of chocolate bar), helped pupils begin to understand complicated ideas from a familiar point of view and allowed them to communicate with enjoyment.
- 3.9 Attainment in mathematics and sciences is a strength of pupils at the school. Pupils studying GCSE and A-Level science use their knowledge well to solve complex calculations. Pupils achieve well in national challenges in mathematics and the sciences. It was clear in their discussion groups with inspectors regarding numeracy skills, and in schemes of work used by teachers to plan lessons, that numeracy

skills are well developed for pupils in many curriculum subjects and in extra-curricular activities. In LAMDA, pupils use data, graphs and pie charts to illustrate their oral presentations; in geography, pupils develop the use of percentages to good effect when studying population, and numeracy is used effectively in economics, business studies and psychology to evaluate statistical trends and make inferences from data. In a business studies class in Year 12, pupils reflected on their recently held charity sale, and were assessed on their marketing skills and sales technique, which included their strong understanding of pricing structure and the volume of sales.

- 3.10 Pupils use their own laptops, tablets and mobile phones in all classes with alacrity and have well developed information and communication technology (ICT) skills. In a geography lesson in Year 12, pupils used interactive maps on their mobile phones to identify patterns of ethnic diversity in London. This, combined with the information on the interactive whiteboard, supported the pupils to apply their knowledge to the set task. The learning platform used by the school during lockdown remains as a tool for communication and learning, and pupils confirm that this has helped them to concentrate and improve their learning. Pupils use presentation software and spreadsheets to good effect, and know how to gather and analyse data from a wide range of online resources. A variety of digital resources used by teachers, such as interactive quizzes, enhance the learning experience for pupils who appreciate the time limit on each question and the pressure that this puts them under. In an art lesson in Year 12, pupils used the internet to good effect to research designs for their screen-printing stencils. The excellent examples of digital photography displayed in the room demonstrated high levels of skill with photographic software. In tutor time, pupils in Year 12 successfully used an online application to research possible university course requirements.
- 3.11 Pupils plan and organise their work effectively, read critically and reflect on the knowledge gained. Pupils in the main show high levels of concentration and consistently show that they can apply themselves to the task, not least because they are determined to do well. Pupils study well alone and collectively. Good collaborative work was seen in a geography lesson in Year 12, in which pupils worked together to identify areas of ethnic diversity in London. In chemistry, pupils worked independently on the practical task of enzyme structures and function. They closely followed instructions and carried out their explorations. Study skills, such as hypothesising about the causes of poverty in a geography lesson, are a focus in the Year 9 curriculum and are well practised by pupils before they have to tackle GCSE course content. In their discussions with inspectors, pupils talked with confidence about their use of a range of study skills including mind maps and flash cards. Pupils realise the benefit of lesson recapping at the start of lessons and objective setting. They like the way some teachers mark their work to show next steps, although inspectors found that this is not consistently the case across all subjects.
- 3.12 Individual pupils achieve well in a range of activities such as UK Maths Challenge and Science Olympiads and some have enjoyed success in story writing, poetry and art competitions. The school has recently introduced The Duke of Edinburgh's Award Scheme to pupils and, together with LAMDA examinations, there are increasing opportunities for pupils to have their non-academic achievements recognised. However, boarding pupils commented on the lack of an extensive programme of activities available to them. A small minority of staff agreed that boarding does not provide an effective balance between free time and activities and almost a quarter of pupils agreed. This means that pupils do not generally enjoy success in out-of-class activities and are unable to develop fully a range of their own talents, skills and interests.
- 3.13 Pupils' attitudes to learning are decidedly positive and they are highly productive in individual work and often in collaboration with others. They participate with enthusiasm in online quizzes and worked with great enjoyment in teams to hurl Shakespearean insults at each other in an English lesson. In discussion groups, pupils spoke positively about their teachers. They appreciate the overall quality of excellent teaching that supports their progress. A-level pupils in biology worked quietly, effectively and independently during a practical experiment on enzyme function and structure. The vast majority of pupils are keen and focused and confident to ask for direction when needed. Boarding pupils said

they benefit from being able to discuss academic problems with their peers in the evenings. Pupils are very focused on the importance of learning and eager to learn and progress. This is evidenced throughout lesson observations and discussions with pupils which described a positive culture of learning.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 The head, school leaders and staff state that the main focus of the school until recently had been on academic outcomes for pupils, but that the ambition is to broaden the experience of pupils and strengthen personal development. Inspectors recognised that a great deal of pupils' personal development is fostered by strong classroom practice, positive relationships between teachers and pupils and by the excellent behaviour of pupils. However, beyond the taught curriculum in personal, social and health education (PSHE) lessons, other opportunities to promote personal development have been missing. Pupils commented that there are no sports teams, only a few after-school clubs on two evenings a week and no school plays or concerts. Despite this, many of the pupils in formal discussion groups showed high levels of self-understanding for their age. They are self-reflective and most have a clear knowledge and awareness of their strengths and weaknesses, but this is not always the case. The recently introduced marking policy encourages pupils to reflect on their own learning by writing a response to the teachers' marking. This is working effectively in some areas, but the policy is not applied consistently across all subjects.
- 3.16 Pupils understand that the decisions they make can be instrumental in determining their own future success. The girls in Poplars House spoke about their abilities to make good decisions and attributed this to the independence that they have gained since moving to the house. They do a lot of their own chores and cooking in the house and are also responsible for organising their own study routines. Pupils take responsibility for making decisions regarding their option choices, career paths and university places and are helpful in supporting their friends to make sensible choices. Decision-making is also evidenced in lessons. In business studies, pupils select an industry as the subject for their coursework and take active decisions to undertake part-time work or work placements for practical experience. The excellent behaviour seen by inspectors during the inspection reflects that pupils make good choices in their daily lives. The break-time cake sale that inspectors observed raised funds for a charity chosen by the pupils.
- 3.17 Pupils respond thoughtfully to the opportunities provided to reflect on the non-material aspects of life. In PSHE and lessons in which they are given time to reflect on their own beliefs and perspectives, pupils give considered responses. In a geography lesson in Year 9 about poverty in developing nations, for example, the teacher asked 'How many of us feel lucky?' Pupils recognised that they have material advantages but showed that they valued and appreciated the non-material and spiritual aspects of life. A small number of pupils take advantage of a prayer room for religious observance and are granted permission slips to attend places of worship in the evenings and at weekends and so strengthen their personal spiritual development.
- 3.18 High levels of moral awareness are characteristic of the pupils, and this is represented in the excellent standards of behaviour throughout the school. Pupils are respectful and courteous and kind to each other, queue patiently for lunch and take turns to use table tennis and pool tables. Pupils routinely open doors for visitors and are confident in making conversation. The behaviour of pupils walking along public pavements between school buildings is excellent and sets a good impression for the general public who live in or pass through the immediate area. Pupils show a mature understanding of the need for sanctions, acknowledging their need in any society and the need for everyone to take responsibility for their own behaviour. This they achieve with a high degree of success, and incidents of bullying and racism are very rare. Good relationships between pupils and teachers ensure that pupils feel confident to express a concern about a fellow pupil's safety. However, in response to the

pre-inspection questionnaire, a small minority of pupils did not agree that pupils behave well in the boarding houses and, in some discussion groups with inspectors, a few pupils were reluctant to engage with the process and did not participate willingly.

- 3.19 Pupils form productive relationships with each other and collaborate well. The charity cake sale which took place one break-time during the inspection was an excellent example of this friendly and compassionate spirit which pervades the school. The strong sense of community enabled pupils to contribute in a lively way to the current affairs quiz during tutor time, and good discussions about moral, spiritual, political and social issues followed. Some pupils in boarding spoke about how they work with the younger pupils in the house to help them with their work or if they have a problem. Others, however, felt that more formal opportunities to support their peers and opportunities for them to express their views to the school's leadership are not yet fully developed.
- 3.20 Pupils show high levels of respect and tolerance of different faiths and cultures, and the boarding experience clearly contributes to this strong sense of belonging to an inclusive community. Pupils explained that they share rooms with pupils from different countries to their own which helps them to develop skills in English as well as increasing their understanding of others. The curriculum similarly supports this respect for other cultures. In an English lesson focusing on *Romeo and Juliet*, for example, inspectors observed well-articulated discussions exploring cultural understandings and misunderstandings of belonging to different groups. International boarders experience aspects of British culture through assemblies to mark events such as Remembrance Day. Pupils from different countries were in the team selling their speciality food at break time. However, pupils pointed out that there are not as many opportunities for pupils to lead activities or run clubs as they would like so that opportunities to take positions of leadership or responsibility are few.
- 3.21 Pupils confirm that they have a strong sense of what it means to stay safe physically, emotionally and when using technology to access the internet. They are aware of the challenges of living in a multi-site campus including walking in the dark and crossing the roads. Pupils value the opportunities in PSHE to be taught about keeping safe and healthy, the appropriate use of mobile technology, healthy eating and mental health. Staff and pupils recognise the contribution that the school nurse makes to ensuring the health, safety and well-being of everyone in the community. A very large majority of parents who responded to the questionnaire expressed the view that the school is governed, led and managed effectively and all parents agree that the school ensures that their children learn in a safe environment, views with which the inspection findings concur.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the vice-chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Michael Goodwin	Reporting inspector
Ms Sheila Tandon	Compliance team inspector (Deputy head, GSA school)
Mrs Christine Cunniffe	Team inspector (Head, SofH school)
Mr Clement Donegan	Team inspector for boarding (Deputy head, HMC school)