

# School inspection report

25 to 27 November 2025

## **Kent College (Canterbury)**

Whitstable Road

Canterbury

Kent

CT2 9DT

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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## Summary of inspection findings

1. Governors know the school well and work together with school leaders to maintain effective oversight of the education of pupils at the school. Leaders work to uphold the school's values which are founded upon the school's Methodist principles of valuing self and others.
2. Leaders and governors work collaboratively to deliver the school's strategic plans which centre on the promotion of pupils' wellbeing. Leaders are strategic in their thinking and base their decision-making on actions designed to improve pupils' experiences in the school. Governors monitor leaders' work through committees in order to ensure that the needs of pupils are met and that the school meets the Standards.
3. The school implements an appropriate complaints procedure. However, at the start of the inspection, the information made available to parents about the number of formal complaints in the previous academic year was incorrect. Leaders rectified this before the end of the inspection.
4. Leaders provide a broad and flexible curriculum, which is tailored to meet pupils' needs. Staff provide older pupils with guidance on suitable courses of study and help to prepare them for education and careers beyond the school. Teachers' focus on oracy and communication helps pupils develop their academic skills well. Academic study sits alongside a range of co-curricular activities to provide balance in pupils' experiences. These promote pupils' engagement and commitment as they engage with new enterprises.
5. Leaders utilise a rigorous academic tracking system to monitor pupils' progress. Teachers typically produce well-planned lessons and develop pupils' engagement and learning effectively, although this is not always the case. Teachers assess work regularly and mostly provide effective feedback to pupils, but their feedback is not always consistently helpful in enabling pupils to understand how to develop their work further. Leaders with responsibility for pupils who have special educational needs and/or disabilities (SEND) liaise effectively with teachers and boarding house staff to ensure that pupils are supported. Teaching enables pupils to make good progress.
6. Leaders promote opportunities for pupils to consider and learn about social, cultural and religious diversity. Leaders encourage pupils to share observations and concerns about their community, to which staff respond promptly and effectively. Pupils behave well and relationships between pupils and staff are positive.
7. The revised pastoral structure of the school focuses on the responsibilities of heads of year and tutors, who have a thorough awareness of their pupils' needs and the challenges that individuals and cohorts might be facing. Leaders make effective pastoral provision and provide pupils with appropriate support when required. The school's specialist pastoral and medical support ensure pupils feel cared for.
8. Boarders benefit from their involvement in the boarding community and their affiliation with their boarding house. Pupils enjoy socialising with one another and are able to integrate quickly as a result of the support of house staff and senior pupils. Boarding accommodation is suitable, well maintained and meets boarders' needs.
9. The personal, social, health and economic education (PSHE) course includes appropriate relationships and sex education (RSE) and is supplemented for pupils in the sixth form by the

'Futures' programme. These courses help pupils to develop their sense of self and understanding of others.

10. Leaders support the Wesleyan philosophy of 'do all the good you can' by promoting charitable initiatives and encouraging pupils to engage in service to the school and wider community. Leaders provide pupils with opportunities to take on leadership roles throughout the school and encourage them to give feedback about their school experiences. As a result, pupils are engaged with the school and feel that they have a role to play in its development.
11. The school's premises and accommodation, including boarding houses, are well maintained. Risk assessment procedures are effective in promoting the welfare and safety of pupils when at school or on trips. Health and safety procedures are effective.
12. Safeguarding arrangements are effective and the welfare of pupils is promoted across the school and in boarding houses. Staff receive suitable safeguarding training, and pupils benefit from being trained to support others in areas such as mental health. All required safer recruitment checks are carried out carefully. The school engages with external agencies where necessary to seek advice on safeguarding matters. Leaders ensure that pupils have a range of ways to share concerns. Leaders understand contextual risks, including those related to online learning.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- ensure that all teaching and feedback to pupils develop their engagement and learning as effectively as possible
- ensure that the school consistently makes available to parents accurate information about the number of formal complaints received during the preceding school year.

## Section 1: Leadership and management, and governance

13. Leaders and governors promote the school's Methodist vision and communicate the importance of giving of oneself to support others consistently across the school community. Leaders model the school's values to the pupils.
14. Leaders promote pupils' wellbeing effectively by establishing a caring and considerate community and providing effective pastoral care and support for day pupils and boarders. Staff listen carefully to pupils' views so that pupils are cared for and supported in their development. Leaders ensure that qualified specialist and welfare staff are in place to support pupils' pastoral needs.
15. Leaders demonstrate appropriate knowledge and skills, ensuring that pupils receive support that is tailored to their needs through a carefully designed curriculum. Leaders provide a broad range of academic courses.
16. Governors ensure that leaders fulfil their responsibilities so that all the Standards are met through the rigorous scrutiny of data and reports to committees, which are shared in a transparent manner by leaders. Governors and leaders work collaboratively to monitor the effectiveness of the school and deliver the school's strategic plan. Governors challenge leaders about the varied aspects of the school to ensure that these remain effective. The school draws on the support provided by the Methodist Independent Schools Trust (MIST) and other external agencies in order to review its work and to hold itself to account. Governors check that leaders implement policies consistently and provide pupils with a suitable environment that supports their personal and educational development.
17. Leaders maintain productive links with external agencies, such as local safeguarding partners, including children's services and the police, with whom they work in a collaborative manner.
18. Leaders provide staff with training on risk assessment so that staff are able to identify and mitigate potential risks effectively. Staff prepare thorough risk assessments that identify effective control measures, including potential risks in school buildings and boarding houses, as well as at on- and off-site activities. Leaders and governors review risk assessments to ensure their continued effectiveness.
19. The leadership of boarding is effective. Leaders maintain effective oversight of boarding provision and provide support and guidance for boarding staff and pupils, including through clear policies and handbooks. House staff are able to respond to individual boarders' needs. Boarders are well looked after as individuals and benefit from a community spirit in the boarding houses.
20. Leaders ensure that the school meets the requirements of the Equality Act 2010. They review and update the school's accessibility plan regularly to ensure equal access to the premises and curriculum. Leaders ensure that there is no discrimination against any groups of pupils in the school.
21. Leaders host parents' meetings and share written reports regularly to provide parents with information about their child's progress and attainment. Leaders provide parents with other required information through the school's website. Leaders report annually to the local authority about the use of funds for any pupils who have an education, health and care plan (EHC plan).

22. Leaders implement an effective complaints policy and procedure that responds to concerns in a staged and timely manner. Leaders maintain an appropriate log of formal complaints and the actions taken as a result of these. During the course of the inspection, the school revised its complaints policy to make available to parents the accurate number of formal complaints that had been submitted during the previous academic year.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

**23. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

24. Leaders have designed a broad and balanced curriculum that staff adapt to meet pupils' needs. Pupils study a wide range of subjects and activities in order to develop relevant knowledge alongside creative, practical and intellectual skills. International Baccalaureate (IB) Diploma Programme courses, together with A levels, CTEC (Cambridge Technical) qualifications and the Extended Project Qualification (EPQ), give pupils in the sixth form a range of curriculum options to accommodate their different interests. Leaders monitor the effectiveness of the content and teaching of the curriculum and identify any areas for improvement.
25. Teachers are knowledgeable about their own subjects and work collaboratively across departments. They develop projects for pupils in the younger years that encourage them to make cross-disciplinary links. For example, a project on the Black Death links history and science, while another explores how counting in binary connects to creating virtual electric circuits.
26. Leaders regularly focus on developing specific skills across all subjects, such as using technical vocabulary correctly and speaking formally when appropriate. The curriculum fosters oracy and literacy through promoting pupils' skills in communication, collaboration and analysis. This is especially the case in IB Diploma Programme subjects and CTEC courses, where pupils work together on group projects. Teachers thoughtfully and effectively group pupils and encourage debate so that pupils share ideas, listen to one another and use talk as a tool for exploring and refining their thinking.
27. Leaders, including heads of year, systematically track and analyse pupils' progress. They evaluate pupils' outcomes on a regular basis. Leaders use their analysis to put in place additional support when needed at a subject or whole-school level.
28. Teachers regularly assess pupils' work and, in most cases, provide effective feedback so that pupils can improve their own learning. However, not all feedback provided helps pupils understand how to develop their work further. Teachers typically plan and sequence lessons effectively to build on previously taught material and enable pupils to consolidate their understanding. Wall displays and classroom resources are referenced by teachers so that pupils are supported in their learning. In many lessons, teachers set up interesting tasks and use a wide range of appropriate teaching methods and resources to engage pupils and develop their learning, but this is not always consistent. Overall, teaching enables pupils to make good progress. Pupils' outcomes at GCSE level are above average in some subjects. Pupils achieve high levels of success in both A-level and IB courses.
29. The 'Kent College Learner Profile' identifies expectations for behaviour and approaches to learning, and pupils respond positively. Relationships between pupils and teachers are positive, both in the classroom and elsewhere. Teachers have high expectations and encourage pupils to challenge themselves and engage deeply with concepts. They put on a range of additional academic clinics which pupils attend. Pupils acquire a broad range of knowledge and skills and are generally self-motivated and responsible learners. Boarders benefit from the structure of the boarding routine which allows pupils to take responsibility for their learning and organise their time effectively.
30. Provision for pupils who have SEND is effective. Leaders implement a clear and effective process to identify and regularly review individual pupils' specific needs. The learning support department

provides teaching staff and boarding staff with regular training and shares relevant information with them so that staff are able to support individual pupils effectively. Teachers adapt their teaching appropriately, and teaching assistants collaborate with them to support pupils who have SEND so that they can complete their tasks successfully and make good progress from their starting points.

31. Specialist staff assess pupils who speak English as an additional language (EAL) on application to determine whether they would benefit more from entering the main school or from a bespoke curriculum in the International Study Centre. When appropriate, teachers in the main school use a range of methods to support pupils who speak EAL, such as writing frames and vocabulary lists. Pupils are then able to build confidence with the associated subject material and terminology. Pupils who speak EAL make good progress with their English.
32. Leaders provide a varied co-curricular programme that includes performing arts, hobbies, community activities and academic extension opportunities. Additional evening activities are specifically arranged for boarders, who actively engage in them. Leaders are responsive to requests from pupils for additional activities, such as the recent introduction of coding and enterprise clubs, which allow pupils to pursue particular areas of interest. Pupils develop proficiency and social skills both as individuals and in team contexts. Some pupils achieve high levels in drama and there are opportunities to perform in orchestras, choirs and ensembles, including at the local cathedral. These opportunities inspire pupils to greater levels of achievement.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 33. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

34. Leaders have created a caring and supportive community for pupils through consistent modelling and promotion of the school's core values, which include respect for oneself and others, and the provision of effective pastoral care. Leaders and staff affirm pupils' worth, which promotes the development of pupils' self-confidence and self-esteem.
35. Staff and pupils lead inclusive chapel services and assemblies where pupils listen, reflect and sing together. Pupils of different faiths share their own religious experiences, such as fasting during Ramadan and celebrating Eid, so that pupils are able to consider the nature of faith and spirituality in contemporary society. Pupils learn about different religions as well as the similarities and differences between them. Teachers present abstract concepts related to spirituality, such as ideas about the nature of beneficence and religious charity, so that pupils develop an appreciation of the non-material aspects of life.
36. Leaders consult with parents and seek feedback from pupils on the PSHE and RSE curriculum so that pupils benefit from teaching that is relevant to their needs. Pupils learn about appropriate topics such as mental health, puberty, and digital resilience. Pupils also learn about signs of healthy and unhealthy relationships, the importance of respecting consent and managing peer pressure. Teachers have clear strategies to support pupils who have SEND and pupils who speak EAL, so that pupils can feel confident and supported as they discuss potentially sensitive topics with one another.
37. Leaders have revised the pastoral structure to centre on year groups, which are led by heads of year. Tutors know their tutees well, so that pupils are supported as individuals and as a part of a year-group. All pupils benefit from being attached to one of the competitive school houses and pupils are proud to represent their house.
38. Boarders are also attached to one of the boarding houses where they feel confident and secure. House staff run a comprehensive induction programme for new pupils, including those from overseas, which covers practical and emotional aspects of boarding. Pupils quickly become familiar with the school and settle in readily. Pupil leaders work hard to create social opportunities, such as cooking nights and sports competitions, so that pupils are well integrated into their house community. Staff adjust boarding routines and arrangements when required to better support boarders' wellbeing.
39. The pastoral team meets regularly to discuss the mental and physical health of individual pupils, as well as to consider any emerging trends in pastoral issues. Pupils benefit from the reflective approach that leaders and staff take to evaluate and promote mental health. The school has redeveloped and repositioned its wellbeing centre, which provides pupils with supervised support. Specialist support for pupils is also available from the chaplain and the medical staff. Staff in the well-resourced medical centre administer medication or first aid appropriately when required, including for boarders. As a result, the physical and emotional wellbeing of pupils is well cared for at school.
40. Leaders articulate their expectations of pupils' behaviour through the school's values and a clear set of sanctions. Pupils understand these values and are typically polite and considerate towards one another and to adults. Senior leaders track patterns of behaviour to see whether any further support

is required. Tutors monitor individual pupils' behaviour and affirm good conduct, such as when pupils show respect and resilience. Leaders and staff also support pupils effectively when any behavioural concerns arise, addressing matters consistently and fairly, so that, when needed, pupils amend their behaviour swiftly.

41. The school's anti-bullying strategy helps prevent bullying and online bullying and ensures that any pupils affected by the very few instances receive effective support. Staff enable pupils to challenge bullying appropriately and report any incidents that they witness or experience. Staff respond promptly and thoroughly to any incidents that are brought to their attention so that pupils are reassured that bullying will be dealt with appropriately.
42. Leaders organise opportunities for pupils of all ages to take on leadership roles throughout the school, such as school prefects, mental health ambassadors and school council representatives. Senior boarders help younger pupils to become established in the boarding houses and provide them with academic and pastoral support.
43. The school's admission and attendance registers are maintained in line with current statutory guidance. Leaders review attendance regularly and ensure that pupils have high levels of attendance. Leaders inform the local authority of pupils who leave or join the school at non-standard transition points.
44. Leaders have developed an effective physical education (PE) curriculum. They provide a wide range of PE and sports training and recreational opportunities. Leaders have made links with external sports organisations, particularly those related to cricket and hockey. Specialist coaches provide advice so that pupils develop their sports skills while giving due consideration to their nutrition, sports conditioning, and injury prevention. Pupils learn about the link between their physical health and their mental wellbeing. Leaders arrange regular external sports fixtures and pupils organise inter-house sports contests, which promote a healthy sense of competition.
45. Boarders benefit from high-quality working, sleeping and recreational accommodation, which is appropriate and comfortable. The school's premises, including boarding houses, are well maintained. Management committees meet regularly to ensure that health and safety measures are implemented appropriately. Effective precautions are taken to reduce the risk of fire, with evacuation drills conducted regularly, including during boarding hours.
46. Staff provide effective supervision during the school day and in boarding houses during the evening and overnight. Leaders deploy staff to ensure that pupils can always access support should it be required.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

**47. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

48. Leaders take particular care to enable pupils who come from diverse cultural and religious backgrounds to appreciate and understand the school's values. The 'global citizenship' programme explores contemporary global issues, such as world hunger and the universal right to education. Leaders enable pupils to explore issues relating to inclusion so that pupils develop their understanding of diversity along with the language and confidence to discuss such matters. For example, they consider racism and how language use can lead to discrimination and intolerance, or the challenges that migrants and people from other countries might face on arrival in the UK. A range of pupil-led groups, such as the 'pride alliance', Asian society and Afro-Caribbean society meet on a regular basis in order to foster inclusion. Leaders attend the equality and diversity committee, which meets to discuss issues that affect pupils and this enables them to feel heard and supported.
49. Leaders take time to explain the Wesleyan philosophy of 'do all the good you can' to actively promote empathy and understanding of others, both in the local community and beyond. The school enables pupils to contribute positively to the lives of others and develop a broad social understanding. 'Service Week' allows younger pupils to engage in a range of activities where they build their skills and knowledge before they help to host children from local primary schools. Pupils in the sixth form take the initiative to discuss with their peers which charitable enterprises they wish to support and how to do so. Pupils log their experiences using an online tracker and share their service experiences in assemblies with other pupils, where they reflect on their contributions to others.
50. The school provides increasing opportunities for pupils to take on responsibility for others as they move up the school. They engage with a democratic process through the selection of pupil leaders who are responsible for representing others' views to the school. Pupils develop their social responsibility as they help to build a well-integrated and cohesive community.
51. Leaders regularly seek feedback from pupils through committees, the school and house councils, and pupil surveys, so that pupils reflect on matters that are relevant to them and their community. Leaders regularly review the suggestions made and, where possible, revise provision. Pupils can see the impact of their suggestions, such as changes to sports uniform and food choices.
52. The school develops pupils' understanding of the differences between right and wrong. For example, younger pupils engage in discussions about human behaviour and the impact that their behaviours can have on others. Pupils consider issues such as financial fraud and ethical uses of data and their connection to civil and criminal law. They also reflect on the nature of conscience and the potential effect of individual choices when exploring ethical dilemmas.
53. Leaders organise a range of enterprise activities so that pupils can develop their financial and economic understanding. Pupils learn about budgeting, such as planning and costing a journey. The sixth-form 'Futures' programme allows pupils to develop confidence in financial literacy as they consider themes such as student finance, wages, mortgages and how decisions about lifestyle can affect income.
54. Pupils receive helpful and effective careers information and guidance, including when they are considering their next steps after Kent College. The well-structured careers programme and careers

week introduce pupils to a wide range of professions and the pathways to them. Parents come into school to share their own professional experiences in order to help pupils understand a range of career options and foster respect for public service. Pupils engage with seminars and are provided with personalised, specialist and impartial advice in order to make informed decisions about their subject and course choices. Pupils use appropriate resources to consider UK and overseas universities, apprenticeships and career options.

55. The PSHE curriculum explores the UK's parliamentary system and compares it with other approaches to rule and government. Pupils research, present and debate political issues to understand better different perspectives and the political process. Leaders ensure that any political issues or themes are discussed in an impartial manner. Pupils consider the nature of laws and legislation in the UK and the impact that these might have on them personally, such as in discussions about employment and workplace regulations for young workers.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**56. All the relevant Standards are met.**

## Safeguarding

57. Effective safeguarding arrangements are in place to protect pupils across the school and in boarding houses. The school's policy and procedures are in line with current statutory guidance and accurately reflect the school's safeguarding practice, as well as the school's boarding context. The policy provides clear guidance to leaders and staff about identifying and responding to safeguarding concerns.
58. Governors review the school's safeguarding policy and procedures annually and whenever the need arises. The safeguarding governor visits the school regularly, including visits to the boarding houses, and provides oversight of such matters. Leaders provide termly reports on safeguarding to the governing body.
59. Leaders ensure that all staff receive safeguarding training on arrival at the school, covering the school's safeguarding reporting mechanisms, the school's status as a city boarding school and its demographic. Those with designated safeguarding responsibilities are trained appropriately for their role. Staff are also trained on a regular basis, through formal refresher training or reminders and safeguarding updates on matters that have arisen, such as mental health issues. Leaders provide opportunities for pupils throughout the school to receive mental health awareness training to support their peers.
60. Leaders provide pupils with a variety of ways to share concerns, including online and anonymous reporting methods. Leaders regularly discuss safeguarding matters in meetings and assemblies, so that staff and pupils know to whom they can turn when they need advice.
61. Leaders respond sensitively and appropriately to low-level concerns about, or allegations against, other staff. Staff are secure in the processes for sharing concerns that they might have, including for referring themselves if necessary.
62. Staff are clear about the ways to report and respond to safeguarding concerns, including those relating to child-on-child abuse and extremism. Leaders seek advice from local authority safeguarding personnel and refer concerns to relevant safeguarding partners when required. Clear safeguarding records are kept confidentially along with the decisions made in relation to these.
63. The procedures to safeguard the welfare of boarders are effective. There are appropriately trained people to whom pupils can turn, including house staff and residential members of the safeguarding team. The school implements appropriate safeguarding measures to support pupils when they are in the care of guardians.
64. Online safety is taught through the PSHE programme and assemblies. Leaders actively review information from the school's internet filtering and monitoring system and respond appropriately to any concerns. There are appropriate internet filtering and monitoring arrangements in place during boarding hours.
65. Leaders with responsibility for the school's recruitment arrangements are appropriately trained and ensure that the school's safer recruitment practice is robust. All the necessary pre-appointment checks are undertaken before adults start working with the pupils. Governors and senior leaders regularly scrutinise the school's single central record of appointments (SCR), which is well maintained and accurate.

**The extent to which the school meets Standards relating to safeguarding**

**66. All the relevant Standards are met.**

## School details

<b>School</b>	Kent College (Canterbury)
<b>Department for Education number</b>	886/6053
<b>Registered charity number</b>	1142794
<b>Address</b>	Kent College (Canterbury) Whitstable Road Canterbury Kent CT2 9DT
<b>Phone number</b>	01227 763231
<b>Email address</b>	enquiries@kentcollege.co.uk
<b>Website</b>	www.kentcollege.com
<b>Proprietor</b>	Methodist Independent Schools Trust
<b>Acting chair</b>	Mr Ian McCaig
<b>Headteacher</b>	Mr Mark Turnbull
<b>Age range</b>	11 to 19
<b>Number of pupils</b>	542
<b>Number of boarding pupils</b>	173
<b>Date of previous inspection</b>	18 to 20 October 2022

## Information about the school

67. Kent College (Canterbury) is a co-educational independent day and boarding school situated to the north of Canterbury. The senior school, together with the junior school and International Study Centre (ISC), which were inspected at the same time, are component institutions of Kent College (Canterbury), a charity within the Methodist Independent Schools Trust (MIST) which is the proprietor. The schools' governing body undertakes most aspects of governance, apart from the financial decisions taken by MIST. The school comprises a senior school for pupils aged 11 to 16 years and a sixth form for pupils aged 16 to 18 years. The current acting chair of governors took up her responsibilities in October 2025.
68. There are five boarding houses on the school site for pupils aged 10 to 18 years, including one co-educational house for pupils in the sixth form, with each of the houses overseen by a housemaster or housemistress.
69. The school has identified 106 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
70. The school has identified 60 pupils as speaking English as an additional language.
71. The school states its aim is to provide an education that is focused upon the needs of each individual pupil, in order to develop inquiring and knowledgeable people who understand how to lead happy and fulfilling lives as compassionate members of a global community, with the skills to play active roles in an inclusive and sustainable future. It endeavours to provide a caring Christian family community, working with and in the communities it serves. The school seeks to worship in the Methodist tradition and uphold Christian values in practice as well as in theory, and to encourage pupils in a critical examination of the standards and values current in society, so as to discover and develop a personal faith and spiritual values to guide them through their lives.

## Inspection details

### Inspection dates

25 to 27 November 2025

72. A team of seven inspectors visited the school for two and a half days.

73. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

74. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**How are association independent schools in England inspected?**

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **[www.isi.net](http://www.isi.net)**.

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For more information, please visit [isi.net](http://isi.net)