



ISI Independent
Schools
Inspectorate

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

Loughborough Grammar School

December 2021

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School's Details

School	Loughborough Grammar School			
DfE number	855/6012			
Registered charity number	1081765			
Address	Loughborough Grammar School Burton Walks Loughborough Leicestershire LE11 2DU			
Telephone number	01509 233233			
Email address	grammar.office@lsf.org			
Interim headmaster	Dr Christopher Barnett			
Proprietor	Loughborough Schools Foundation			
Age range	10 to 18			
Number of pupils on roll	867			
	Day pupils	795	Boarders	72
	Juniors	18	Seniors	637
	Sixth Form	212		
Inspection dates	30 November to 3 December 2012			

1. Background Information

About the school

- 1.1 Loughborough Grammar School is an independent day and boarding school for male pupils. It was founded in 1495 and is one of four schools which make up the Loughborough Schools Foundation (LSF). The school shares a campus with Loughborough High School (for female pupils), Fairfield Preparatory School and Amherst School. The schools have a common governing body but operate as separate entities. Male boarders at the school are accommodated in two houses on the LSF campus. The current interim headmaster took up his position in September 2021.
- 1.2 The school was inspected at the same time as the other schools in the Loughborough Schools Foundation.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 A number of boarders continued to be accommodated on site.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 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.
- 1.7 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.
- 1.8 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home. Overseas boarders that did not return home received remote learning at the home of their parents or guardians.
- 1.9 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades for 2020 and teacher-assessed grades for 2021 were awarded.

What the school seeks to do

- 1.10 The school aims to produce independently minded young adults who demonstrate good judgement in their decisions and integrity in their relationships and become engaged citizens with a healthy respect for others. It seeks to produce self-disciplined, adaptable leaders and team players who embrace challenge and change.

About the pupils

- 1.11 Most pupils represent professional and business families from the local area and the cities of Nottingham, Derby and Leicester. All of the school's boarders are from overseas. The school has identified 121 pupils with special educational needs and/or disabilities (SEND), of whom 58 receive additional support for their needs. There is one pupil with an education, health and care (EHC) plan. Sixty-four pupils have English as an additional language, 56 of whom receive additional support. Pupils identified as the most able and those with particular talents may have their curriculum modified or enhanced.

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 At GCSE in the years 2019 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 2019 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 education in the junior school and relationships and sex education in the senior school, 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. 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.
- 2.8 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

- 2.9 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 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.
- 2.11 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

- 2.12 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.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 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

- 2.20 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.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils display extremely advanced communication skills.
 - Pupils demonstrate excellent subject knowledge and deep learning across the curriculum.
 - Pupils attain highly and make excellent progress across the school.
 - Pupil attitudes to learning are exemplary. They demonstrate excellent initiative and independence, both individually and collaboratively.
 - Pupils demonstrate highly developed study skills.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupil collaboration and leadership are excellent throughout the school.
 - Pupils demonstrate substantial self-confidence and a very strong awareness of personal growth over time.
 - Pupils contribute extremely positively and willingly to the school community and society more broadly.
 - Pupils are able to make well-informed decisions in order to develop their own well-being and relationships with others.

Recommendation

- 3.3 In the context of the excellent outcomes, the school may wish to consider:
- Strengthen pupils' application of their information and communication technology (ICT) skills more widely across the curriculum.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Analysis of data, lesson observations and work scrutiny show that pupils throughout the school make excellent progress across all areas of learning and at all age and ability ranges. The identification of individual targets strongly assists pupils' focus upon key areas. Intervention strategies are put in place if needed. Pupils with SEND and EAL make very good progress in line with their peers.

- 3.6 In the years 2018 and 2019, results in external examinations at A level and GCSE were above national averages. Academic outcomes across all subjects are very good. The centre-assessed grades for 2020 and teacher-assessed grades for 2021 show pupils' attainment has risen still further. In 2021, nearly three-quarters of A-level results were at A* to A, and over four-fifths of GCSE results were at grades 7 to 9. The school and pupils judge that this was supported by the very strong provision the school made for online learning during the periods pupils were at home.
- 3.7 Most pupils gain their first-choice places at universities with high entry requirements or equivalent institutions in specific fields. Pupils achieve highly and show substantial pride in their school because of the excellent leadership of academic provision. Pupils are deeply engaged in the learning process, and a very large majority of pupils and parents commented on the help and encouragement they receive from supportive, dedicated and experienced staff when they encounter problems with their work.
- 3.8 Pupils of all ages and abilities clearly demonstrated in lessons and in conversation excellent knowledge, understanding and skills across all areas of learning. Work seen is of a standard beyond and in some cases, well beyond age-related expectations. Younger pupils in a geography lesson demonstrated compass skills at a high level with the conceptual skills developed in one lesson applied successfully to practical situations in the next. In a French lesson, GCSE pupils' ability to verbally construct complex sentences using a variety of tenses was excellent. Older pupils used subject specific terminology confidently and succinctly in biology to recall and explain the structure and functions of enzymes. Pupils' progress is evidently augmented by wider intellectual study and a genuine interest in their studies.
- 3.9 Boarders commented in their discussions with the inspectors that the supportive team of resident and visiting staff nurture and guide boarders through their academic challenges by offering extra lessons, one to one advice and by being on call via the use of remote learning. These factors, all contributing to their excellent improvement in knowledge, skills and understanding.
- 3.10 Pupils communicate in a mature, confident and articulate manner. Their use of subject specific terminology is excellent and used well to develop their studies further, including by pupils with EAL. Pupils listen to each other with empathy, engagement, and sensitivity. Written communication is also excellent, as seen in GCSE history workbooks, where sophisticated language is used to explain and conclude whether appeasement was one of the main factors in the cause of World War 2. Younger pupils' use of fluent, enthusiastic expression is seen in pieces of very coherent and focused essay writing.
- 3.11 The numeracy skills and knowledge of the pupils of all ages and abilities are very well developed. Pupils apply these extremely competently across a wide range of subjects and practical situations. For example, younger pupils in a physics lesson confidently used protractors to calculate the path of a ray of light through a fibre optic cable. Numeracy skills become increasingly sophisticated as the pupils move up the school. Within an A-level biology class, older pupils employed statistical testing with ease. The most able pupils recognised the need for a null hypothesis and the subsequent use of a chi squared test to analyse the results of the data gathered.
- 3.12 Pupils display well developed information and communication technology (ICT) skills, and recognise that these skills developed strongly during periods of lockdown. Applying their ICT skills when learning online has greatly developed pupils' independence in learning, allowing them to investigate their subjects in more depth. Year 10 pupils demonstrated their confident use of different platforms to organise their notes, check on daily routines and school notices and retrieve key information and feedback about their work. They recognise that ICT is a useful tool for academic progress and an integral part of all aspects of education. In design and technology (DT), older pupils talked about the value of software for stress analysis which helps them enhance their designs. However, pupils do not always apply their ICT skills strongly across the curriculum as opportunities for their use of ICT are limited in many lessons.

- 3.13 Pupils of all ages and abilities display excellent study habits and organisational and thinking skills throughout the school and across the breadth of the curriculum. In a religion and philosophy lesson, younger pupils demonstrated an excellent level of independent thought when analysing and synthesising information to compile a report on 'just war'. In English lessons, GCSE pupils displayed sophisticated analysis of literary texts, being able to give critical views and perspectives when producing evaluative conclusions. In an economics lesson, older pupils contributed effectively to a lively discussion about imports and exports from different regions. They hypothesised confidently from the information available and their own knowledge, challenging their understanding and applying this to the new area of study. Older pupils in a politics lesson were highly engaged, spontaneously contributing higher-order questioning, and offering logical and challenging arguments that enhanced the learning experience for all.
- 3.14 A large majority of pupils achieve notable success in sporting, musical, artistic, and cultural arenas, both individually and in teams. Their achievements are facilitated by an extensive range of extra-curricular and extension activities, specialist coaching and expert guidance. The uptake of these activities is high with the pupils receiving many awards over recent years. Boarders take a very active part in all aspects of school life, including drama, debating and music events and their achievements are openly recognised in school and house assemblies and in school publications. The Combined Cadet Force (CCF) is particularly valued by the pupils for the transferable skills it imparts and the leadership opportunities it provides. The RAF section regularly reaches the national final of the Air Squadron trophy. Academic achievements outside of the curriculum include success in competitions at regional and national levels in science, astronomy, linguistics and Maths Olympiads and Maths Challenges. Pupils have represented the UK in the European Maths Olympiad. Pupils have also achieved highly in STEM and young engineer competitions and in foreign language speaking, debating, essay writing, photography and DT competitions. Pupils are highly successful regionally in hockey, cricket, athletics, badminton, cross-country and rugby and nationally in athletics, archery, water-polo, bridge and chess. In discussions, pupils commented on the involvement of many pupils in the musical and drama productions and The Duke of Edinburgh's Award scheme (DofE) as a particular strength of the school.
- 3.15 Pupils throughout the school demonstrate exemplary attitudes towards learning. They show a genuine appetite for learning whether working independently, collaboratively, or when taking the lead. Pupils' willingness to collaborate is evident in every area of school life. They are engaged and enthusiastic learners and are keen to help each other towards achieving common aims in the various tasks set in lessons. Pupils in a modern foreign languages (MFL) lesson were highly focused on the task of producing complex sentences in the target language that are grammatically correct. Older pupils in a music technology lesson displayed an excellent attitude to learning in their nuanced, focused analysis of a complex piece of music. Work scrutiny demonstrates that pupils are highly productive when working independently.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils throughout the school demonstrate a strong sense of self-worth, substantial self-confidence and self-discipline. They display an excellent understanding of themselves and what they excel in as well as areas that they find more challenging. Pupils are able to engage in very thoughtful self-reflection about personal identity and character and what led to them. Younger pupils commented on the importance of the *Thomas Burton* award in helping them develop resilience and perseverance. This scheme continues upwards through the school and enables pupils to embrace 'getting to like who I am' and 'getting to be good at who I am'. In their response to the questionnaire, a very large majority of parents agreed that the school helps their children be confident and independent. Praise and encouragement are used throughout the school to great effect and have a clear impact on pupils' self-esteem. Pupils of all ages who spoke with the inspectors referred to the many opportunities to develop their self-confidence and discipline. These include, giving presentations and participation in debating

competitions and drama and musical productions. The excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, school governors and staff to providing high levels of pastoral support.

- 3.18 Pupils are able to make informed decisions in order to develop their own well-being and relationships with others as seen in the work of the school council. They are confident that they are equipped to make them now and in the future. A very large majority of parents felt that the school listens and responds to the views of pupils; however, a very small minority of pupils disagree. Inspectors found various forums available for pupils to make their views known and saw the actions taken by the school in response. For example, allowing pupils to attend school already changed for games lessons and the introduction of a diversity committee which has put forward recommendations for the school to consider. These include, amending the code of conduct on culturally appropriate hairstyles, phonetic pronunciation of names made available on school ICT platforms and the introduction of an annual cultural appreciation day. The 'Great Men' initiative encourages pupils to be unafraid of failure or making mistakes when making decisions as this can lead to successful outcomes in the future. Boarders commented on the importance of clear and sensible decision making and of taking ownership of their own academic and personal development.
- 3.19 Pupils of all ages have a well-developed level of spiritual understanding, strong sense of belonging and appreciation of non-material aspects of life. In a classics lesson, older pupils engaged in a sophisticated discussion of Plato's view of philosophy, developing complex arguments about philosophical issues such as the nature of longing, desire and self-completion. In a religion and philosophy lesson, pupils explained, listened and willingly discussed different faiths and religions. They showed a high level of respect to those of different faiths to their own. Pupils commented on the 'multi-faith' group being an integral part in generating spiritual openness. Pupils presented a sharp and confident analysis of Muslim opinions of ISIS, demonstrating a compellingly mature appreciation of this issue. Sensitivity for living organisms was displayed by older pupils in a science lesson as they carefully manipulated woodlice to avoid damaging them.
- 3.20 Pupils show an excellent appreciation of morality and the impact of their actions on others, taking responsibility for them. For example, in a form period, pupils engaged in a lively discussion regarding the degree of culpability of individuals in a role-play scenario about acceptable behaviour in school. In a relationships and sex education (RSE) lesson on gender identity, pupils contributed effectively and confidently to the discussion. They asked questions that showed a mature understanding of the societal and legal impact of the issues at hand. Older pupils in a decision-making task, debated with enthusiasm and confidence the responsibility of various individuals for 'the death of the Baroness' in their English set text. They articulated without prompting, ideas about whether a person who is mentally ill can be held responsible for what has happened and whether a victim can ever be blamed. This discussion demonstrated deep and thoughtful understanding about moral responsibility.
- 3.21 Pupils exhibit a highly developed level of social awareness both in and out of the classroom. They work effectively with others to solve problems and achieve common goals and are highly supportive of each other's achievements. In a GCSE science lesson, pupils discussed set questions, helping each other to find and frame scientific answers. In a classics lesson, older pupils worked together to translate Virgil's *Aeneid*, taking into consideration their individual strengths and weaknesses. They were very adept at supporting and challenging each other to grapple with the text and understand its nuances. Boarders make friends with ease and are a happy and contented community. They work very effectively as a team. The creation of the anti-bullying charter is an excellent example of collaborative and co-operative work within the boarding community. In their response to the questionnaire a small minority of pupils felt the school does not teach them to build positive relationships and friendships. Inspectors found no evidence to support this response. There is an expectation of collaboration which exists at all ages throughout the school. These factors help pupils to develop into considerate and empathetic young people. The school fully meets its aim to produce team players who embrace challenge and change.

- 3.22 Pupils have an excellent awareness of the importance of contributing to others and the wider world. They contribute extremely positively and willingly to the school and local communities and to society more broadly through the broad range of clubs, activities, and charitable initiatives. Many of these are initiated and led by pupils. This is exemplified by the high degree of take up, especially amongst the younger pupils, for the *Thomas Burton* award where the 'heart strand' requires pupils to consider and act upon their need to support others. The pupil mentoring scheme is an excellent example of pupils supporting and contributing to the well-being of their peers. Pupils commented on the positive impact that these mentors have on their daily school life. School prefects take their responsibilities seriously and model responsible behaviour to the younger pupils in the school. Senior boarders act as academic mentors to the younger pupils encouraging them to work with purpose and engage fully with school life. Pupils are highly aware of issues relating to inequality and express this most effectively through whole-school and house-based charity work. Charitable initiatives include, the Year 7 Santa fun run, clearing sections of a canal towpath for disabled access and Christmas food bank donations. Pupil volunteers spoke enthusiastically about their community-based placements and the difference they felt they were making. Older pupils are also involved in the volunteering programme of the Duke of Edinburgh's Award scheme.
- 3.23 Pupils show a good awareness, appreciation and understanding of diversity and different cultures. Pupils of different backgrounds feel able to mix with others with ease, and in lessons were seen working in multi-ethnic groups happily and comfortably. Boarders commented on how their community helps pupils understand and embrace the diverse culture of other boys, their needs and religious differences which are celebrated and rewarded both. Most parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people. In their discussions, older pupils recognised the importance of respecting diversity and considered the introduction of the active and well-attended 'Diversity' society and the 'Spectrum' group for gender identity issues were positive steps.
- 3.24 Pupils of all ages within the school, both day and boarding, know how to stay safe. In their discussions with the inspectors, pupils commented in great depth about their understanding of how to be physically and mentally healthy in ways that are appropriate for their ages. They referenced in particular, aspects of diet, exercise, online safety, and a balanced lifestyle. All pupils throughout the school take part in regular physical exercise. However, in their response to the questionnaires a very small minority of parents and pupils felt the school does not encourage pupils to be healthy. Inspectors found no evidence to support these responses. A very large majority of pupils agreed that they know how to stay safe online, and they feel safe and secure in school, a consideration supported by an overwhelming number of parents. Pupils spoke most highly of the efforts being made by the school and its pastoral teams in addressing the current national concerns about well-being and mental health issues. They take the various opportunities available to seek counselling and support and also take advantage of the school's newly initiated anonymous disclosure platform to raise concerns.

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 including the chair of foundation, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. 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 Evans	Reporting inspector
Mr Edward Bond	Compliance team inspector (Head, IAPS school)
Mrs Vicky Buckman	Team inspector (Head, HMC school)
Mr David Harrow	Team inspector (Head, HMC school)
Mrs Clare Macro	Team inspector (Head, HMC school)
Mr Graeme May	Team inspector (Deputy head, HMC school)
Mr Richard Honey	Team inspector for boarding (Head of boarding, HMC school)