



ISI Independent
Schools
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS
FOR SCHOOLS WITH RESIDENTIAL PROVISION**

CANFORD SCHOOL

MARCH 2018



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SCHOOL'S DETAILS

School College	Canford School			
DfE number	836/6000			
Registered charity number	306315			
Address	Canford School Canford Magma Wimborne Dorset BH21 3AD			
Telephone number	01202 841254			
Email address	office@canford.com			
Headmaster	Mr Benjamin Vessey			
Chair of governors	Mr David R Levin			
Age range	13 to 18			
Number of pupils on roll	652			
	Boys	380	Girls	272
	Day pupils	233	Boarders	419
	Seniors	384	Sixth Form	268
Inspection dates	6 to 8 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Canford School is an independent day and boarding school for boys and girls aged between 13 and 18. It was established in 1923 and is situated in 250 acres beside the River Stour near Wimborne, Dorset. There are 4 boys' boarding houses, 3 girls' boarding houses and 3 mixed houses for day pupils. The school is a registered charity governed by a board of trustees. Since the previous inspection the school has undertaken a strategic review resulting in a reform of the academic assessment system, a new Year 9 curriculum and a review of tutoring. Several new senior leadership posts have been created.

What the school seeks to do

- 1.2 The school aims to inspire its pupils to embrace learning in all its forms and to use their educational experience to make a real and positive difference to their own lives and the lives of others. It seeks to nurture motivated, moral, socially responsible and creative people in a community based on trust, mutual respect and encouragement.

About the pupils

- 1.3 There are 652 pupils in the school who come from a range of backgrounds, mostly White British families. Boarders are primarily from the southern counties of England, and overseas pupils represent 15 different countries. Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school and the sixth form is above average. The school has identified 109 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, of whom 30 receive additional specialist support either individually or in small groups. English is an additional language (EAL) for 23 pupils of whom 4 receive additional specialist help. The remainder are supported by their classroom teachers. The school runs an extensive academic enrichment programme which, with opportunities within the taught curriculum, supports and develops both academic scholars and other pupils.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), National Minimum Standards for Boarding Schools.

Key findings

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

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been well above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been well above the national average for sixth formers in maintained schools.
- 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 **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 and proprietors and a register is kept as required. Visitors to boarding accommodation are appropriately supervised.
- 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, changing and showering facilities for pupils and appropriate accommodation for their 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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 statement of boarding principles [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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Shells	Year 9
IVs	Year 10
Vs	Year 11
LVI	Year 12
UVI	Year 13

Key findings

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

- Pupils achieve well academically and have excellent attitudes to learning in their subject lessons and their wide variety of cross curricular projects.
- Pupils are confident communicators who willingly present ideas and information to others in class and in the many societies which offer these opportunities.
- Pupils excel in a wide variety of sporting, creative and practical extra-curricular activities and benefit from the expertise of dedicated staff.
- Pupils with SEND or EAL are extremely well supported and achieve well.

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

- Pupils are self-aware, resilient and highly able to make intelligent choices about their learning and their personal lives.
- Pupils' personal development is much enhanced by their experiences in their houses, both boarding and day, where relationships between staff and pupils are extremely positive.
- Pupils are outward looking, have a strong sense of social responsibility and many develop strong leadership skills.
- Pupils understand the need for responsible behaviour and are kind and respectful to each other.

Recommendation

3.3 In the context of these excellent outcomes the school might wish to:

- Further develop the school's innovative approaches to learning in order to stretch and challenge all pupils in their lessons and beyond.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The school fully meets its aim to inspire the pupils to embrace learning in all its forms and to pursue excellence. In their pre-inspection questionnaire responses, almost all the parents and pupils agreed that the school meets the pupils' educational needs and enables them to learn and make good progress. These views are supported by evidence gathered during the inspection from lesson observations, work scrutiny and interviews with pupils.
- 3.6 The following analysis uses data from the years 2014 to 2016, the most recent 3 years for which comparative statistics are available. Performance at GCSE has been well above the national average for maintained schools and results in IGCSE have been higher than worldwide norms. Results in A level examinations have been well above the national average for maintained schools. Results for those pupils who sit pre-U examinations in art and modern foreign languages are excellent. These levels of attainment indicate that pupils make good progress in relation to the average for pupils of similar abilities. The significant majority of sixth form leavers gain places at their first-choice universities, many of which have very competitive entry requirements. Pupils demonstrate commitment to their own progress by monitoring it in consultation with their tutor, deciding on a target grade and keeping close track of their effort grades as they work towards achieving it.
- 3.7 Pupils enjoy a broad range of subjects in Year 9 before specialising as they begin their GCSE courses. These pupils develop their learning skills in a new cross-curricular approach to the curriculum which shapes their learning around a theme over several weeks. Themes have included Propaganda in Action, Robots - Born and Bred, and Happiness. Year 9 pupils have produced some outstanding work, including oral presentations and film making at the end of these projects. In interviews, they spoke of how this way of working has sparked their interest and introduced them to new ways of approaching their learning, for instance when designing and testing robots which could operate in dangerous environments.
- 3.8 Pupils, including those with SEND or EAL, make good and often excellent progress. In the majority of lessons observed teaching used a variety of techniques such as group discussions, question and answer, and an enquiry approach to engage and support pupils who need extra help, whilst challenging the more able. The outcomes of pupils with SEND or EAL match the majority of pupils, and a strong contributory factor in their success is the excellent support they receive from the learning support department which tailors individual help to each pupil. Pupils accessing this support are confident that they can take charge of their own learning.
- 3.9 Pupils of all abilities have excellent attitudes to learning and they very much enjoy the many and varied opportunities provided by the school to develop their thinking and analytical skills. They can record their learning experiences on an online blog known as iCAN. Here pupils have written about how learning a musical instrument or a sporting failure have developed their determination and resilience. These reflections also help pupils develop personal writing skills to use when they apply for a voluntary or leadership position in the school or beyond. Many pupils take up opportunities for learning which extend into the evenings and weekends such as in the physics book club and the inter-house art competition. Pupils spoke of how much they value this broad approach, and boarding pupils also expressed positive views about how the boarding environment enables them to pursue academic and other interests wholeheartedly as more time is available.

- 3.10 Pupils are confident communicators because they have many opportunities to practise these skills in lessons and in extra-curricular societies designed to give them the opportunity to listen to talks, discuss ideas and give papers themselves. In lessons, they participate enthusiastically in question and answer sessions and listen carefully to each other's responses. In GCSE English, pupils used advanced vocabulary with confidence when discussing Shakespeare's *Macbeth*, and in history they were able to express coherent understanding of the British Parliamentary system when discussing democracy and dictatorship. Pupils spoke highly of the way in which extra-curricular societies improve their confidence in presenting and contributing ideas. Scholars and many other pupils produce incisive writing of a high quality and engage in high-order intellectual debate in the many academic societies on offer. Pupils also communicate effectively in the creative arts and explore different ways of doing so, whether in performing and directing theatre, in creating individualised art work or in tackling difficult contemporary music for performance. Pupils volunteering in a care home for dementia patients wrote about how they had learned to communicate more simply and slowly and by using visual clues. In all of these areas, a strong contributory factor to pupils' successful outcomes is the commitment of the school's leadership team and the staff as a whole to seek every opportunity to develop new learning opportunities.
- 3.11 Pupils show high levels of literacy which are encouraged by initiatives such as the accelerated reading programme for Year 9 and the encouragement of reading in all subject departments and academic societies. Sixth form pupils are extremely well read and develop their literacy further whilst carrying out wider reading during their preparation for university applications.
- 3.12 Pupils have well-developed numeracy skills as observed in lessons which included the application of mathematical techniques across the curriculum. They learn which statistical techniques to apply when doing research, and confidently process and graph results. The mathematics department also provides support to pupils in other departments.
- 3.13 Pupils use a wide variety of information and communication technology (ICT) packages to support their learning, including those which allow collaborative learning online and presentation software. Pupils of all ages also use video efficiently to enhance presentation skills. They are required to bring their own laptops into school and benefit from a wide range of approaches to teaching, many of which involve the use of ICT such as the coding of robots and the use of computer aided design in design technology.
- 3.14 Pupils of all ages show effective study skills. They thrive equally on success and challenge, and are always keen to tackle difficult problems with no fear of failure. From the outset, they learn how to bring a number of different ideas together in order to solve problems, and they enjoy working independently and following lines of enquiry to reach a conclusion. All pupils develop these independent learning skills in an annual Festival of Ideas week when the timetable is replaced by lectures and activities on a theme. Independent research is regularly undertaken and pupils achieve well in the extended project qualification and in the school essay competition, in which the winning entry in the year of the inspection was on the subject of infinity and its implications. In the sixth form lessons, pupils challenge each other's views and show high-order skills when supporting their arguments such as in discussions of nineteenth century views of Shakespeare's *Hamlet*, the Russian civil war or the powers of Congress in the USA.

3.15 Pupils' achievements in extra-curricular activities are outstanding. In their questionnaire responses, the overwhelming majority of parents and pupils agreed that the school provides a good choice of extra-curricular activities. Pupils consistently perform to a high level in a wide range of sports supported by excellent coaching and facilities, and staff who give freely of their time and expertise to enable team players and individuals to achieve at a high level. Teams in rugby, girls' and boys' hockey and netball are regularly county champions, and in 2017 the 1st XV rugby team were runners up nationally. In 2018, the U16 girls' hockey and netball teams will compete in the national finals. Individuals gain representation at regional and national level in all of these sports and also in cricket, rowing and athletics. The CCF attracts a large number of pupils who benefit from the many courses and activities provided such as the Ten Tors challenge where they develop outdoor and leadership skills. Pupils achieve commendable results in external essay competitions and in subject Olympiads. Many pupils show outstanding performance skills in music and drama. They relish the many opportunities to perform individually in one of the many choirs or instrumental ensembles, or as part of a cast or technical crew in the theatre. Musical groups perform in prestigious locations beyond the school such as the Poole Lighthouse and Winchester Cathedral. In 2017, Cantabile, the junior girls choir, performed a new commission with the Bournemouth Symphony Orchestra, and two pupils had their compositions performed by the Britten Sinfonia during their residency at the school. Many pupils achieve outstanding individual success in the arts, gaining music diplomas, achieving membership of national musical and drama groups or reaching the national finals of the Roche Art competition. Year 9 pupils greatly enjoy the chance to try a whole range of new activities such as rowing and lacrosse and they can then choose to continue with some of these as they progress through the school.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils are self-aware and highly able to make intelligent choices about their learning and personal lives, in fulfilment of the school's aims. In their questionnaire responses, almost all the parents agreed that the school supports their children's personal development and that, in the case of boarders, boarding has helped their children become more confident and independent. Pupils work effectively with their tutors with whom they have a close rapport, and are happy to seek advice from a wide variety of academic and support staff should they need it. They make their own decisions and enjoy that responsibility. Intellectual curiosity is strongly promoted, and pupils follow up lines of enquiry which they identify themselves and which capture their interest. Pupils recognise the importance of the rich experience that they have in school, and are able to reflect on their learning and other experiences such as when filling in their iCAN personal record and using it to better understand their own developing personal qualities.
- 3.18 Throughout their time at school, pupils are encouraged to make choices about the subjects they study and the interests they wish to pursue. They are assisted by tutors and house staff in trying to achieve a balance of activities and thus they learn how to manage time and prioritise. Pupils develop qualities of organisation, independence, responsibility and self-discipline. They also begin to learn about the choices available to them for their next steps. Once in the sixth form, pupils take responsibility for decisions about their future education, seeking advice from their academic tutors, an effective careers department, and house and senior staff.
- 3.19 In class, pupils collaborate effectively and enjoy opportunities to achieve common goals together, whether working on tasks such as evaluating transport projects in GCSE geography or doing group project work on propaganda in Year 9. Pupils are at ease with each other and they demonstrate excellent teamwork especially when representing their school or house, which they do across a wide range of sporting, cultural and academic activities. They value the teamwork opportunities created within the Duke of Edinburgh's Award scheme, the CCF and the outdoor challenge and pursuits programme where collaboration, often away from adult supervision, is vital to success. Pupils spoke about how these experiences help them gain confidence and self-belief. Pupils with SEND understand the challenges they face, and feel well supported both academically and emotionally so that they develop resilience and take responsibility for their own learning.
- 3.20 Pupils respond positively to opportunities for quiet reflection such as within the mindfulness sessions provided at lunchtimes and in morning chapel. They value the chapel services as a point at which the community can come together and sing hymns even if they do not all adhere to the strong Christian ethos of the school. They agree that the school nurtures faith where it exists, and promotes understanding and respect of other faiths. Pupils have a well-developed aesthetic sense and their appreciation of the arts is strong, both when creating a performance or work of art and also when appreciating what others, including famous practitioners, have achieved. They develop their spiritual thinking in philosophical and ethical discussions such as in the Year 10 philosophy, ethics and spirituality course, and deepen their understanding of life's mysteries by studying playwrights, poets, artists and composers. Pupils exercise compassion and empathy with those around them and can speak and write eloquently about the impact of the Lessons from Auschwitz scheme or their visit to the battlefields of World War I.

- 3.21 Pupils demonstrate excellent moral awareness and enjoy the many opportunities to explore morality, whether in relation to the behaviour of individuals or in its impact in history on the behaviour of nation states. They enjoy exploring ideas within the innovative cross-curricular work at all levels in the school. Pupils of all ages behave well and understand the necessity for rules within the community. Within houses they are exceptionally well cared for. In the school community as a whole, respect and tolerance for each other are the norm. Older pupils willingly take on leadership roles and are key to the successful relationships built between younger and older pupils in houses. They act as excellent role models.
- 3.22 Pupils have excellent social awareness and are able to make their views known in various councils at house and school level, as well as informally in discussion with staff in their houses. Sixth formers produce their own weekly newspaper and are articulate in expressing their views. Senior pupils apply for leadership positions within the school and value the process of doing so. They are outward looking and thereby embrace the school's aim for them to make a real difference to the lives of others. They participate enthusiastically in community projects supported by the school which provide an exceptionally rich range of experiences and, in many cases, establish meaningful and long-term links. These include the school's state school partnership with the Bourne Academy and its initiative known as City Reach to share experiences and resources with the inner-city community of Northam, Southampton. Children from this community regularly visit the school and take part in activity days run largely by the pupils. Pupils participate weekly with great enthusiasm and long-term commitment to links with 55 different providers including care homes, junior schools, charity shops and individual homes. They are eloquent in their writing and in speaking about how these experiences benefit their own personal development and make them more aware of the challenges faced by many people on a daily basis. Pupils spoke of how long-term links with the schools and communities they serve have developed into friendships. They were particularly delighted when they managed to achieve a Skype link for an elderly lady to speak to her sister, who lives abroad, for the first time in many years. A strong contributory factor to the success of these community opportunities is the vision of the school's senior leaders and governors who are determined that pupils should make a difference to their own lives and those of others.
- 3.23 Pupils demonstrate a strong cultural awareness and, whilst their own community is not very diverse, they seek every opportunity to engage with the world beyond and appreciate the different ways in which people live and what they can learn from them. Opportunities to appreciate different cultures are abundant and pupils make the most of them, whether as part of exchanges in Europe to improve their language skills, academic trips to study art in Berlin or marine biology in the Red Sea. For those selected for one of the school's long-term partnership projects in India, Ghana or Argentina, pupils described the experience as 'life changing' as they live and work within local communities. These projects have established meaningful links, and the pupils compete with determination to be able to go. They then demonstrate commitment by raising money to contribute to the projects they visit. Those who are not selected are encouraged to engage in something similar and report back to the pupil body on their return. Within their houses, pupils also put their desire to help others into practice by raising money for charitable causes, often those close to their hearts.
- 3.24 Pupils lead extremely active lives and thus improve their physical fitness and skills within the school community. They have access to many different forms of physical activity such as swimming and personal training in the fitness centre, as well as the extensive programme of team and individual sports. Pupils understand the need for a healthy diet and the importance of mental health. This is because these are emphasised in the personal, social and moral education programme in Year 9 and in the Connections programme for older pupils, both of which include visiting speakers. Pupils value the availability of a counsellor should they feel the need for extra confidential support. Almost all the pupils agreed in their questionnaire responses that they feel safe at school and know how to stay safe online. Regular tutor sessions and discussions in houses ensure that pupils have a clear understanding of how to stay safe.

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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Kate McCarey	Reporting inspector
Ms Emily McGhee	Team inspector (SENCO, HMC school)
Ms Claire Parker-Wood	Team inspector (Deputy head, ISA school)
Mr Michael Punt	Team inspector (Head, HMC school)
Mrs Christine Cunniffe	Team inspector for boarding (Head, Society of Heads school)
Mrs Caroline Pellereau	Team inspector for boarding (Former senior teacher, GSA school)
Mr Stuart Williams	Compliance Team inspector (Head of compliance, HMC school)