



ISI Independent
Schools
Inspectorate

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

Brooke House College

September 2021

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School's Details

School	Brooke House College			
DfE number	855/6005			
Address	Brooke House College 12 Leicester Road Market Harborough Leicestershire LE16 7AU			
Telephone number	01858 462452			
Email address	enquiries@brookehouse.com			
Headteacher	Mr Ian Smith			
Proprietor	Mrs Joan Williams			
Age range	11 to 19			
Number of pupils on roll	214			
	Day pupils	14	Boarders	200
	Seniors	91	Sixth Form	123
Inspection dates	21 to 24 September 2021			

1. Background Information

About the school

- 1.1 Brooke House College is a co-educational independent day and boarding school for pupils aged between 11 and 19 years. A very large majority of pupils are male. It was founded in 1967 in its current location in Market Harborough. The college is owned by an incorporated limited company with two directors and its work is overseen by an advisory committee. The college incorporates a football and a motor sport academy. Pupils are taught in the main college buildings. The football academy is based at a local football club. Boarders are accommodated in nine houses, four of which are located on the college's main campus. Since the previous inspection, the college has added a purpose-built science and technology facility and a new principal took up his post on 1st September 2021.
- 1.2 During the period March to August 2020, the whole school was closed. A number of boarders continued to be accommodated on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 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.
- 1.4 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.
- 1.5 During the lockdown period of January to March 2021, most pupils remained in school as boarders and received online educational provision.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.7 The college's aim is to provide a safe and tolerant environment which allows individual expression and development. Its objectives include the development of pupils both academically and through the co-curricular programme, and nurturing individuals who possess self-esteem and confidence and who appreciate diversity and are tolerant of others.

About the pupils

- 1.8 Day pupils come from a range of backgrounds within a 20-mile radius of the school. Boarders come from across the world, with 60 nationalities currently represented. Nationally standardised test data provided by the school indicate that the ability of the pupils is below average. The school has identified eight pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. All of these pupils receive additional specialist help. No pupil has an education, health and care plan (EHC). English is an additional language (EAL) for 153 pupils, all of whom receive additional specialist support. Data used by the school have identified four pupils as being the more able in the school's population and the curriculum is modified for them and for pupils with special talents in football and motor sport.

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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships and sex education 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 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required. 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 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to most current statutory guidance. Checks against prohibition from teaching have not been undertaken for sports coaches before appointment and the school has not always obtained at least two references for members of staff prior to commencement of their employment.
- 2.12 Health and safety requirements are met in most areas. The school has a suitable risk assessment policy, which is monitored and implemented effectively. However, the school's fire risk assessment has not been reviewed with sufficient regularity and recommendations have not been implemented in a timely manner.

- 2.13** The standards relating to welfare, health and safety in paragraphs 9–11, 13–15, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 2–4, 6–12, 15 and 16 are met, but those in paragraphs 7 [safeguarding], 8 [safeguarding of boarders], 12 [fire], 16 [risk assessment] and NMS 6 [safety of boarders] and 7 [fire precautions and drills] are not met.

Action point 1

The school must ensure that checks against prohibition from teaching are undertaken on sports coaches before they take up their appointment [paragraphs 7(a) and (b) and 8(a) and (b)].

Action point 2

The school must ensure that at least two references are received for all staff before they begin work [paragraphs 7(a) and (b) and 8(a) and (b)].

Action point 3

The school must ensure that its fire risk assessment is reviewed regularly by a competent person and that any recommendations are implemented promptly [paragraphs 12 and 16; NMS 6.3 and 7.1].

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.14 The school makes appropriate checks to ensure the suitability of 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.
- 2.15 The school makes most of the appropriate checks to ensure the suitability of staff and a register is kept as required, but qualifications and medical fitness are not always checked before a person commences employment.
- 2.16** The standards relating to the suitability of those in contact with pupils at the school in paragraphs 19–21 are met, but those in paragraph 18 [checking of members of staff] and NMS 14 [staff recruitment and checks on other adults] are not met.

Action point 4

The school must ensure that checks of all relevant qualifications are carried out before any member of staff begins work [paragraph 18(3); NMS 14.1].

Action point 5

The school must ensure that suitable medical checks are carried out before any member of staff begins work [paragraph 18(3); NMS 14.1].

PART 5 – Premises of and accommodation at schools

- 2.17 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. Acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.18 The premises, including boarding accommodation, are maintained to a standard commensurate with health and safety in most areas, but some recommendations from fire risk assessments have not been implemented.

- 2.19 The standards relating to the premises and accommodation in paragraphs 23 and 24 and 26–29 are met, but those in paragraphs 25 [maintenance of premises and accommodation], 30 and NMS 5 [boarding accommodation] are not met.**

Action point 6

The school must ensure that the school premises and accommodation and facilities provided therein, as identified elsewhere in the report, are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured [paragraphs 25 and 30; NMS 5.1].

PART 6 – Provision of information

- 2.20 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.
- 2.21 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.22 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.
- 2.23 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

- 2.24 Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.25 The proprietor has not ensured 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 in the areas of staff recruitment and fire safety and risk assessment.
- 2.26 The standards relating to leadership and management of the school in paragraph 34 and NMS 13 are not met.**

Action point 7

The school must ensure effective oversight so that leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the other standards are met consistently and they actively promote the well-being of the pupils [paragraph 34; NMS 13.1 and 13.3–5].

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 sound.

- Pupils with EAL make rapid progress in developing their linguistic skills.
- Pupils in the football academy develop excellent skills, physical strength and a deep knowledge and understanding of the game.
- Pupils show limited initiative and independence in their learning.
- Pupils' creative skills and aesthetic awareness are limited as they move through the school.

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

- Pupils' behaviour and strong moral compass reflect the culture of mutual respect and tolerance in the college.
- Pupils show good levels of self-awareness and self-confidence founded on the strong support of boarding.
- Pupils show a good awareness of how to stay mentally and physically healthy.
- Pupils seldom show a spiritual awareness or appreciation of non-material aspects of life.

Recommendations

3.3 The school is advised to make the following improvements:

- Enhance pupils' achievement and develop them personally by providing more opportunities to cultivate their creative potential and encouraging aesthetic and spiritual awareness.
- Promote pupils' initiative and independence in their learning by continuing to develop strategies to enable teaching to extend pupils' higher-order thinking skills.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is sound.

3.5 Pupils' attainment at A level has remained consistent during the years 2018–2019, with about half of examinations being graded A*–B and girls performing better than boys. Results in centre-assessed grades in 2020 were similar, with a slight improvement in teacher-assessed grades in 2021. Over the same period, GCSE results have shown a significant improvement, with about half of examinations being graded A*–C or 9–4 in 2018 and rising to around four-fifths in 2019. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 indicate that this improvement has been sustained. All

results, however, are based on a small cohort. Data provided by the school for the period 2018 to 2019 indicate that pupils do not make progress in line with their abilities. Centre-assessed grades in 2020 suggest that this trend was maintained, but teacher-assessed grades for 2021 show the trend was reversed. Pupils with EAL, many of whom arrive at the college with little or no English, make good progress. This is because they receive outstanding support from specialist EAL teaching which allows them to develop rapidly linguistically, as evidenced by their success in International English Language Testing System (IELTS) assessments. In the period 2020–2021 there has been a decline in the overall pass rate in the University Foundation Programme (UFP), and a smaller decline in the number of pupils achieving distinction or merit passes, though the former is largely explained by pupils not completing the course because they took up contracts with professional football clubs. Most pupils are able to gain places of their choice for the next stage of their education, training or employment because of a well-designed curriculum that is adapted to the needs and aspirations of pupils. A small number of pupils are accepted by higher education institutions with highly selective entry requirements and a significant number of football academy members are offered contracts with professional football clubs.

- 3.6 Pupils develop satisfactorily their knowledge, skills and understanding in most areas of the curriculum. Pupils' creative skills and aesthetic awareness are less well developed. Few pupils are intuitive and inquisitive learners. They arrive with differing and usually low level starting points in English, which makes progress at the outset relatively slow. Pupils in the football academy are successful in terms of skill acquisition, however, and demonstrate excellent physical prowess. This is due to high levels of self-motivation and skilful coaching and teaching. Pupils with SEND make sound progress in developing their knowledge, skills and understanding in line with their peers. They are supported by effective specialist teaching and appropriate mechanisms which enable subject teachers to plan for their needs to be met. Some pupils recall relevant information efficiently and can make links with other areas of study. When exploring chemical kinetics, pupils knew that the rate of chemical reactions is determined by multiple factors. More able pupils make rapid progress and achieve at a high level, as evidenced for example by their GCSE and A-level grades and the work they produce for the Extended Project Qualification (EPQ). It is clear from pupils' work online and in their books, as well as their performance in the classroom, that pupils make sound progress, particularly when there is detailed diagnostic feedback and teaching which stretches and involves them in their learning. In their questionnaire comments, several pupils observed that some teaching can lack challenge.
- 3.7 Pupils' attitudes to learning are variable. They are generally positive overall, though several instances of a lack of interest and engagement were observed. This is partly due to some pockets of less assured teaching and partly to the obstacle the school faces of persuading some boys especially that they are part of a school and not a football club. However, many football academy pupils understand that their approach to learning in the classroom needs to be as focused as that on the pitch in order for them to succeed, and this constructive approach enables them to adopt positive study habits. Most pupils though are enthusiastic in individual work and, in the few instances of observed group work, when collaborating with others. They are mostly attentive in lessons but show limited initiative beyond that directed by teaching, though pupils with EAL make rapid progress as a result of a highly effective programme of autonomous learning.
- 3.8 Most pupils have sound or, in some cases, good study skills, but their learning is not consistently productive, as shown by scrutiny of their work. Only on some occasions do pupils use their initiative to develop their own learning, using personal research to inform their decision-making. In a physics lesson pupils successfully researched information about electrical resistance to draw well-reasoned conclusions about the dangers of resisting the flow of electricity in a circuit. Football academy pupils apply analytical skills effectively to a football context. Pupils think for themselves when prompted and solve problems successfully, for example in a communications lesson where they were challenged to explore conflict scenarios and devise appropriate strategies to achieve a particular objective. Pupils studying for EPQ or preparing for university admissions tests in law and medicine demonstrate higher level skills, as reflected in the quality of their projects and results. Some pupils make effective use of

the town's public library and there are plans to develop a resource centre at the heart of the college, part of the proprietors' commitment to raising pupils' attainment and enhancing their progress. Developing characteristics such as creative, critical and logical thinking and the ability to make connections is central to the High Performance Learning framework recently introduced by leadership and management. It is at a very early stage and too early to be able to judge outcomes but indicates that the college has clear and specific strategies for helping pupils to develop their study skills.

- 3.9 Some pupils are articulate speakers and communicate confidently in lessons where there are opportunities for interaction with teachers, though these were limited in a number of lessons observed. Others who are new to the college are understandably much more reticent and lacking in confidence, though they become increasingly adept at making themselves understood. Boarding makes a significant contribution in this regard, enabling pupils to immerse themselves in a common language. International students related that they do not consider their English level as a barrier to learning, but a challenge to overcome. Pupils' growing confidence to speak and risk making mistakes is evidenced by their willingness to make a successful contribution to public performances on the occasion of International Day or the Christmas concert.
- 3.10 Many pupils, including those with SEND, enjoy learning mathematics and do so successfully, as evidenced by relatively strong examination results. This is because of strong subject knowledge in teaching. When required, pupils are able to apply their numeracy skills to other subject areas, for example in art in order to master perspectives, or geography, where pupils calculated flow rates in rivers with precision. Where there is co-ordination of the teaching of numeracy skills across academic departments, for example in graph making, pupils achieve most success. Pupils use technology confidently and effectively to support their learning, though for many this confidence is mostly gained socially and through casual use of technology in school. All pupils use artificial intelligence devices effectively to aid learning, for example developing their range of vocabulary by asking for definitions or meanings of words or technical terms. It represents an innovative and effective investment and contribution by the college's proprietors. Pupils use ICT successfully for remote learning and they are able to use presentation software or basic functional applications effectively as learning tools. At a higher level, pupils use ICT effectively to conduct more sophisticated research in their EPQ work.
- 3.11 Pupils perform well in academic competitions such as Science and Mathematics Olympiads, with two medal-winning candidates in 2020. Footballers achieve excellent results. In 2020 the first XI were title winners in two national competitions, and the third eleven won the county cup. In the same year thirteen members of the academy signed professional contracts and ten other players represented their country, including playing for Nigeria in the Africa Cup of Nations and the Under-20 World Cup. A further five pupils represented England at Independent Schools Football Association (ISFA) level and two senior players have represented their country in 2022 World Cup qualifiers, playing for the full men's team. One of the drivers in the motorsport academy has gained his formula F4 licence and has already achieved success in races this season. Participation and achievements are limited to these pockets of excellence, an area that the college is aware of and determined to develop through plans to pursue projects in music and drama. Some success has been achieved in The Duke of Edinburgh's Award Scheme (DofE).

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is good.
- 3.13 Pupils grow in self-confidence and self-sufficiency as they progress through the college. Simply arriving is a test of resilience for most, given that this is the first time they have lived away from home in a new country with a different language. They spoke with pride of overcoming psychological and sometimes technical barriers to their learning during the period of remote learning. Pupils in the football academy show resilience in bearing the disappointment of injury or not being selected for a team to which they aspire. Pupils throughout the college display a determination in all they undertake;

for some, this permeates their academic lessons, as well as their sport, and helps them to prepare effectively for the next stage of their lives. Most pupils with EAL are prepared to risk making mistakes in their spoken English, confident that they will not be teased, and so are happy to share opinions and ideas, thus enhancing their learning. Pupils develop strong self-discipline in their approach to college life, re-paying the trust and autonomy afforded them by the college. Boarders in particular appreciate the fact that they are treated as young adults, an approach which promotes the maturity that was clearly evident in discussions during the inspection. All pupils describe a close-knit, supportive community which values and respects every individual.

- 3.14 Pupils mix easily with those of other nationalities, backgrounds, cultures and beliefs. They also take an interest in British society and institutions, an area which receives effective coverage in the curriculum. They demonstrate an openness which allows them to listen respectfully and sympathetically to alternative points of view. This is a strength of the college community, and greatly valued by the pupils themselves. Individuality is celebrated; there is a strong 'live and let live' ethos to which pupils willingly subscribe, and an acceptance that people with different views and attitudes can co-exist in harmony. In short, pupils accept that debate and challenge are healthy contributors to understanding and tolerance. An annual international day re-enforces the college's multi-cultural ethos and is greatly enjoyed by pupils.
- 3.15 Pupils demonstrate strong social awareness. They typically look to their friends or fellow boarders for support and speak with gratitude of a thorough induction programme which facilitates their swift integration into the college community when they first arrive. Boarding helps pupils to develop a strong sense of community, which enables them to work together in houses or in lessons. Boarders organise their own social events within houses, such as movie nights or group chat nights, and they are keen to participate in optional activities such as Sunday excursions. Pupils mix very well across year groups. A young boarder spoke of the way in which older boarding house residents assist him with homework and helped him settle in and overcome homesickness when he first arrived. Pupils support each other in their sports teams, in academic Olympics, in initiatives instigated by student council and in support of campaigns promoted by the college, for example *Show Racism the Red Card*. Pupils work collaboratively to enhance their everyday life by combining to make suggestions for improving their surroundings. They unselfishly recognise others' needs and are quick to support their friends. In their questionnaire responses, pupils overwhelmingly agreed that pupils are kind and respect each other.
- 3.16 Aware of the consequences and benefits of good decision making for themselves and for others, most pupils make thoughtful and informed choices, for example about GCSE or A-level courses, their future careers, their aspirations to become professional footballers or how to organise their personal lives effectively. Whilst many pupils realise how important it is to make decisions for themselves, some are over-reliant on adult guidance, though all willingly take advantage of the strong pastoral support network provided by the college. Some pupils choose to accept the opportunities the college presents and are willing to experience something new that they would not encounter in their own country, such as joining the DofE or finding and sustaining a part-time job in town.
- 3.17 Pupils have a keen sense of right and wrong. Their behaviour is generally good and often excellent. In questionnaire responses that showed very strong support for the school in every area, all parents felt that the school promoted good behaviour. Pupils are intolerant of unkindness and bullying and say that they would willingly challenge unfairness or injustice. They understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others. They are polite and courteous to each other, to adult members of the community and to visitors. Friendships are strong and they support each other at all times, regardless of age or gender. Boarders describe their houses as being respectful and inclusive. Members of the football academy are competitive, but not at the expense of jealous rivalry; indeed, they celebrate each other's success. Their response in discussion to topical issues such as the situation in Afghanistan, *Black Lives Matter* and peer-on-peer abuse reveals a deep-rooted opposition to social injustice and a sense of the importance of human

rights. Pupils are strongly supported by staff who are good role models and who have a high level of understanding of their needs, as well as a system of sanctions which pupils feel are consistently applied with fairness. Resident tutors play an important role in this respect and contribute greatly to the personal development of pupils. The fact that pupils can draw on so many experiences from across the world is a bonus and a testament to the contribution that boarding makes to their personal growth.

- 3.18 In discussion with inspectors, some pupils were able to talk sensitively about non-material aspects of life. For others, this is not a priority or a consideration, though when they are encouraged to reflect on such matters, they are willing and able to do so with maturity. Pupils who show an awareness of others' aesthetic and cultural heritage and reflect on the spiritual dimensions of human existence spoke of doing so formally in class, as well as in discussion informally in boarding houses. Such pupils happily defend the values they espouse and take part in debates and discussions. Some pupils voluntarily attend church on Sunday. Other older pupils derive benefit and satisfaction from opportunities to mentor younger pupils and coach them in the techniques of mindfulness. They appreciate the spiritual value of family as a concept and are proud to describe their boarding houses as a "home from home", characterised by comfortable surroundings and a safe and caring setting. The introduction of music and drama to the curriculum for younger pupils is beginning to have a positive impact on their personal development.
- 3.19 Pupils are aware of the responsibilities they have as members of the college community and enjoy contributing to its development, for example through their commitment to produce a fortnightly college newsletter. Younger boarders expressed pride in taking up roles of responsibility such as house president, relishing the formalised opportunity to help peers. A number of pupils spoke positively of the role of the student council in contributing to the well-being of others. Older pupils take their responsibilities seriously and model responsible behaviour for the benefit of all. Pupils appreciate the circumstances of those less fortunate than themselves and respond to opportunities to support them, though these are currently limited. Some activities are initiated by the pupils themselves, who help to steer the annual college-wide charity programme, as well as initiatives in individual boarding houses. Pupils engage in some community service work, for example as part of DofE, in pursuing environmental projects such as litter-picking in town or taking part in the local Rotary Club's 'swimathon'. Pupils say that they would appreciate more opportunities to be involved in this kind of work, an aspiration which the college shares. Pupils are beginning to enhance their personal development through their involvement in the newly established enrichment programme which incorporates charity and community work.
- 3.20 Pupils understand the need to balance their lives. They know how to stay safe and how to remain physically and mentally healthy in ways that are appropriate for their ages and circumstances. This is particularly apparent in the football academy, where individual support and an outstanding infrastructure ensure that pupils receive excellent support and guidance in terms of diet, conditioning and well-being. Pupils recognise the causes of stress and learn how to manage it effectively, though they appreciate access to effective professional counselling if they need further help. Active use is made of local support services to help pupils recognise and mitigate risk, whether virtually or in real life.

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 proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses. 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 Stephen Fox	Reporting inspector
Mr Giles Brand	Compliance team inspector (Bursar, GSA and HMC school)
Mr James Slocombe	Team inspector (Principal, ISA school)
Mr Michael Evans	Team inspector for boarding
Mrs Karen Pickles	Team inspector for boarding (Former senior head of boarding, IAPS and HMC schools)