



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

For Schools with Residential Provision

The Oratory School

November 2021

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School's Details

School	The Oratory School			
DfE number	931/6034			
Registered charity number	309112			
Address	The Oratory School Woodcote Reading Oxfordshire RG8 0PJ			
Telephone number	01491 683500			
Email address	enquiries@oratory.co.uk			
Head Master	Mr Joseph Smith			
Chair of governors	Mrs Pascale Lo			
Age range	11 to 19			
Number of pupils on roll	357			
	Day pupils	227	Boarders	130
	Seniors	258	Sixth Form	99
Inspection dates	2 to 5 November 2021			

1. Background Information

About the school

- 1.1 The Oratory School is an independent day and boarding school for pupils aged between 11 and 19 years. Founded as a single sex school for boys in 1859, it has been registered as a co-educational school since September 2020. It is a Roman Catholic school, governed by the Oratory Schools Association, a registered charity. It admits pupils of all faiths and none. Boarders are accommodated in five houses, all close to the main school buildings: one for female pupils aged 11–18, one for male pupils aged 11–13, and three for boys aged 13–19. A new chair of governors was appointed in May 2021.
- 1.2 During the period March to August 2020, the whole school remained open only for the children of key workers.
- 1.3 A number of boarders continued to be accommodated on site.
- 1.4 During this period the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home, or in the case of overseas boarders who did not return home, at the home of their guardians.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.9 The school aims to respect each pupil as an individual and to give them the confidence and self-esteem to develop their talents to the full. It seeks to develop the whole person intellectually, morally, socially, spiritually, aesthetically and physically, in partnership with parents. As a Catholic school, it offers the experience of living in a Christian community and to encourage a personal relationship with God through prayer and participation in worship. The objective is to prepare confident young men and women to succeed, to be happy and to make a meaningful contribution to society.

About the pupils

- 1.10 Nationally standardised test data provided by the school indicate that the ability of the pupils in the senior school is broadly in line with the national average. In Years 12 and 13 the pupils' ability is in line with the average for pupils taking A-level courses. No pupil in the school has an education, health and care (EHC) plan. The school has identified 79 pupils as having special educational needs and/or disabilities (SEND), chiefly in the area of cognition, of whom 23 receive additional specialist support. There are 44 pupils for whom English is an additional language (EAL), of whom 33 receive additional support. The school has identified a number of pupils as having particular talents in academic subjects and in activities, and it modifies the curriculum for them.

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 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2017 to 2019, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2017 to 2019 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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.
- 2.12 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

2.13 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.

2.14 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

2.15 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.

2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.17 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.

2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.19 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.

2.20 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

2.21 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.

2.22 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 make excellent progress in their academic subjects, showing ambition and a clear understanding of how to get the best from their lessons.
- Pupils' skills as learners are well developed and enable them to improve their work.
- Pupils have excellent communication skills, reading, writing and speaking with fluency and confidence, and listening carefully to others' views.
- Pupils excel in activities beyond the classroom, benefiting from the wide range of activities provided by the school.
- Pupils' attitudes to learning are outstanding and support their progress to excellent effect.

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

- Pupils have an excellent level of self-awareness and self-confidence, so they are not afraid to make mistakes, and know how to avoid them in the future.
- Pupils value the strong Catholic ethos of the school and the influence it has on their moral sense and their capacity for calm reflection.
- Pupils show consistently high levels of respect for any differences they find in others.
- Pupils acknowledge that their privileged situation comes with additional responsibility to contribute to the welfare of others, and they act accordingly.
- Pupils have a highly developed sense of how to keep themselves safe and healthy, including in the digital world.

Recommendation

- In the context of the excellent outcomes for the pupils, the school may wish to consider ways of ensuring that all groups of pupils, including those with SEND and the more able, make equally strong progress.

The quality of the pupils' academic and other achievements

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

3.4 Pupils of all ages make excellent progress in relation to their starting points. This is because teaching in lessons is consistently well planned and additional support is always available outside lesson time.

Pupils say that they are encouraged to be ambitious about their academic achievements, including their public examination targets. The vast majority of pupils in the pre-inspection survey said that they make excellent progress. The school reinforces this through a traditional and academically challenging curriculum, within which pupils are given a wide choice of subjects. The pupils' excellent academic progress is supported by enabling them to understand how well they are doing in their academic work. This is achieved by using an assessment framework based closely on the grading system for GCSE and A level. Formal marking and verbal feedback ensure that pupils also know how to improve their work. GCSE results in 2018 and 2019 have been good, and above the national average. Those in 2020 and 2021 showed this level of attainment to be maintained. A-level results have been excellent. Since the previous inspection, the school has implemented several initiatives to raise academic attainment in Years 7 to 11. It has made structural changes so that more teaching takes place earlier in the day, when pupils are fresher. Some activities and games now take place later. The school now arranges regular staff training focused specifically on ways of supporting pupils' learning. Since the previous inspection, the school has improved the centralised tracking of pupils' progress. Overall, their progress is strong in relation to other pupils nationally who take the same standardised tests. Pupils and parents are kept fully informed. As a result, school leaders are now better able to identify when the need for individual strategies arises. The implementation of this process is not yet fully embedded, with inconsistent monitoring of those with SEND and those who are identified as more able.

- 3.5 Pupils' knowledge, skills and understanding are excellent. They are strongly supported by the school's academic provision which was confirmed by inspection evidence from scrutiny of pupils' work and observation of lessons. Both parents and pupils commented favourably on the highly effective remote learning offered by the school during the public health emergency. During the inspection, in an A-level art lesson, for example, pupils described the features of a work with accuracy and an eye for detail. They were then able to analyse the elements which made it interesting and attractive, using that analysis to explain their judgements. In GCSE modern languages lessons, pupils sought to enrich their range of expression by using synonyms. Those with EAL showed skill and enterprise in applying known expressions in fresh contexts. In a range of lessons pupils demonstrated the ability to scan a text, looking for key words. They showed a strong capacity for retrieval and recall of the telling detail.
- 3.6 Likewise, in a GCSE English literature lesson, pupils were able to engage successfully with a complex task describing how tension is built in *The Woman in Black*. They referred to structure and texture, using sophisticated and appropriate technical language. In an A-level geography lesson, pupils conducted independent research on global institutions and were then able to synthesise the information to offer tentative judgements. Pupils' interpretation of hydrographs was similarly confident and accurate. Across a range of subjects, pupils applied successfully basic principles of, for example, how to structure a paragraph in an examination answer.
- 3.7 Pupils have excellent communication skills. They write persuasively and fluently. Pupils in a Year 12 English class wrote with sensitivity and subtlety about a passage in *Hamlet* and what it says about the character of Polonius and the Elizabethan view of womanhood. Pupils speak in a measured and assured way, both in the classroom and in conversation. Reading aloud in lessons is strongly developed. Pupils listen with particular care and skill. As a result, they respond precisely when issues are raised, and they work effectively in collaboration with others. They successfully build on the suggestions of others to the benefit of the team effort.
- 3.8 Pupils have strong numeracy skills as a result of mathematics teaching of high quality, and apply them effectively across the curriculum, notably in science lessons, but also in geography, business studies and economics, where their use of graphs and diagrams enhances their learning.
- 3.9 Pupils build strong skills in information and communication technology (ICT) which supports them as learners. They make excellent use of their devices for research purposes, and they show good judgement when assessing the status of what they find on the internet. Likewise, they are adept at using ICT for presentations, and completing exercises digitally. They benefit from teaching that allows them to work at their own pace, but also encourages them to measure their own progress against that

of their classmates. Pupils' learning is supported by the provision of access to digital worksheets and lesson plans so that they can easily find any work they have missed.

- 3.10 Pupils develop effective study skills through consistent coaching in lessons across the curriculum. They are especially adept at evaluating a range of sources, and at analysing language and visual prompts. The school offers a presentation on study skills annually for all, and in Year 10 all pupils have a further weekly session. Pupils develop independent research skills through opportunities built into the curriculum and through techniques encouraged by the curriculum support and EAL departments.
- 3.11 Pupils demonstrate excellent levels of achievement across a wide variety of co-curricular activities. This is because the leadership of the school encourages both inclusivity and excellence. Under the title *Mens, Cor, Manusque (Head, heart and hands)*, pupils choose from a broad programme of extra-curricular activity. In interview they say that this enables them to learn new skills and develop new interests in, for example, creative writing in Years 7 and 8, the Belloc (junior debating) Society and gothic literature in Years 9, 10 and 11, and ballroom dancing in the sixth form. The school pays attention to the views of pupils when drawing up the programme. In addition, they build confidence from the school encouraging them to take leading roles in organising and running activities.
- 3.12 The school's teams and individual pupils attain high standards, and in conversation they say they derive personal satisfaction from doing so. They are supported in representing the school and local clubs across a range of sports, and they benefit from the school's co-operation with these clubs. Representative honours are plentiful and, at the same time, so are the opportunities for recreational badminton, for example, or rugby for female pupils. The achievement of those pupils who specialise in music is excellent. All pupils on entering the school sing in the junior choir, and within the curriculum all follow a music appreciation course. Pupils also achieve excellent standards in art and design. Their work is prominently displayed around the school, enriching the environment, and is entered into competition where appropriate. The inclusive nature of the faculty can be seen in the Trinity Arts Award, a community compilation project. Pupils say that the holistic approach to the arts enhances their spiritual development. Pupils develop excellent leadership skills in the very popular Combined Cadet Force (CCF), going on to achieve high honours, and participating in the Senior Cadets' Instructors Course (SCIC). This also helps develop their personal resilience and collaboration skills. Pupils are proud of their achievements. The school has created a corps of drums in the CCF, offering an excellent opportunity for a group of pupils whose interests span both areas.
- 3.13 Pupils' attitudes to learning are excellent. In class they engage readily in discussion of a range of issues. They respect but are not afraid to challenge the beliefs and cultural attitudes of others. They are positive and productive in both individual work and in collaboration with others. Behaviour is highly supportive of learning. Pupils readily take initiative, are given plentiful opportunities for independence, and engage well with the tasks they are set. The school leadership has fostered a culture of learning which is nourished by skilled and dedicated teaching. Pupils say that this reflects a culture in which senior pupils model a positive approach to academic matters. This is most notably so in boarding houses. Boarding makes a considerable contribution to supporting pupils' achievement, and encourages them to try new sports options in the evenings and at weekends. Staff supervise evening work periods with an eye to offering support: the tutorial system means that they know the pupils well.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils show high levels of self-understanding for their age. They show self-confidence in many areas of school life, are resilient and adapt well to new situations. They are self-reflective and have a strong awareness of their strengths and weaknesses. Their files and exercise books show that they take advantage of opportunities to correct their work, and this emphasises the desire pupils show to get better. As in other areas of school life, like games and creative arts, the prevailing attitude is to have

a go, always recognising that making mistakes is part of the learning process. This is exemplified by pupils who, for example, embrace digital photography as a recreational activity, even when they have no prior experience.

- 3.16 Pupils have an excellent understanding of the importance of making good decisions. They recognise that they have to think through their priorities when choosing subjects to study and identifying their path beyond school. In interview they confirm that they are able to get helpful advice and support from their teachers. Boarders have freedom to allocate time to a range of activities as well as their academic work, and they do so with mature judgement, especially as they reach the senior years.
- 3.17 The school is founded on a strong Catholic ethos, but it also encourages pupils of all faiths to worship in the way they see fit. Religious tolerance and respect for difference are common features of the school. Pupils speak about valuing the opportunity for calm reflection that comes from Chapel. This has a dominant influence over the school in terms of atmosphere and pupils' behaviour. Regular Mass, community prayer, confessions, and whole school acts of collective worship reinforce this. Pupils willingly engage and they play an active part through, for instance, the sacristy team and as readers. Chapels are always open whenever pupils want somewhere quiet to pray or reflect. Prayer intention cards for Mass and votive candles are available in St Joseph's Chapel. All pupils follow a religious studies course up to Year 11. This includes study of Judaism, Islam, and Hinduism. Pupils appreciate non-material aspects of life and show a well-developed aesthetic and cultural awareness. They recognise and appreciate the benefit of the school's picturesque rural setting, and the opportunities it offers for artistic creativity, including photography.
- 3.18 Pupils understand and respect systems of rules and laws, and take responsibility for their own behaviour, including towards others. The clear rewards and sanctions policy, published in classrooms, helps pupils to understand what is permissible in the school. Furthermore, the culture of the school encourages all pupils to understand what is morally right and wrong. Pupils are not afraid to challenge unkindness and misbehaviour, especially inappropriate language. They comment that bullying is rare because almost all pupils visibly disapprove of it. Boarders demonstrated an excellent understanding of the importance of taking personal responsibility. For example, they articulated a mature view that doing their laundry was not someone else's job. Pupils value the Catholic ethos of the school. They say that it encourages quiet reflection and helps to shape their moral sense.
- 3.19 Pupils progress strongly in their social development as they progress through the school. They enjoy strong relationships with their peer group as well as teaching and boarding staff. The school motto, 'Heart Speaks to Heart', is enacted daily. They feel a strong sense of loyalty to the school. Pupils develop a strong commitment to working with others. The adult members of the community, including housemothers, catering staff and receptionists, lead by example and model how to work as a team. Pupils collaborate well and fully support one another in achieving common goals and solving problems. While engaged on a community service project, for example, pupils worked together to divide up tasks and agree ways to use their time efficiently. All pupils, especially boarders, treat one another with courtesy and respect.
- 3.20 Service to others lies at the heart of the school's philosophy. One pupil explained that community service is so popular because the pupils all understand that they are in a privileged position, and they want to give back. They appreciate the circumstances of those less fortunate than themselves and are active in supporting them. Almost all pupils are or have been involved in significant activities that benefit others, within school, and in local communities. Pupils take an active role in schemes to mentor younger pupils. The Thursday service programme offers a wide range of activities, military, charitable or ecological, to enable all to offer something of themselves. The school has strong links, for example, with residential care homes and a group which offers riding for the disabled. One notable addition to the programme during the COVID-19 pandemic has been collecting and refurbishing laptop computers later donated to local schools. They enjoy and excel in formal roles, as prefects, academic and pastoral mentors, and mental health ambassadors. Furthermore, on an informal level, pupils show that sensitivity and kindness guide the way they treat one another. Hence, it is usual for a pupil gently to

remind a teacher that a classmate did not have the required handout; or to leave a class to welcome some visitors to the school, taking care not to disturb others.

- 3.21 Pupils of different cultural backgrounds are well integrated into the life of school. They are involved fully in a wide range of activities and make significant contribution to all areas of school life. Pupils are respectful of those from backgrounds different from their own, mixing easily with pupils of other nationalities and beliefs. The school provides opportunities for pupils to speak publicly at assemblies about their own culture and values. The school offers a range of internationally themed menus at different stages of the year including Chinese New Year and Diwali. The taught curriculum has been extensively reviewed in accordance with the school's response to the *Black Lives Matter* movement. In history, for example, pupils in Year 10 study the lives of black Americans in the 1920s, including extracts from *Roll of Thunder* and the poetry of Langston Hughes. Pupils show an excellent understanding of the diversity of their community and the world in which they live.
- 3.22 Pupils show an excellent understanding of how to be physically and mentally healthy, particularly in terms of sleep and how to manage the use of mobile technology at night. Pupils have ample opportunity to take exercise. They know how to stay safe, including online. The school offers excellent guidance given in assemblies, personal, social, and health education (PSHE) lessons, PE lessons and other activities. As a result, pupils show excellent awareness of diet, exercise, and the importance of a balanced lifestyle. The modules in the PSHE programme especially the relations education, are supported effectively by the chaplaincy team, the school counsellor, and by trained mental health first-aiders.

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 and form meetings, and Mass. 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 Bill Burn	Reporting inspector
Dr Simon Orchard	Compliance team inspector (Former head, ISA school)
Miss Eleni Conidaris	Team inspector for boarding (Deputy head, HMC school)
Mr Anthony Macpherson	Team inspector for boarding (Deputy head, IAPS school)
Mr Eugene duToit	Team inspector (Head, HMC school)