

HEBRON 2020 INSPECTION FINAL REPORT

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INTRODUCTION

Brief History of Hebron School

The school's website contains the following information:

Hebron School was founded in 1899 to serve the Christian worker community of India and South-East Asia. More than a century has passed and the School continues to fulfil its original purpose although it has grown in size and is styled an International School recognised as such by the Government of India and the State of Tamil Nadu. It is a co-educational and predominantly boarding school for children aged 10 years to 19 years. About 10% of our students are day students (with staff children and children from the Defence Services Staff Training College in Wellington in addition). Students study the English National Curriculum leading to IGCSE in Standards 10 and 11 and to A levels in Standards 12 and 13.

Why and how the Inspection was commissioned

Hebron was last inspected in 2002. There have been various visits since then by outside evaluators or consultants who have looked at particular aspects of the Hebron programme. But the Council felt it was time now to have a full-scale Inspection in 2020. The timing seemed appropriate for a number of reasons. One reason was that the present Principal is in his second year in the post, having had time to get the measure of the school and to formulate ideas which

will inform his vision for the school's future development. Linked closely with that, Council is anxious to initiate a Development Plan which may cover the five years from 2020, and it was thought that a weeklong detailed scrutiny of the school in action by a team of external inspectors could help to clear the ground for the construction of such a Plan. Finally, there was an awareness on the part of Council and the school's management that a significant number of the school's past pupils are taking a more active interest not only in Hebron as it operates at present but also in some of the experiences they had at the school in past decades. Many of those memories are pleasant but some are not. It is not within the scope of this inspection to examine Hebron as it was in past decades. But it was a definite aim to look at Hebron as it is in the present and to provide assurance to all concerned parties that it is a safe, well-run and suitable environment where students can spend some of the most precious and formative years of their lives.

The Inspection was commissioned by the Chair of the Hebron School Council in August 2019. The Inspection Leader was given complete freedom to select the members of the team, and also to formulate the terms of reference and the model according to which the Inspection would be carried out.. An agreement was made between the Leader and the Council Chair to allow a team solely determined by the Inspection Leader to be assembled with the following attributes:

1. gender balance
2. a balance of nationalities, including those of Indian nationality and those who knew India well
3. those who knew Hebron and those who had had no prior experience of Hebron at all
4. those with experience of the procedures for inspecting schools like Hebron
5. those whose experience and skills were applicable to as many of the facets of the Hebron programme as possible.

The team hoped that the inspection, when completed, would give assurance to the following groups:

1. to parents: that their children are being well taught and well cared for;
2. to present and potential staff members: that Hebron is a good school in which to work;
3. to past pupils (alumni): that any defects in the past have been honestly confronted and that all that is best in Hebron's past has been cherished and brought up to date.

MEMBERS OF THE INSPECTION TEAM

As explained in the previous paragraph, there were eight members of the Inspection Team. Their names, photographs and brief information about each of them can be found in Appendix 1 to this Report.

BRIEF CHRONOLOGY OF THE VISIT

After consultation with the Hebron Principal, the Inspection began in earnest in November 2019. During that month, specially crafted questionnaires were made available online to the following groups or individuals:

1. Students
2. Staff
3. Parents
4. Council Members
5. The Principal. The Principal's questionnaire was a much longer document - a "Self-evaluation Form" which asked for a great amount of detailed information about the school, which proved most useful.

The results of these questionnaires are explained in more detail later in this Report. But it is fair to say that the response in all sections was heartening and helpful, both in the quantity of those who responded and in the quality of the input they provided. Absolute confidentiality had been guaranteed to all respondents, and their responses were seen by members of the inspection team and no one else. In the questionnaire, the offer was made for any who so wished to meet personally with members of the team during the week of the inspection. In the event we were able to have a large number of visits, when we met with individuals and with groups of students, staff and parents. During these meetings we were able to question various people about issues raised by the questionnaires and to obtain further information and clarification. This helped us greatly to build up a balanced, rounded picture of the school and its various characteristics.

Prior to the visit, we asked the school to make a considerable amount of information available for us to use as the basis for inspection, including copies of various school policies, and timetables of classes, dorm activities and other events scheduled for the week that we were in school. We also asked to see work books and files so we could check on marking etc.

The team members arrived in Ooty on Saturday 8 February 2020 to commence observation on Sunday 9 February.

On the Sunday morning, two team members attended the Alternative Service which is held in the school chapel for those in std. 10 and above who choose not to attend church. This was sensitively led by a senior staff member. Other team members attended Union Church, where many of the Hebron students attend and where many take an active part in leading the service. Other team members also visited St. Stephen's Church, which is attended by a large number of students from one of the other Ooty schools. Following lunch at Selborne, the team toured the various dormitories and facilities used by the girls who stay on that campus.

On the Monday morning, we were introduced to the Hebron Community by the Principal in assembly, following an excellent talk by the Vice Principal (Academic) on the topic of "Voices" which linked the experience of various groups who had made their voice heard in the past (not least the Indian electorate from 1952 onwards) with the need for us all to hear God's voice and to use our voices to good effect.

The inspectors toured the school and visited various classes to commence observations and interviews with individuals and groups. This pattern of activity continued throughout the day, and throughout the remaining days of the week. The team met first thing in the morning and again at the end of the day to plan the upcoming activities and to feed back on the findings made. We experienced a high degree of unity as a team, in spite of our very different backgrounds, and we found that it was (in almost all cases) easy for us to arrive at a clear consensus on all the issues which were brought to our attention.

HOW THE INSPECTION WAS CONDUCTED

The Inspection Team was pleased and impressed by the extreme friendliness of the welcome they received at the school and by the whole-hearted cooperation extended to them at every stage of the inspection. Anything we asked for was provided with efficiency and a good grace.

The inspection made no attempt to compare Hebron with other schools, nor to judge it against criteria laid down by any association of schools or inspection regime. Rather, we looked at Hebron's ethos and aims, asking ourselves the question: "Does the school do what it sets out to do?" In other words, does Hebron achieve its stated goals?

To determine the Hebron ethos and aims, we looked at the statement on the school's website, which is also posted prominently outside the main dining room. The statement reads as follows:

Hebron School is a co-educational residential school which exists to provide an affordable international education (drawn from a British tradition) based on sound principles for children aged from pre-school to university entrance. It seeks to provide schooling for International children whose parents work in Asia, Africa and the Gulf Region in addition to others who require an international education.

Hebron School offers the English National Curriculum, culminating in the GCSE, IGCSE and GCE AS/ A2 examinations. Recognising the value of each individual in the community and believing that the best foundation for life is a personal relationship with Christ, our aims are...

The aims are then clearly set out. We reminded ourselves of this statement several times during the week, and also at the oral feedback session which we conducted with the Chair of Council, Principal, SMT members and Heads of School on the final Saturday morning of the inspection.

BRIEF SUMMARY OF THE CONCLUSIONS

In answer to the question "Does Hebron achieve what it sets out to do?", our answer is emphatically in the affirmative. The vision and identity of Hebron is distinctive, as it seeks to provide an affordable education in India following a curriculum similar to that followed in UK schools, targeted especially to the children of Christian workers and others who need an international education.

The setting of the school is stunning, as this writer can testify having just seen the sun rise over Tiger Hill. The school's academic and residential programmes are imaginative and well-conceived. The staff in all departments are loyal and dedicated. The students in all parts of the school are friendly, well-behaved and keen to excel. The school's strong Christian ethos is preserved and re-interpreted creatively for a new generation of students.

This is not to say that all is perfect, or that there is no scope for improvement. In the paragraphs that follow, we shall endeavour to describe what the school does in all the various areas that we

inspected. We shall commend what we found to be good, and we shall make recommendations about ways in which improvement may be achieved. In most cases our recommendations will need to be considered by Council, and implementation may depend on the availability of suitable human, financial or material resources. In a few cases, our recommendations are more serious, and we would expect compliance within a strict time frame. In those cases, the urgency will be expressed in the Report.

A note on the style and presentation of what follows.

Each of the eight members of the inspection team has contributed to this Report. The original intention had been to produce a compact summary of our findings, running to not much more than ten pages. As the individual reports on various areas started to emerge, it became clear that there was material in each that was valuable: abbreviation would inevitably result in loss of much that could and should be preserved. So the decision was made to write a longer Report. It is hoped that the presentation of the Report will be clear enough for people to navigate successfully through it. The summary conclusions have been given already, and if you want to jump to the end, you will find a numbered list of all the overarching commendations, recommendations and conclusion. Then if you want to go back and see what we have said about the various organizational or subject areas, that should be relatively easy to do. You will easily be able to discern stylistic differences in the way the different sections are written up. You will also see differences of length. It would be a mistake to think that, because much has been written about a particular subject, that subject is more important than a subject about which only a concise paragraph has been written. In some cases, more has been written because there was more to say, both in terms of commendation and of recommendation. In other cases, less has been written because we quickly satisfied ourselves that all was well in that area and so moved on elsewhere. Even though authorship is various, I believe that all members of the team would find themselves in whole-hearted agreement with the assessments and recommendations that follow.

It is hoped that this Report will be made generally available in its entirety by the end of February 2020. By that time, it will have been shown to the Principal and the Chair of Council, who will be invited to note down any factual errors but who will not have editorial control and will not be able to modify any judgements or recommendations that have been made.

The Report inevitably contains some Hebron slang, jargon and abbreviations. An attempt has been made to make it understandable both by those who know Hebron well and by those who have only a very limited acquaintance with the school. For the resolution of any doubt, we have included as Appendix 2 to this Report a Glossary of common Hebron names and abbreviations: please refer to this as necessary.

REPORTS ON THE VARIOUS AREAS

1. Evidence derived from questionnaires

This was the summary the Inspection Team leader sent out to team members in January, three weeks before the actual inspection began:

1. Student Responses

169 written comments.

The vast majority are supportive, often enthusiastically so. However there are some recurrent themes of complaint. Some of the issues raised are as follows:

- a) “they tell us something and then do something different”. A plea for consistency in the framing and execution of policies. Some policy changes are seen as being introduced abruptly, with inadequate time for consultation.
- b) Dissatisfaction among a number of senior students about restrictions on relationships.
- c) Many wish they could have more access to their phones.
- d) Various complaints about the food, particularly the removal of salt and sugar from the tables in the dining hall. Also a perception that the quality of food improves when there are visitors.
- e) A few complaints about teachers or dorm parents, occasionally questioning their training or fitness for their tasks. But there was surprisingly little complaint about staff members.

2. Staff Responses

33 written responses.

The majority are favourable, but there are serious concerns expressed. Here are some of the issues highlighted:

- a) Differences between the treatment of staff who are resident and who are non-resident. Broadly, it appears that resident staff get a lot more perquisites (accommodation, home help etc.) but also have to do a lot more in the way of supervisory duties outside class hours.
- b) Overlapping with the above, there is some concern that foreign staff get treated with greater favour than Indian staff.
- c) SMT (the Senior Management Team) are perceived by some as being inexperienced and often poor in communication.
- d) There is concern about inequity of the distribution of workload

3. Parents' Responses

126 written responses

As with students and staff, the majority of parents are very positive. Many of them admit that the facilities are not super-luxurious, but they recognise that the fees are comparatively modest, and several specifically say that they do not want their children to be living in the lap of luxury. There is some concern about differential fee categories, and this may need to be looked at in terms of communication.

Some recurrent concerns include the following:

- a) Difficulty of contacting children in boarding on the phone.
- b) Health issues: significant unhappiness with the way their children are looked after when sick.

- c) Tidiness in some of the dorms.
- d) Food quality and hygiene.
- e) The way the school communicates with parents.

Here is what one team member wrote at the end of the inspection, reflecting in part about how the information gleaned from questionnaires was tested, and in some cases corroborated, by inspection evidence:

We received 33 responses from staff with much positive comment celebrating the school's Christian vision and ethos. There was also some comment within the parent and student questionnaires about staff. Much of this comment was appreciative of the selfless commitment of staff, the willingness to 'go the extra mile' and the desire to provide a nurturing and friendly atmosphere.

In the student questionnaires there were a few comments about teachers showing favouritism towards certain pupils. This was taken up during the inspection with groups of staff and with students and our conclusion was that whilst some partiality was occasionally expressed – boys, for example, were sometimes treated more firmly in class than girls – overall this was not a particular concern. (Some staff children, however, felt there were heightened expectations on them from certain teachers – and not just their parents.) We were impressed at how well students from nearly 30 nationalities, with their obvious cultural differences, were nurtured by staff. Another area of student questionnaire comment was a request for more trained counsellors but, as will be seen in the counselling section of this report, this observation is being addressed.

Within the parent questionnaire responses, one comment sums up what many expressed with respect to staff: *'The boarding experience here promotes interpersonal relationships and promotes positive interaction and relationships between staff and pupils in so many ways...the lack of luxurious facilities almost contributes to the promotion of a people-centred environment...'*

Within the staff responses themselves, the main concerns were a perceived imbalance in workloads, some shortfalls in communication from SMT and tensions between some of the non-residential and residential staff. These issues are largely addressed elsewhere in this report but one comment on workloads here is pertinent. Whilst the sharing of a very few residential duties with non-residential staff during the normal school day (such as bus duty and shower supervision at Selborne) raised some complaints in our meetings with staff, there was a sense that the system was a valid attempt at fairness. This division of labour has still to 'bed in', however, and will need careful review and open discussion so as to enable all staff to understand the varying pressures each one faces.

Recommendation: could there be a transparent 'points system' whereby staff commitments, load and responsibilities are considered so as better to apportion duties on both campuses? It was generally felt that all staff, residential and non-residential, management and mainstream teachers, should all play a part in the interests of fairness and also to enhance the holistic experience of both staff and students in what is, after all, a predominantly boarding environment.

2. School leadership and administration

a) Senior Management Team (SMT)

The school is run by a senior management team many of whom are relatively new to this post. They are striving to meet the varied requirements of managing a complex school with a wide age range of pupils, the majority of whom are boarders. The team work well together and support each other and the Principal. They meet together regularly and are involved in determining all the activities and routines of the school. The day to day operation of the school is impressive, with ordered routine; pupils and staff move purposefully around the site, undertaking their work. The SMT also maintains the Christian ethos of the school, ensuring that all decisions that are taken faithfully support this objective.

It was the impression of the inspection team, however, following several confidential discussions with individual staff members (and in confirmation of a number of concerns raised in the staff questionnaires) that decisions taken by the SMT in the recent past have not always been communicated to the staff body with as much clarity and effectiveness as might have been desired: this has led to frustration, and occasionally to resentment, in some quarters. There have been a few instances when information has been shared and decisions communicated, without (it appears) management as a whole being aware that this is about to happen. Clearly this will happen from time to time in the life of any busy school. However, the problem is not just one of communication, but also of thanks, where due, being appropriately expressed. The inspection team were made aware of instances where matters have now been rectified, apologies offered, and progress made: we can commend these actions, trusting that they will be sustained.

b) Academic Leadership

The questionnaire responses, especially from staff and some from Council members, indicated a desire for more staffing in some areas (not unusual in confidential staff surveys) and a desire for more direction and training. Some public exam results in recent years have also indicated a need for higher academic standards in some subject areas as well as a necessity for better differentiation in teaching strategies. More trained teachers in the Department for Enhanced Learning (DEL), for example, was a frequent comment – and this refrain was repeated in many small group meetings with staff during the inspection. There were also requests in these meetings for a standardised approach to assessment in the different parts of the school, including a common literacy and numeracy policy across subjects.

Over the course of the week, and despite the paucity of Std. 11, 12 and 13 lessons owing to trial exams, members of the team visited over 50 lessons. We found that in class learning was at least as good as attainment (although we had no data on pupil ability from which to work). Teaching was 'good' overall but we saw some outstanding lessons and more than a few which were unsatisfactory. Too much of the time, lessons were teacher-focussed and there was insufficient variety during the lesson. Given that lessons in Hebron are now 70 minutes long, this is a challenge and an opportunity for the all teachers to be imaginative, innovative and challenging. We found pupils to be highly motivated – and the school must take credit for much of this by

creating a healthy environment for learning. In class, pupils were respectful of others when involved in question and answer and they were very good at co-operative learning despite, in some instances, crowded classrooms.

In spite of obvious concerns, the inspection team were very pleased to note that much good work is being done in providing a stronger, innovative and more sustained lead for the crucial academic side of school life. A regular teaching staff appraisal system is beginning to supplement the end of first year / end of contract reviews. If followed through rigorously, this will enhance the responsibility of the Heads of Department and increase the individual accountability of teachers. It is important that such a system has a transparent procedure for reflection, review and establishing targets and deadlines where improvement needs to be made. We were especially gratified to see the work being done in establishing the Cambridge International Certificate in Teaching and Learning PDQ programme. We were encouraged by the quality of self-development being offered and the growth in skills the participants admitted to having gained at the end of the module. The programme is offered to those who are interested as well as those who require it. It involves self-directed research, supported by a more experienced mentor. Some inspection team members heard three innovative presentations from a few of those undertaking this demanding but immensely valuable teacher training course. Hebron has been a pilot school for Cambridge in mentoring and we trust that the lessons being learnt through the PDQ can be cascaded across all staff. Senior staff leadership in these areas is inspirational.

We would like to see subject / faculty areas develop clear departmental plans – many are now in place but need honing – and to agree on common marking policies. Regular monitoring of pupils' work in relation to such established policies will help to drive up standards. We conducted reviews of students' exercise books. In these book reviews it was evident there was much inconsistency in marking across year groups and subjects. We saw excellent examples of work with directional teacher comments, responses from students and an appropriate use of rewards and sanctions. There is a lack of consistency, however. More teaching staff training is essential. Given Hebron's location, some of this will be online but it is vital that funds be made available to support off-site courses so as to provide CPD (continuous professional development) for teachers. In some instances, such as the PDQ, it may be necessary to insist on contractual "clawback" commitments in order for the school to justify the high costs of such training. It is also essential that staff who go off on courses then cascade their learning to others in their department or faculty. We applaud, too, the work of teacher training charities such as Education India and more could be done to liaise with them over the timing of visits and the content of training delivery. In a few instances it may be desirable, if possible, for a teacher from a link school in the UK or another country to come to Hebron for a week or so to deliver training *in situ*.

We acknowledge that the recruitment of teaching and some ancillary staff can be difficult. We would encourage the school to pursue the appointment of a Head of Department for DEL (Department of Enhanced Learning) as a matter of urgency, as well as a specialist in EAL (English as an Additional Language). Much hard work is being done by computing support staff but it is evident that a greater investment in trained staff (such as the appointment of a network manager) and in infrastructure is needed to ensure a more effective and robust network to support the educational delivery in the school. In time, the extension of Wi-Fi to the teaching

areas would allow the pupils to access educational sites more easily in class time and allow for a BYOD (bring your own device) policy. As will be mentioned elsewhere in this report, investment in a whole-school management information system (MIS) is, we feel, essential to improve efficiency, direction and delivery of the academic programme.

Recommendations

1. Appointment of a Head of DEL and an EAL specialist
2. Appointment of a computing systems Network Manager
3. A common marking, literacy and numeracy policy across the school
4. Continued development of a robust appraisal system
5. More funding for staff training
6. Whole school Departmental development plans
7. Encourage trained teachers, as well as non-trained, to consider the PDQ programme

Curriculum

Hebron school has a wide curriculum based mainly on the British Education system, with the main subjects consisting of English, Mathematics, Science, technology, art, music, games and PE. The school offers a mainly broad and balanced curriculum which has developed over time and is controlled by the Vice-Principal academic.

The school has no curriculum policy but has certain unwritten expectations which are used in forming major decisions. New subjects have recently been added to the curriculum on an *ad hoc* basis including Food technology and Business studies; the school is also aiming to develop computing science as an A level and PE as an IGCSE. The curriculum is not balanced for all pupils as there is no provision for studying three sciences (Combined Science) other than as separate subjects and some pupils do not study all three.

There are no formal structures for developing the curriculum or systems for analysing the needs of the children. Heads of departments have little input into the curriculum other than in their own subjects. The budgeting systems are robust and effective in allocating expected expenditure from one year to the next for academic studies, but insufficient attention is given to unexpected needs, for example (we were informed) in providing appropriate mathematics text books in a timely manner.

Although Heads of Department are charged with the responsibility of ensuring schemes of work are written and updated for their departments, many such schemes are of poor quality, containing no indication of resources or teaching strategies and do not support the unexpected absence of staff. Heads of Departments have clear job descriptions, but greater monitoring is required of their leadership and management of their departments.

The school does not have a digital management system and is not able to track the progress of pupils, or monitor their performance, other than within departments and through the Heads of School. Although the school uses CAT tests for pupils entering in Standard 7, there is no current mechanism for using these scores in monitoring performance, and pupils entering the Standard 12 (A Levels) have no baseline assessments.

Examination of samples of students' exercise books and observations in class revealed a wide range of marking methods, and the frequency of marking by teachers varies considerably. The school marking policy, last revised 13 years ago, is mostly ignored. The mathematics department conducts marking reviews at regular intervals, an example of excellent practice.

Recommendations

1. The school should purchase a comprehensive data management information system to include pupil data
2. The school should consider investing in a robust testing system to gain academic profiles on all pupils to allow monitoring, tracking and progress
3. Consideration should be given to creating Heads of Faculties to oversee a number of departments under the direction of subject coordinators.
4. The school should put in place arrangements to ensure the development of comprehensive schemes of work.

c) Human Resources (staff recruitment and induction)

The school has a Human Resources (HR) Assistant, who is working with efficiency and dedication. But there is at present no HR Manager. This is partly because of the untimely death of the staff member who fulfilled that function until February 2019. The school may wish to consider as a matter of some urgency the appointment of someone to fill this position. HR matters are becoming increasingly complicated, and the proper recruitment, selection, induction, appraisal and development of staff is a crucial area of the life of a successful, well-run school.

The website and word of mouth are the main means of recruiting and there is some advertising in the UK via Oscar.org.uk. and other channels. It would be helpful if the Principal or Human Resources facilitator could visit mission societies such as CMS or BMS in the UK and the equivalent in other countries. The alumni network could be used to greater effect. It is encouraging that some former staff are returning to serve. Staff could be encouraged to build up support from their home churches. Support is not just financial but pastoral and enables staff to thrive not survive.

Staff interviews are conducted by Skype or equivalent from Hebron. Once appointed, staff are put in touch with both academic and pastoral mentors to answer practical questions. In the past all UK new staff would have had pre field orientation. Those coming with mission societies had psychological screening. We recommend that the Human Resources department look into what is available for such screening, for example the work of David and Debbie Hawker. This would help prevent problems when staff arrive and face transition and culture shock adjusting to life in a residential community in a new country. We note that psychological testing of new staff was trailed this year with one staff couple, as was the Oscar course on cross-culture with another.

Orientation is available and is part of the preterm programme. However, while there is value in having up to date written materials available to consult and talks from staff to explain culture, much of the purpose of regular orientation meetings is pastoral for discussion and prayer support. The orientation should be extended and improved to be reflective of the needs of

Indian staff joining Hebron and interacting with Western staff. It is recommended that a representative group of Indian staff who have joined over the last few years should put together a consultation document on what needs to be communicated which all Indian staff could review and this should be ready for August 2020.

Orientation is done for both Indian and expat staff on their arrival at Hebron. It needs to be covering a range of areas rather than just food and clothing. India is rapidly developing and losing many of the age old taboos. There needs to be an intentional effort made to introduce the expats to national festivals, important religious festivals of other faiths, perhaps by a short talk in the all-school assembly. It will make the 'others' feel more accepted and recognised.

Orientation of Indian staff may include a better understanding of expectations from each other as colleagues. Indians should be encouraged to ask for help where they may need help. By the same token, any person seeing a colleague struggling should feel free to offer help without making the other feel in any sense inferior. An atmosphere of mutual respect needs to be developed.

d) Admissions (pupil recruitment and orientation)

Hebron is doing a fine job in recruiting Christian workers' children to help them with a very good education in an international school. Specific criteria are followed, with students coming generally from Asia, but sometimes also from Africa and the Gulf. They target mainly Christian workers' children, or the children of those working in remote areas. The students' admission is based on a written application and an admission test. At present, 61% are Christians from the categories mentioned above, which is within the school's target percentage.

A clear understanding is made between the school administration and the parents of all students:

1. That attendance at church every Sunday is compulsory.
2. That there is an alternative service in the chapel on the school campus for students in std. 10 and above who do not want to go to the church in the town.

Special provision in the form of DEL (Dept of Enhanced Learning) caters to the needs of students with various educational needs. A special/ varied fee structure helps to meet the needs of all the students.

Inspectors found the Admissions Department to be well run and the Director to be experienced, efficient and effective in the carrying out of her important duties.

e) Dorms and boarding life

Introduction

The inspection team saw most of the dorms on the Lushington and Selborne campuses. The facilities and maintenance of the dorms is a weakness of Hebron which was highlighted in the pupil and parent questionnaires and agreed by inspectors. Overall most of the dorms at least need redecorating with broken plaster being re-plastered. Clothes cupboards were mostly inadequate with doors not closing properly, locking mechanisms not working and splintered

work surfaces. The young people's attitude to unlocked lockers was 'we trust our fellow dorm mates'. However there have been incidents of theft. Some bathrooms had mould with poor ventilation. In boys' dorm standard thirteen, the toilets and showers had windows which did not provide adequate privacy.

Fire escapes, routes, alarms, hazards.

Fire practices are held infrequently; the inspectors were unable to find evidence of more than four practices in the year. In the dorms no fire routes were marked. Many fire routes were not cleared of physical obstructions. There were no fire alarms in the dorm area. Standard thirteen (Lushington) dorm had three fire doors locked without access to a key: this was immediately rectified. A full fire audit of the dorms by a retired fire officer had been completed early last year but did not appear to be available. There was no evidence of fire training for staff.

Selborne

In general Selborne accommodation was of a better standard in most areas with the exception of the showers. The dorms in nearly every area of the school should at least be better decorated. The overall cupboard space was adequate for each young person. The wardrobes were predominantly made of brick with wooden doors: most had a lock; however few used those facilities. As with any adolescents, some rooms were tidy with carefully stored clothes and personal possessions. Some were not. Some dorms had attached toilet and sink facilities. This worked very well and was much appreciated by the young people. Other dorms had to go down a short corridor to reach their sinks.

There are nine showers in one block to over 100 young adolescent women, of which at least one shower is usually not working. There are no appropriate changing facilities for young people to prepare for the shower, hence they have to cross some distance in their dressing gowns which is not appropriate in a public area. The flow of the water is sometimes so low that a proper shower is impossible and more seriously can be very hot.

The students can have a shower every other day but there is no exception to young women having an additional shower during their period. Bucket showers are not allowed, and this is an area of frustration for the young people.

Lushington

With the exception of Ebenezer and the upstairs of Inters (*for explanation of the names of dorms, please see the glossary in appendix 2*), a lot of the accommodation urgently needs updating. In some areas a lick of paint will suffice, in other areas a complete revamp. A simple audit of each dorm would identify the cupboards for clothes and personal possessions which need rebuilding or renewing and which cupboards have suitable locks. There needs to be an overall strategy for the use of the dorms; what is the minimum standards for cupboards; lockable storage; number of toilets, sinks and showers per young person; floor to ceiling doors; and privacy in both toilet areas and showers. It is essential that staff and student facilities are separated especially for toilets and showers.

Recommendations

1) Fire Recommendations

a) Immediate staff training especially for dorm parents, followed by an audit of clear and suitable fire escapes, routes, removal of hazards with regular reviews and monitored by the appropriate managers. In the longer term clear signs to fire exits and a fire alarm system.

b) Regular fire practices at different times of the day including a night time fire drill. It is recommended a fire drill is done at least once every two months, ie six per year.

2) Selborne Recommendations

a) Showers should be increased to a minimum of 1:8.

b) Privacy should be ensured at all times, with floor to ceiling doors, which also reduces the opportunities for bullying.

c) In the shower block there must be an area where students can change. Showers should be provided throughout the complex and not in one centralised area. Young women during their periods must be able to have a shower whenever necessary. Bucket showers should be considered.

d) An immediate review is recommended of the water flow, storage and heating of water.

3) Lushington Recommendations

a) A complete revamp of the majority of the student accommodation in Lushington to bring it up to acceptable and fit for purpose standards.

b) Develop a strategic overview for all the dorm accommodation with priority for improvement with timescales.

c) A simple audit of each dorm identifying all areas for improvement with timescales.

d) There should be a minimum of one toilet and sink to four young people, with suitable privacy including floor to ceiling doors which can lock. Showers should be provided with the ratio of one to eight close to the dorm accommodation with suitable privacy.

e) Every young person should have suitable cupboards and locks.

f) Staff and student toilets, showers and sink facilities must be separate and not encroach on each others' accommodation.

Anti-Bullying and Peer-on-Peer Abuse

The existence of different types of bullying is recognised by both pupils and staff at Hebron. Both groups identified that verbal bullying was the most prevalent but that some physical bullying also occurred. Knowledge was less secure in reference to sexual bullying and Peer-on-Peer abuse.

The school is remiss because it does not have an Anti-Bullying Policy in place. This is a statutory requirement in the UK, and whilst Indian law may be different, it is considered good practice to have anti-bullying strategies formalised into a policy. The Vice Principal - Student Welfare, with whom the policy responsibility resides, is keenly aware that an Anti-Bullying policy and a Peer-on-Peer policy need to be formulated without delay.

Following a serious bullying incident last term, anti-bullying and peer-on-peer abuse issues are now more in the forefront of the minds of staff. Policies and procedures are under review as a consequence of this incident; we would urge openness and transparency in discussion with staff, within the usual norms of confidentiality, should there be any similar such episode in the future.

In discussion, staff and pupils were confident talking about verbal and physical bullying but were less confident in other areas. It is important that all staff, but dorm parents in particular, are fully aware of the signs to look out for when considering all types of bullying. In particular they need to be aware of the possibility of sexual bullying and what to do about it if it occurs.

Commendations

The profile of anti-bullying measures within the school has been raised following the incident last semester and there is a willingness to improve procedures.

Recommendations

- 1) An Anti-Bullying and a Peer-on-Peer abuse policy need to be formulated without delay. This should contain general information but also be Hebron specific.
- 2) More comprehensive anti-bullying staff training needs to be put in place which includes scenarios relevant to Hebron. Dorm parents in particular need to be empowered to tackle and discuss all types of bullying.
- 3) Senior pupils and pupil leaders also need to be aware of what to do if they suspect bullying is occurring.
- 4) Pupils need to be fully aware of what to do if they or someone they know is being bullied. Notices need to be displayed in all dorm and public areas detailing procedures.

f) Health

HOZ (Health Centre)

Please see the reference to questionnaire responses noted above.

Team: of 5 headed by Head of Hoz. Scheduled checkups:

Thursdays, doctor visits for health issues. Alternate Tuesdays doctor checks pre-existing conditions. Specialist visits as needed.

A confidential phone line is available to contact off campus counsellors (rarely used) and parents, as needed.

The Head of Hoz is a good mature leader not just in this area but also in the area of student welfare. She is facing the following challenges:

Concerns owing to

Overload on staff who work night shifts, accounts, specialist visits.

Weak or non-existent training for those who have been there as both long termers and newly inducted.

Attitudinal 'deficiencies' including occasional lack of initiative in the role

Administrative red tape

Hebron's culture of multiple roles

Restrictive budget

Checks by the doctor sometimes appear deficient.

Accumulated 'storage' of irrelevant material in Hoz (clearance in process).

Building material left lying around unsafely.

Students may be lonely or bored, despite phone links with parents, board games and personal attention.

Recommendations

1. Professional Development (PD): the most urgent need is for updating skills via PD, perhaps online

2. Streamline administrative red tape
3. Liaison with management to streamline roles to more realistic levels
4. Request an enhanced budget
5. Clear unnecessary material accumulated from the past.

g) Food

Food is at the heart of a school's wellbeing. Food and catering is a sensitive area of school life. It is always difficult to get it right, with the demographic profile of the school being what it is. Food is always a problem area.

Selborne (the girls' dorm), is run by a designated kitchen staff. It is also supervised by the Head Caterer, who goes over twice a day to keep an eye on things. It is not the best arrangement but will have to do for the present. A good kitchen waste management system has been set up, with kitchen waste being picked up by Good Shepherd School's van to be fed to their pigs and chickens. The dry store storage showed up as clean and neat during a surprise visit. The purchase and planning is done centrally in Lushington, and raw material passed on to Selborne. Payment is made by VP Admin by cheque.

After the last inspection in 2002, a complete kitchen overhaul had been put in place. The current Head Caterer arrived during the overhaul. A sticky-pad rat trap keeps the kitchen rat free.

Setup:

Oversight by the Kitchen committee which includes the Head of Hoz. It includes two VPs (Welfare/Admin)

Inspections are carried out by FSSAI (Food Safety & Standard Administration Inspector).

Mandatory random inspections have been carried out by this team since 2018. This provides a licence to operate as well as legal compliance in food matters.

The Kitchen Committee conducts random checks around once a fortnight.

Areas of concern:

- i. Western meals are often of poor quality
- ii. Inadequate food for growing boys, possibly because of its lack of appeal and preference for junk food.
- iii. Ongoing attention to workers' and kitchen hygiene
- iv Storage of perishables and left over food needs to be more hygienic.
- v. Reuse of left-over food needs to be more efficient.

Recommendations

- 1) Designate a person to monitor western food preparation.
- 2) External inputs: Head Caterer may be sent to visit the Woodstock and Kodaikanal International School kitchens for exposure and ideas, especially in the area of variety with Western food.
- 3) The Kitchen Committee could be more proactive in oversight for varying the repertoire of menus.
- 4) An under-caterer may be appointed for Selborne.

h) Finances

The financial operation of the school is overseen by the Vice Principal (Administration). His role is very wide ranging and he oversees the work of accounts manager and purchasing. He is also responsible for the maintenance of the entire site. There are two external audits of accounts in a year, as well as an internal audit. The documentation inspected showed carefully kept records for the designated budgets. Expenditure is usually within the constraints of budgets but the school has a suitable contingency for unexpected expenditure and suitable reserves are held by the school.

Considerations

1. Should large sums of cash continue to be issued to staff on trips, or is there a better method of doing this (perhaps some form of electronic payment)?
2. The current Vice Principal-Administration has too broad a portfolio and needs extra support. We recommend employing a senior accountant and also someone skilled in buildings, projects and maintenance (such as an engineer or project manager).
3. We were informed that the school has not changed Auditors for the past 18 years. We strongly recommend that Auditors should be changed at least once every five years.
4. We were pleased to hear that it is school policy to obtain at least three sealed quotations before any major contract is awarded. But we strongly recommend that all tenders should be opened in the presence of at least two members of Council or the SMT.

i) Buildings and grounds

The Lushington Hall and Selborne campuses are attractive sites and much has been done in the grounds and surrounds to enhance this. Both offer a relative haven of peace and quiet from the hustle and bustle of Ooty Town. Work done at Lushington on the front gardens, on the prayer walk (incomplete as of now) and the flower beds are noteworthy. Advances towards the heating of the swimming pool are applauded. The complete renovation of the roofing over the junior dorms at Lushington is impressive and this has allowed for a better use of light and space as well as greater protection from the elements. The relatively new A Level Dorm building at Selborne (originally designed for staff flats) has a great deal of common room space. The re-development of the Hall in the recent past has been done tastefully and has led to a better use of space. There has also been significant work done to improve the classrooms and the A Level study area. Extra staff flats near Ebenezer in the Glenrock Colony are also great additions to the existing plant. As for security, the wall on the Botanical Gardens' side of the Lushington campus is impressive but there has yet to be much progress made on the wall on the Glenrock boundary. At Selborne most of the perimeter line is secure, but work remains to be completed. We were pleased to note that one of the 2002 inspection recommendations (removing the hand trowels from the basins near the Lushington dining hall) had been followed through with the installation of driers.

Comments in the questionnaires and in the school's self-evaluation report (SEF), indicate that much needs to be done to bring Hebron as a whole up to scratch as a Twenty-First Century school. There appears to be a 'make do and mend' approach to furniture (such as in the Dorms)

and some repairs, without a systematic approach to maintenance. The hard work of the staff involved is acknowledged, but there needs to be a clear maintenance plan in place which is not derailed on a daily basis by crisis management. Training of key staff is essential and perhaps the employment of a person with engineering and campus development skills. The rainwater harvesting project at Lushington has stalled. It may be that at present water supplies are adequate and can be supplemented by purchasing a tanker of water occasionally; but given the climate changes and the ever increasing pressure on limited natural resources in the Nilgiri Hills, advance planning for acute shortages in 5 to 10 years' time seems to be an investment well worth making. The rainwater scheme at Selborne appears better established but still has some way to go. The SEF frankly admits to the need for greater access to clean drinking water, the improvement of shower facilities, the scald risk in places and the need for soundproofing in some areas (and the inspection team would include the main dining hall in this).

There is a very serious lack of a Health and Safety policy. Indeed, discussions with the non-academic staff indicated that many had no idea what was meant by Health and Safety. We suggest that there needs to be a fire drill every term on both campuses (and so four times per annum on each of Lushington and Selborne), with lock down at least once a semester on each campus. We wish to make clear that drills are to be carried out at varied times in the school day/year: they must be recorded, allowing for comments on procedure and operation. Having said this, it was apparent that running repairs at Selborne were in good hands – the maintenance book was detailed and up-to-date.

Recommendations

1. A robust and effective Health and Safety policy, regularly updated and tested, is essential
2. Risk assessments across the campuses
3. A clear maintenance programme with targets, dates and action points (etc.)
4. Training for the team, with consideration given to employing someone with engineering experience
5. The continuation of the water harvesting project on both campuses
6. Ensuring clean drinking water is always freely available
7. A review of fire and lockdown drills and associated fire equipment

j) Travel and liaison

The Travel Department is operating with efficiency, courtesy and skill. We recognise that the demands on this department are manifold, regulations are increasingly complex, and expectations of all those making use of these services are constantly on the rise. The Department is therefore applauded for the work it is doing.

k) Spiritual life

Spiritual life and religious activities at Hebron

Hebron school is justly proud of its claim to offer a Christian education. This it does in word and deed throughout the school, building a Christian community.

Whole school assemblies at Hebron are Christian in content and worship, occurring three times a week. The events of Commencement, Thanksgiving and major Christian festivals are also celebrated by the whole school.

A Christian Activities programme has been developed by the Head of Christian Activities, to ensure that each class has a number of opportunities to join voluntary activities, on a Sunday evening, that are age appropriate and led by teams that include staff and students. These are enjoyed by students, especially the weekends away for Standards 9/10 and 12/13. Prayer breakfast and mid week dorm fellowships meet to encourage the faith of Christian students. There is an emphasis on encouraging student leadership which is evident also in the services at Union Church attended by most students on Sunday morning. The Alternative Service, offered to Seniors, focuses on apologetics and does not include worship.

Dorm devotions are compulsory for the younger students' Dorms, but optional above Standard 10. This time is used carefully, so that students are hearing a balanced view.

The spiritual health and well-being of staff

Staff are keen to meet together for fellowship either in house groups or in prayer triplets. There is an appointed member of staff to help with staff welfare, who has a role in encouraging staff. A small fellowship of staff meets in the Chapel at 8.00 am on Sunday, for those who do not attend Union Church and find local church timings difficult in view of their school duties. Staff devotions and worship with intercessory prayer are held on Thursday and a group of staff are being invited to lead and participate. The ethos of Hebron school is built on a foundation of Scripture led by prayerful, servant-hearted staff.

Recommendations

1. In the older Dorms, some students reported feeling under pressure to attend dorm devotions. The freedom of choice should be reinforced to all staff and older pupils.
2. In order to prepare older students to leave Hebron, moral and ethical questions need to be discussed in an open manner in dorm, RE and PD (Personal Development) lessons that respect other points of view.
3. The idea of a Spiritual Leadership Team has been proposed by the Head of Christian Activities and this should be taken to a wider staff consultation to aid Christian unity.

1) Development

As noted earlier under 'buildings and maintenance', some significant development in facilities has been undertaken in recent years. We are aware of local government restrictions on new buildings but we trust that more can be done within the existing footprints of buildings. A report from a former staff member who worked in this area and visited Hebron recently, stated: *'I thought the classrooms looked great, as did the pool, and staff housing has improved. India is changing rapidly and the school has a major task just to keep up with standards generally.'*

Development, of course, is not solely about buildings and facilities – new academic programmes, fresh activities, bursaries and scholarships might also fall under this heading – but big capital projects tend to have the main focus owing to costs. It is heartening to hear that

Council is setting aside development funds and also that there have been some significant legacies (such as that from former staff member Janet Angus). What seems to be lacking, however, is any detailed, costed and dated development plan for both campuses – with priorities and deadlines. We trust that one of the inspection outcomes will be to help shape this.

Recommendation

We recommend the framing of a Five Year Plan covering all aspects of school life, and especially that of buildings and facilities.

m) Discipline

Hebron pupils are well behaved, polite and courteous in and out of the classroom. They greet each other and visitors politely and seek to help others around them. Behaviour is generally of a very high standard and when pupils transgress, a quick reprimand usually is sufficient to modify behaviour. The school operates a number of reward systems both in the classrooms and the dorms. Good work is awarded a merit and when sufficient merits have been collected to either bronze, silver or gold level, a sweet or sweets are awarded. In the dorms, rewards are offered for tidiness and keeping possessions in good order. There are a variety of rewards offered from sweets to excursions, activities and the use of mobile phones for an hour.

Punishments are rarely used or needed, and vary from additional work, loss of break and lunch times, detention after school and gating: these are all suitable forms of redress. Some pupils complained that punishments were not always administered fairly and it was acknowledged by staff during the inspection that some work needs to be done in this respect. Concern was raised by the inspectors at the apparent occasional use of religious teaching as a means to control the behaviour of some groups of pupils.

3. Academic Departments

Junior School

Hebron Junior School is a happy nurturing environment for pupils aged 4 to 11. There are classes for each standard year although standards 1 & 2 and 3 & 4 are combined into two classes. Pupils enjoy their work and they work cooperatively in a wide variety of different tasks. The most effective learning was seen when a kinaesthetic or practical approach was adopted by the teacher, for example using mirrors in a maths lesson to work out symmetry. Pupils enjoy well-structured lessons taught by subject specialists, for example in music, as well as their class teachers. The classes are small and pupils receive excellent personal attention from their teacher.

The pupils enjoy large spacious airy classrooms that are separate from the main school but have access to the main school facilities including the swimming pool, dining room and music rooms.

There is a pupil performance and tracking system in place using the UK key stage 2 SAT tests. However, this test is increasingly becoming irrelevant and the school is seeking a suitable replacement.

Management of the Junior School is the responsibility of the Head of Juniors who has a good understanding of the needs of the pupils and teachers. Decisions within the Junior School are generally taken in an informed manner and communication is good. Decisions concerning strategic aspects of the Junior School taken by senior management, (for example, the recent decision to discontinue accepting boarding pupils for year 5) are not always understood by the staff or, in our opinion, communicated well.

Pupils cooperate well together outside the classroom and good relationships are the norm. They play well together and were observed to help each other in the playground as well as the classroom. Pupils are helped by older senior pupils who collect them for break time and escort them round the steep steps on the site.

Recommendations

1. To introduce a suitable tracking system for pupils the junior school using a reliable testing system.
2. To develop more kinaesthetic activities for teaching children in numeracy and literacy
3. To ensure risk assessments for all activities, including classroom teaching, are completed.

Middle School

At Hebron the Middle School is Stds. 7-9 and they are largely taught on the lowest floor of the main classroom block. The classrooms are quite well equipped and make good use of the available natural light. Some departments have put up good displays, but there could be more of a consistency here so as to ensure that wall displays represent pupils' work as well as the teacher's resources. A third of all lessons observed were in Middle School. There were some outstanding lessons – such as in History, Geography, Art, Modern Foreign Languages (Hindi, French, German), English, Music and RS – but classes in Maths, Technology and Science were of a more variable quality. The latter may be because the Middle School comes after Seniors and A Levels in the allocation of the most experienced teachers. The same pattern from excellent to mediocre (rather than unsatisfactory) could be seen in the reviews of students' exercise books. Some staff clearly marked regularly and made helpful, directive, comments whilst in the least satisfactory of cases there were merely ticks or a simple 'good' as a comment. In the very best cases, teachers were writing comments and clearly encouraging pupils to make a written response themselves. A very few also wrote comments in exercise books to commend pupils on their oral work. A few parental questionnaire comments questioned the degree of challenge experienced by children in Middle School and also asked for more up-to-date books and resources. These comments were not wholly substantiated by what we observed, but do contain an element of substance.

The curriculum for this age range is certainly very satisfactory. Pupils have a good range of subjects from the practical to the technical, from the linguistic through the sciences to the mathematical and then on to the humanities. It was pleasing to note the extensive range of academic Clubs offered weekly which includes creative writing, language extension, Greek and Latin. Lessons have been extended to 70 minutes (although a few at 35 minutes, for languages, remain). As noted elsewhere in this report, this length of time can be a challenge for some teachers but in the main we were impressed with the use of time and the variety of classroom activities. A Std. 8 Maths class, for example, spends one lesson weekly in ICT and here there was a good example of using computers to assist with differentiation. There is a detailed prep rota but there may need to be some time spent reviewing when books are handed in ready for marking before the following lesson. The re-introduction of the November in-class assessments has been a success and is helping with feedback to parents.

There is a relatively high number of DEL students in Middle School and teachers are to be commended on coping well with students needing more individual help. Clearly more classroom assistance, perhaps from IGS, would be helpful. As noted elsewhere, the school as a whole needs more specialist DEL teachers. Some teachers complained about insufficient budgets and a seeming lack of understanding of changing curricula out of the UK which require new resources and books.

Recommendations

1. A consistently applied MS marking, assessment, numeracy and literacy policy
2. An increase in the budget for resources
3. A review of the 70 minute lessons for MS after this year

Libraries

The two school libraries are wonderful places of calm, colour, knowledge and imagination. There are good stocks of fiction and non-fiction books, magazines and newspapers. Displays are excellent and regularly changed. We observed an imaginative Valentine's Day advert for 'loving books' in Assembly and it was good to see provision in both the Junior and Senior Libraries for 'stress busting' (colouring sheets and pens): there is also fresh drinking water available. The senior library is well laid out for study, too, and there are some computers available for internet research. It was noted, however, that despite the best efforts of the full-time and enthusiastic librarian, some books were in need of replacement / repair.

Recommendation

Consideration given of an increased budget to assist with book binding and labelling

Art

The Art Department prepares students for GCSE and A levels. Its profile in the school has grown in recent years and continues to do so in the light of its popularity for less academically inclined students. It becomes a critical subject against the backdrop of the digital explosion in the area of art and animation as well as its utility as a base course for architectural training.

Facilities at Lushington have grown into a 'rabbit warren' of rooms to accommodate art activity. The huge murals of Van Gogh along the Gardens Dorm front wall draw the attention of visitors coming up the drive to art activity on campus. Art displays spilled over into the Staff room reinforce interest in the activities of the department.

The students have a range of abilities. One lower ability student with special problems was helped by taking art. This may be the only subject in which he might pass. The higher ability students' portfolio showed a lot of natural ability. Building up this department would also be a response to concerns by parents about enlarging the available options at GCSE and A Levels. Successful attempts have been made to network current students with an interest in architecture, with alumni of the art department, now active in the fields of design and architecture in England.

We were given to understand that the school's existing computer system would have the capacity to deal with digitalization. The blocked sites in the school system would ensure that inappropriate internet access was not possible. Relevant sites could be unblocked with permission from management. However, the cost involved in buying these packages (Corel Draw) is enormous, and Photoshop would entail an annual subscription.

Recommendations

1. The management should be sympathetic to a need to enhance the department's digital profile with programs like Corel Draw / Photoshop / Digital art pads. The addition of new areas like animation, would also enlarge the department's repertoire. This would require an enhanced budget. Perhaps staggering the purchase would help the process.
2. An initial purchase of two digital drawing pads is requested, followed by one more each year till the requirements are met.
3. Professional Development is also required. The Department Head, who is conscious of her own and others' lack of qualifications, also recommends PD in digital art for herself and others. Animation is now included as a GCSE subject, making it easier for staff to take the exam first.
4. These recommendations would work within the existing policy for Internet use.

DEL

The Department of Enhanced Learning is in need of an experienced and qualified Head of Department. Christine Morris, former HOD and qualified trainer in teaching dyslexia and special educational needs has stepped in to help and has been advising the other members of the Department. They work with around 40 students with a range of needs as well as those who need English as an Alternative Language. They need another EAL teacher as there are more students needing EAL.

A major concern is the admission of more students than can be effectively taught, as well as the admission of those with more severe difficulties: this can have an impact on the department but also on the dorm and the entire class. It is recommended that this is taken into account during the Admission process. Staff could be identified to undertake training through the Good Word Centre.

Drama

A member of the team was very pleased to go and watch the drama department getting ready for 'My Fair Lady'. The teachers were very thorough in preparing them for the show making sure their accent was the right accent: no sound of H, T or W should be heard in a cockney way of talking. It was very good how the teachers were acting to make them act drunk while singing. All the students and staff were on time and used their time in a really professional way.

English

English is well taught at Hebron. There is an enthusiastic department, with clear leadership from the Department Head and teachers who complement each other well in their teaching styles and their areas of specialisation.

We were able to observe several lessons, including a Middle School group who responded with enthusiasm to their teacher's exposition of onomatopoeia and who finished the lesson singing the alliteration rap. An A level English class were discussing *Howards End*, with students taking the lead in analysing the literary techniques employed by E.M.Forster in the structure of the novel and the development of character, including his tendency to portray his characters by what they actually speak to each other rather than by telling us what he thinks of them. The teacher guided them skillfully in this discussion, and moved round the class to ensure that each student (they were grouped in pairs) understood what was going on. Another Senior class was more devoted to the grammatical and syntactical elements of English, which is also a valuable emphasis.

Geography

Geography is taught as a separate subject in standards 7 – 13 by subject specific teachers. The Head of Department is an experienced subject specialist.

The lack of subject specialism is evident in the department, and another trained geographer is needed to deliver the curriculum; this is identified in the statement of department practice. The need to meet more as a department and share good practice is also noted. There is a comprehensive department handbook which covers all aspects of departmental management including curricula, resources and assessment.

The department runs as many field trips as possible. The standard 10 pupils spoke with great enthusiasm about a visit to Pondicherry at the end of last semester and were able to discuss the fieldwork results with authority. There are a variety of resources in the dedicated Geography room but some of these are very old and the room is too small. The Head of Department has a

great rapport with her classes and is conscientious about the progress they make. The teacher of standards 7 and 8 delivers interesting lessons and is keen to improve her practice.

Commendations

The Geography teachers are enthusiastic and keen to develop both their knowledge and practice. Following a discussion with the standard 7 & 8 teacher about the focus on UK case studies, she has already started to research more local examples to include in her planning.

Recommendations

1. Another Geography specialist should be employed. If this proves difficult, the Head of Department should be freed up to focus on her subject specialism.
2. The curricula need to be examined to include more local and current case studies and field work. This will probably require new textbooks and resources.

History

The History Department at Hebron School is a strong department with dedicated staff at all levels. Students are engaged in class well. There is clearly a good relationship between the staff and students. Students do not hesitate to ask questions to clarify their doubts. Every teacher comes with a well organised lesson plan and follows it well. Students are given appropriate additional subject material. Various activities are used to involve students in developing the lessons. Teachers have a good knowledge of their subject contents.

Mathematics

Mathematics is taught to all pupils in standard 11 and below. The department is housed in a series of different classrooms, making use of laboratories and other rooms. The new Head of department is keen to instigate change and develop the subject, especially at A level, and has started a programme of development to overcome some of the identified weaknesses. Pupils generally achieve well in mathematics and some pupils are very gifted in this subject, achieving very high results especially at A level. The department reviews the pupils' work regularly and marking is of a very high standard. Pupils' exercise books are marked frequently, with helpful comments and encouragement.

Mathematics in the Junior School

Generally pupils enjoy their numeracy lessons: in Reception the children were observed taking part in an excellent lesson, some of it conducted outside, using hoops and bean bags to grasp the concept of addition. The pupils made rapid progress, showing excellent attainment in a multi-sensory approach. Pupils in std. 5 showed considerable enjoyment whilst exploring the concept of symmetry using mirrors on a variety of regular shapes. Again this kinaesthetic approach led to rapid learning and understanding. In std. 6 pupils were able to recognise quickly the value of decimal placing to thousands, using a variety of grids and projections shown by their teacher. Pupils made sound progress when working from text books under the direction of the teacher, with the particular challenge of mixed year groups in one class.

Mathematics in standard 7 to 11

Mathematics is generally taught effectively and good lessons were observed where the teacher used a range of resources, including computers. Some pupils make exceptional progress and attain impressive levels; they are well above expected levels. Others find the subject difficult and receive considerable teacher support. They achieve good IGCSE results due to this input and the determination of the pupils to succeed.

Mathematics at A level (standards 12 & 13)

Although some pupils achieve impressive results in A level maths, the provision is variable. At the time of the inspection pupils were undertaking trial examinations and so no mathematics teaching was observed. However, interviews with pupils and the pupil questionnaire revealed considerable dissatisfaction with the standard of teaching and the provision afforded. Pupils complained that they did not have access to relevant textbooks or have sufficient specialist teachers.

Modern Languages

The New Head of Department has a promising plan for development. Changes are being made to give a three year course to GCSE, beginning in Standard 9.

French

This is taught from Standard 7 and is a popular option. Teaching seen was mostly sound. One teacher is on the Cambridge PDQ course.

German

The Head of Department is excellent as a teacher and committed to helping her department develop.

Korean

It is a strength that Hebron now teaches Korean to help maintain the first language of 20% of Hebron students.

Hindi

Two lessons were observed by a member of the team for whom Hindi is the first language: the lesson with more advanced students showed a commendable level of preparation and application.

Tamil is not taught formally at Hebron at the present time. While the inspection team fully appreciated the reasons for this, given the constraints on resources and other pressing demands, it was felt that the matter should be kept on the agenda with a view to introduction in some form if that becomes possible in the future. Tamil is a language with a rich heritage and literature, and is the language of the state in which Hebron is situated.

Music

The Music programme at Hebron is outstanding by any standards, and far superior to what is offered in most schools in Europe and the USA. There is a dedicated set of teachers from several countries, including those who teach classroom music and those who are specialists in various areas such as strings, piano, woodwind, guitar etc. At present there is no brass instruments specialist, but this does not prevent many students from excelling in playing those instruments, and we were able to witness two lessons where older more experienced students were assisting younger players under overall staff supervision.

During our time in the school, we heard both the orchestra and the wind band providing effective accompaniment to the singing during assembly. We also heard the orchestra playing a moving piece which had been composed by the Head of Music in memory of a staff colleague who had died suddenly just one year before our visit. Both the quality of the music and the commitment with which it was performed were outstanding.

Students are helped to prepare for the Associated Board examinations, and we were informed that over 100 students had successfully passed the exams this year: we saw a batch of the certificates being handed out in assembly during our visit: they received generous applause from their peers.

There is also a strong tradition of choral singing in the school. We saw practices of the senior choir performing works by Lloyd Webber and ABBA, and also of a small madrigal group. We also witnessed rehearsals for the upcoming performance of *My Fair Lady*. If the rendition of the song “All I want is a place somewhere” is anything to go by, this is going to be another highly successful and popular production.

We were sorry that one of the music staff had to undergo a major operation on his back during the week we were visiting the school. We are delighted that he is now back at Hebron, and we are confident that the department will continue to flourish. Hebron is a fine place to teach and also to study music.

PE and sports

Sport remains a very important part of life at Hebron. There are a wide range of recreational opportunities (such as swimming, aerobics, running the circuit at Lushington, badminton) and a full range of Inter-School and Inter-House competitions (including cricket, hockey, football, basketball, cross-country and athletics). Facilities on the Lushington campus include a recently refurbished (and increasingly warmer) swimming pool, a large Sports Hall, an Annexe to the SH, a tennis court, a squash court, a weights room, a basketball court and two games’ pitches – one large enough for full-sided games of football and hockey. At Selborne, the girls’ campus, there is a covered games area, a fitness room and plenty of bicycles for Dorm use. The local golf course is also a good resource for those choosing this sport in the Clubs’ programme.

For Inter-School competitions students get the opportunity to visit the athletics stadium at Wellington (although restrictions on non-Indian students remain), the newly refurbished Brecks Stadium close to the school (where the school sports have been held) and facilities at other English-Speaking schools in the Nilgiris. Inter-House sport (Blue/Gold) is an enthusiastically supported part of student life and gives the opportunity for leadership – as do the main sports, which have captains allocated to each.

Some concerns were expressed in the parent and student questionnaires, and also at a meeting which two members of the inspection team held with parents, over the level of coaching available in some sports although during the inspection we witnessed some outstanding coaching in athletics and in swimming as part of the curriculum PE programme. In these PE lessons there was adequate time given to a warm up and to cooling down and, since we witnessed some athletic throw events, clear instructions were also given about health and safety. Some PE staff expressed a little concern about water ingress into the Sports Hall and the Annexe which requires maintenance. The Annexe also has some space restrictions rendering it potentially hazardous for very active games.

Recommendations

1. Coaching: approaches to be made to 'link schools' in India or other countries (such as Dean Close in Cheltenham, UK) to enable a PE / Sport specialist to come out to the school for a week (or longer) so as to give specific coaching to the enthusiastic PE (and other) staff in certain sports (e.g. basketball, swimming, badminton) as well as help in shaping an academic PE curriculum.
2. Leadership training: a detailed programme for student captains to enable them further to understand their responsibilities.

Psychology

GCSE Psychology has been timetabled for just this last semester. There has been a good response with 19 students. The school will have to decide whether this is a subject that they wish to offer in the future. It is clearly being taught well and meeting a need in the student body. But incorporation into the curriculum long term will have major implications in terms of teacher recruitment and retention, as well as the purchase of textbooks and other materials.

Religious Education

The Head of Department has a firm grasp of the curriculum and importance of this subject in a Christian school with the aim of providing an excellent education. He has plans to improve the department, especially the recent appointment of an Ethics teacher who has just started in January. He is an experienced teacher. One young teacher, a Hebron alumna, will be mentored to be able to teach AS Ethics in the future. She is on the Cambridge PDQ programme. Lesson observations were sound with one excellent lesson.

Lesson observations were sound with one excellent lesson.

One recommendation is that media services need to be improved to facilitate research by students. The HOD has already requested a new computer DVD player and speakers.

Science

Science at Hebron school is taught in well designed and fitted laboratories, with modern benches and services. Most laboratories are bright, spacious and airy. There is a good prep room and chemical store. The department is well served by lab technicians and has a good range of modern apparatus. The basic safety requirements for practical science teaching were mainly met and the school is aware of the shortcomings that need to be addressed.

All pupils study at least one science to IGCSE level and many pupils go on to study science at A level. Pupils are not currently able to study balanced science to GCSE level without taking all three sciences to IGCSE level, as the school does not offer double award. Academic results in recent years have been good, although there is some disparity between the different subjects, and a few pupils do not achieve pass grades at IGCSE level. At A level the results are better and some pupils obtain very high grades. During the course of the inspection, trial IGCSE and A level exams were taking place, therefore few lessons for standards 11, 12 and 13 could be observed.

Biology

Biology is a well-resourced and generally well taught subject. Teaching is less secure in the middle school, than in the senior school. Pupils often learn in a passive manner, following instructions from the teacher. There is a heavy reliance on textbook learning, and examination materials. In contrast the A level field course is a well-planned activity, giving a wide variety of biochemical, ecological, and zoological activities. Pupils' work is well presented in their notebooks but there is disparity in marking between different groups and teachers.

Chemistry

Chemistry is also a well-resourced and developed subject. Teaching, during the course of the inspection, was observed to be a mixture of theory and practical lessons. Pupils were seen to be adept at carrying out experiments, with some assistance and guidance from the teacher. They work well in large groups together and cooperate together to complete the task set. At its best the teaching embraces a mixture of approaches; however, there is extensive use of worksheets and self-study in lessons. Marking of pupils' work uses a variety of techniques, including peer marking, but is inconsistent within the department.

Physics

Physics is taught to a large number of pupils both at IGCSE level and A level and is a popular science. During the course of the inspection the A level practical exams were observed and pupils displayed highly developed dexterity skills in lab work, coupled with high levels of understanding. Resources are generally adequate. Teaching is mainly theoretical and relies on textbooks, worksheets and presentations, although more practicals occur in the middle school. Some teachers were observed to be more confident in their teaching than others, whilst some pupils struggled to engage with the subject in the context of a long theory lesson.

Recommendations

1. The department should conduct a full safety audit and join a recognised association to gain assistance in this process.
2. The school may wish to appoint a Head of Science to co-ordinate and monitor the separate science subjects, including marking of student work.
3. Consideration should be given to offering balanced science to all pupils in a double science IGCSE
4. A greater variety of teaching methods and activities should be explored by teachers.

SUPW (Socially useful Productive Work)

Traditionally Hebron focused on community involvement. It is a statement of the Christian foundation of the school, the aim of which is to serve. Without service, Hebron could easily become an ingrown community. With the current political environment, there is an urgent need to show evidence of community involvement and reflect a true Christian Community.

Technology

Technology is an important part of the curriculum at Hebron. There are three subjects taught and the skills developed in each are relevant to other areas of life and study.

Food technology

Food technology is a recently introduced subject in the Hebron curriculum and is currently taught to standards 7 to 11. The pupils enjoy their lessons which are practical based and are supported by a good range of materials, cookers, sinks, kitchen equipment. There are excellent written work books produced by their teacher. The results are impressive; a range of dishes, produced by pupils during a practical examination was viewed. The dishes were well prepared and presented to a very high standard. The attainment of the pupils is due to the excellent teaching, marking and the evident enjoyment the pupils display.

Design technology

Design technology is taught throughout the school in a small and cramped workshop with a number of large machines which are no longer used. There is a second room fitted with computers for design and theoretical work. Pupils enjoy their lessons and develop a range of practical construction and design skills. They work mainly using wood, but a variety of other media are also used. At the time of the inspection the risk assessments for the machinery and activities could not be inspected due to the absence of the head of department. The academic results for Design technology are sound.

ICT (Information and communication technology)

ICT is well provided for with three specialist rooms and a number of computers throughout the school. Some pupils also bring their own computers into school. The pupils learn through a variety of freeware software packages and conduct their own research. They also study internet safety and protocols designed to ensure safe use of computers. Although many computers are dated, the skill of the computing support department has been put to good use in updating the hardware on a rolling programme allowing the school to make considerable savings without

compromising the quality of the resources. Portable electrical appliance testing (PAT) is completed regularly on some computers.

Recommendations

1. The school may wish to consider appointing a Head of Technology to oversee the development of technology in the school
2. A full health and safety audit including revision of general and specific risk assessments is recommended
3. Cross curricular links between technology and other subjects should be developed and strengthened.

4. Boarding Life (*Dorms*)

a) Student leadership (*Prefects and Student Council*)

Hebron provides a wealth of opportunity for student leadership, especially at the senior end of the school. Prefects are chosen by the Principal and SMT after a rigorous process of application and interview. They serve the school at Assembly and meal times, supervising junior prep and helping with special events and some activities. In particular, they are usually allocated to help with junior Dorms. Boy prefects will normally live in their own room adjacent to a junior Dorm and then return to their own peer group Dorm for the final term in the year. It was evident in our discussions with prefects that they are servant-hearted and are willing listeners to the worries of younger pupils and adept at passing on concerns to Dorm Parents. They are aware of safeguarding issues and are mostly aware of what to look out for when bullying occurs. Many prefects are articulate. There are elections for members of the Student Council. Once again, we were impressed with these young people – imaginative, hardworking and keen to provide special events for the students. Moreover, they do fundraising for local charities and organise colourful, musical and fun-packed weekend events.

Other opportunities for leadership lie in sport, Houses (Blue/Gold) and in Christian activities. Whilst there seems to be good preparation for the role of prefect, including a training weekend, there could perhaps be more time set aside to enable House and Sports captains to understand their responsibilities.

b) Prevention of bullying and abuse

The responsibility for Child Protection and Safeguarding lies with the Vice Principal - Student Welfare, who is relatively new in post. A Child Protection policy is in place but it would not meet the required standard in the UK. All staff receive regular safeguarding training as do senior pupils but this primarily consists of reading through the policy with the VP. Some scenario training has been introduced but this needs to be expanded. The VP is aware of the limitations of the current Child Protection provision and is keen to improve the processes at Hebron.

In discussion with groups of staff and pupils it is evident that knowledge of Child Protection is widespread. Staff spoke confidently about how they would identify a child who was struggling and who they would report to. They appreciated the training they received from a visiting expert last semester. Updates occur annually and pupil welfare is discussed in a number of other settings such as counsellor meetings, PD tutor meetings and with dorm parents. Standard 13 pupils talked confidently about the training they have received although again this primarily consisted of discussing the policy. As part of the PSHE programme, pupils consider at an age appropriate level child protection and how to make wise choices.

The Child Protection policy needs considerable revision and updating. Reporting lines need to be much clearer, including the process if there is a concern about the Principal or a member of Council. Definitions of types of child abuse need to be stronger and the signs to look out for. Types of abuse that may be prevalent in India need to be defined; this might include honour-based violence, domestic abuse and FGM.

Child Protection training would benefit from being revised and more proactive. The focus should not only be on the policy but on scenarios and how theory applies to Hebron. It is imperative that the VP is up to date with changes in Child Protection legislation both in India and in the countries from which pupils originate. It is also important that wider welfare issues such as mental health, relationships and family background are discussed and their impacts on pupils considered. This may prevent more serious Child Protection situations arising.

Pupils and staff need to feel confident when expressing safeguarding concerns. A number of people mentioned concerns about confidentiality and how reports are followed up. Whilst Child Protection files should remain confidential, relevant staff need to be informed if issues exist and if a management plan is in place.

Commendations

The VP - Student Welfare is very keen to improve both her own knowledge of Safeguarding matters and the procedures that are followed at Hebron.

The majority of staff embrace the necessity for Child Protection training and awareness; they appreciate the training they have had.

Recommendations

1. Priority should be given to writing a comprehensive Safeguarding and Child Protection Policy that covers the circumstances and needs of Hebron.
2. The VP - Student Welfare receives appropriate training either by attending courses or online. Her title should include reference to safeguarding (e.g. Designated Safeguarding Lead – DSL)
3. The possibility of online training for staff should be investigated. Educare and Optimus are UK based organisations which provide an extensive range of online courses for a subscription.
4. Pupils need to be fully aware of what to do if they or someone they know is being or has been abused. Notices need to be displayed in all dorm and public areas detailing procedures.

c) Pastoral Care

Tutoring and mentoring

Pupils have a variety of adults to whom they can talk, including dorm parents, PD (Personal Development) tutors, classroom teachers and staff in Hoz. They also have access to counsellors employed by the school. Provision is adequate but there are concerns over the confidentiality of the counselling sessions. The school does not have an Independent Listener who is totally separate from the structure of the school. There are no policies in place to govern counselling and mentoring but there are guidelines. There is also some concern that staff and pupils have access to the same counsellors which could lead to a conflict of interest.

Age appropriate treatment

Rules and expectations of behaviour are set out in the Behaviour Management Policy which is published in the Hebron Student Planner. Expectations, consequences and restorative actions required are clearly laid out. There is some differentiation in the way students from different standards are treated, but older pupils don't feel that they are given the appropriate level of freedom and responsibility. The general opinion among standard 13 students is that the restrictions placed on them are there to control them rather than help them develop as young adults.

There doesn't appear to be any fundamental difference in the dorm provision for students of different standards. At all ages there are shared rooms, shared kitchen and bathroom facilities, minimal furnishings and bare common rooms. International guests (IGs) do help supervise younger pupils but intrinsically the running of the dorm is the same for standard 5 and standard 13 pupils.

Older pupils would like to be trusted to make sensible decisions and are concerned with the sudden freedom they will have when they leave Hebron. They do not feel they have been equipped with the skills they will need in their futures. This view was represented both in interviews and the pupil questionnaires.

Communication

Due to the stringent mobile phone restrictions and lack of email access, many pupils feel that their ability to contact family and friends is compromised. This is particularly acute for those whose parents live in a significantly different time zone. This was a key issue for many, and was raised in the pupil questionnaires. When interviewed, pupils were aware of the dangers of overexposure to social media; but they felt that unless they were educated in how to use it, the risks were being deferred rather than dealt with. Older students felt that their ability to research information for their studies or to investigate universities was compromised by the lack of Internet access. Although the IT department is able to allow blocked sites, the pupils reported that this could take up to a week.

Staff should be circumspect in their use of phones in front of pupils. Some unease was discussed with the senior students over how private their emails were. Some were certain that their emails were read by members of staff and even edited. This needs to be investigated as pupil communication should be private unless there is a clear reason.

Health care and hygiene

Generally pupils expressed satisfaction with Hoz in the pupil questionnaire. However some issues of confidentiality were raised. This seems to arise from the necessity to produce slips for appointments and the nurses discussing patients. However, with a new Head of Hoz, these issues are being addressed.

The rationing of showers is a significant hygiene issue for both boys and girls and is a bone of contention among the student body. Generally pupils look after themselves and their possessions well.

Dorm parents and teams

There is no doubt that the dorm parents are a hard-working and dedicated team, with the best interests of the pupils at the heart of all they do. They know their charges well and are dedicated to their wellbeing. They are happy to integrate the pupils into their families and homes and share their lives with them. The Christian message permeates all they do.

There is a variety of experience among the dorm parents, but opportunities to share good practice and concerns are limited. Dorm parents do have job descriptions, but there doesn't seem to be a comprehensive and ongoing training programme. More regular meetings between dorm parents and the Head of Dorms would be extremely beneficial and ensure continuity. Dorm cover staff can sometimes give dorm parents a break from running the dorm but are not always fully conversant with the running of the dorm.

There was mixed opinion on how much of a voice students had in the running of the Dorm. There is a student council where the views of each standard are represented, but it might be a good idea to establish the regular meeting of house forums so that students feel they have a say in how their dorm is run.

Privacy and confidentiality

Opportunities for privacy within the Hebron environment are limited. Shared rooms, showers, and large communal areas don't lend themselves to student privacy and confidentiality. Whilst it is good that students can use dorm parents' phones if they are upset or in the case of emergency, there does not seem to be any private area for these conversations to take place. The communal nature of the washing and showering facilities is also of concern particularly where these facilities are shared with staff. As outlined above issues of confidentiality are also a concern.

Orientation

Orientation processes are in place but they vary according to the standard the pupil enters. The number of pupils new to the standard also varies and the orientation process adapts accordingly. New boarding pupils arrive before the beginning of the academic year to obtain uniform and settle into their dorms. Most dorms assign buddies to new pupils and the Heads of School ensure that new pupils are settling academically. A more structured orientation programme could be instigated but neither the pupil questionnaire nor the evidence from interviews suggest that this is a large issue.

Behaviour and relationships

The behaviour of the pupils is good and there is a clear sense of community across the whole student and staff body. Whilst there have been some incidents of bullying and theft, generally there is trust and respect among the students for others and for their possessions. Some senior pupils are concerned about the restrictions on relationships between boys and girls. However the rationale and guidelines are clear.

Pastoral record keeping and sharing

Pastoral records are kept and Child Protection records are kept separately. There is no centralised system of keeping records so there is some concern that information is either duplicated or overlooked. A better system of information sharing would aid the pastoral care of pupils.

Commendations

Hebron has a hard working and dedicated pastoral team with the welfare of the pupils central to what they do

Pupils are happy within the Hebron community and are fulfilled in what they do

Recommendations

1. A comprehensive and ongoing training programme for dorm parents and other pastoral staff
2. Clearer guidance on confidentiality and record keeping needs to be given
3. Reconsideration of the phone and social media policy.

d) Student Activities

A wide range of activities are available to Hebron students, both day and boarding. The Clubs' programme for the Junior and Middle Schools has been developed to allow space during curriculum time on two afternoons in the week, as well as after school, for activities. On one afternoon it is non-academic activities and on another academic. In the Clubs' programme, pupils can choose from a plethora of activities, including softball, dance, karate, Aussie Rules, cooking and quizzes. Academic options include Greek and Latin. It is noted, however, that it can be difficult to persuade some staff to offer a Club – some view the afternoon lessons as a potential 'free period' for marking. On the other hand, it is heartening to see the reintroduction of the International Award for Young People (Duke of Edinburgh Scheme) and this has proved extremely popular, with almost all of Std. 10 opting to undertake the bronze level course. Some 22 students are at silver level and it is hoped to continue it to gold level. There are some staffing needs here and some local difficulties accessing sufficient community service opportunities.

Dorm activities are provided by extremely hard working, imaginative and caring Dorm Parents, with the help of their Dorm Support and International Guests (IGs). These range from indoor games, cooking, craft sessions, meals, outdoor adventures, sports, visits to the market and movie nights to weekend trips away into the jungle, to retreat centres and to cities. For example, following their trial exams in February, the Std 11 Dorms will go to Coimbatore for a relaxing weekend in a leisure centre as well as some cultural and shopping trips. In addition, the A Level

Dorms enjoy an annual trip to North India. All activities and trips are fully staffed and risk assessed.

Over the course of the year there are a number of special programmes run within the school which involve the whole community. These include Student Council themed events (often with music and a range of foods), the amazingly diverse Drama October (attended by parents) featuring a range of plays, both serious and light hearted, and the Parents' Week programme in April which will feature a full-length play. This year students and staff are putting on a very ambitious musical, 'My Fair Lady'. Members of the team were amazed by talents on display in rehearsal and by the imagination and inventiveness of both staff and students.

Some concern was expressed in a few student and parent questionnaires about the time taken up by activities, especially in the Dorms, with a few students in the senior years expressing disquiet over the lack of free time. Whilst the inspection team would urge continual review of the activities and special events' programmes, we would also want to commend the school warmly on giving students such a breadth of opportunity and experience which can only serve to enhance the holistic appeal of the education on offer at Hebron. Students here can rarely complain of being bored.

Recommendation:

In order for the Clubs' programme to thrive, it is suggested that each academic department has an obligation to offer at least one Club, not necessarily subject-related, but in such a way as to ensure a fairer division of staff labour

5. Communication

Website

The website manager is keen to improve and we recommend that he visits the websites of other comparable schools. He should be supported in updating this as an important means of recruiting staff as well as informing prospective parents. A parents only password protected part of the website can facilitate regular communication on practical issues that will help address issues raised by day parents.

6. Preparing pupils for the next stage of their education

College counselling

College counselling, especially in the context of Indian Universities, seems to be lacking. It has to be made more intentional, especially when many very good Indian colleges and universities have come up in recent past. If some of these colleges/ universities are invited to the college fairs at Hebron, it will provide some alternatives to the graduating students here.

Recommendation:

The school may wish to invite someone like Dr. Amrita Dass, Director of the Institute of Career Studies (ICC), Lucknow, to talk to the student body regarding future possibilities in India and also other countries as well.

General counselling

The Personal Development Department consists of two PD tutors: one deals mostly with JS, MS and the other with SS and A Levels. Both have excellent qualifications and experience to recommend them. Each has a Masters in Counselling and Psychotherapy. *One* has been in Hebron for ten years and has 'outside' experience in an organization with abused kids in Ooty (Freedom Firm). *The other* joined a year and a half ago. She is a Hebronite and a registered counsellor in Canada. She worked with kids of up to 18 years. She is also a family therapist and deals with career planning and transition issues.

The demographic profile of Hebron has changed to accommodate up to 20% Korean students plus 25 other nationalities. The Questionnaires track parental concern for mental health and SEND issues; staff concern for cross cultural and community issues (i.e. cross language bullying) and student pre-occupation with personal developmental (i.e. relationships) issues. There is also the tension of balancing different faiths in a Christian context. There is concern among all over the school's use of internet policy.

Such an environment requires a well-organized and dedicated PD department, with staff who are not just well qualified but humble enough to take input as well as being willing to learn on the job, as well as put clear processes in place.

Some Year 13 students are concerned about confidentiality and have found the counsellors dismissive of their problems.

Though the structure of a student welfare department is in place and policies and pathways have been introduced, processes are still being developed. To make their work effective, the department aims to build a 10:1 ratio of students to staff. To keep the gender balance a male applicant is being considered.

A work in progress:

Within school, the process is initiated through a child self-referral through the VP (Student welfare). She and her team identify the person most appropriate to deal with the issue, then discreetly passes the student to relevant teachers / DPs. For privacy sake, the Hoz. and Counsellor notes look alike, as the student may be called out of class for other reasons: Hoz, DEL, Music, etc. Counselling requests are restricted to class time, rather than break times.

During each session of a minimum of 30 minutes, the counsellor engages the student in reflection and review of their actions/behaviour. The content does not touch issues of actual discipline. An online 'whisper' system may be put in place to encourage students anonymously to bring up things that bother them. The department tries to ensure someone is always available in the counselling room. Online systems may be used in the process, but with extreme care, especially about what is recorded and how it is worded.

The following mixed bag of *issues* have cropped up in the past five months: homesickness, settling in, behaviour, verbal bullying, friendships, handling change, values, identity, TCKs, family concerns, adjustment to Hebron culture, adoption related issues; plus mental health issues of anxiety, depression, and suicide ideation. Only one student 'openly' struggled with gender related issues: the school may wish to publicize 'Reconnect' camps in the UK. A lack of staff, as well as crisis management aggravated issues last year. On the other hand, IGs have been of great help. There is a need to *assemble and update brochures* re: mental health, LGBTQ+, general welfare.

The PD Department also has begun to compile *a list of external counsellors*, one of which is Sethu in Goa (secular). Sethu has taken referrals for SEND issues and has proved to be an excellent holistic, child development center. The process involves parental request, an initiating form to be filled, before appointments are made in Goa and assessment carried out. The outcomes have been impressive.

There is a need to build a more comprehensive all-India database of suitable counsellors.

Content: This year, PD will cover LGBT topics for Stds. 12 /13, in an attempt to disperse student perception of disapproval for gay people. Inspection team members suggested that issues relating to sexuality, religion and culture be brought up in a non-judgmental environment. 'Discrimination' is another topic to be dealt with by a social worker (a former DP).

In response to the need, *PD training for staff* is being initiated. One session on self-harm has already been done with the Hoz. Team. VP has also occasionally raised issues in staff meetings. The training however needs to be more frequent and more consistent, especially in recognizing trigger factors.

Counselling for staff: this topic is being raised on the staff well-being committee. PD Department is exploring two centres, one in Thailand, as well as looking for resource persons to deal with mental health issues in Retreat Week ACTION as well as during holidays. The counsellors do see some people out of school time. This is an area of big need for professional support. The Malans (Union Church pastor and his wife) are helpful outside the school in a pastoral role.

7. Maintaining contact with students when they have left Hebron

The Hebron Alumni (Hebronites) is a potentially rich source of support for the school – through prayer, help in kind, links to the professions and industry, fundraising (etc.). There are regular meetings around the world of Hebronites with the Hebron UK Link being the most active. The annual London reunion attracts some 150 former students who usually represent every decade from the 1940s to the present time. This is an opportunity for the Principal to meet with Hebronites and to give a report on the school as it is at present. Smaller gatherings take place from time to time in other countries. Former students regularly revisit the Lushington campus (and associated schools in the Nilgiris). We acknowledge that, owing to a bereavement, the Alumni Department is sadly depleted at present but there is still a very warm welcome extended towards former pupils, staff and their families.

Recommendation

The appointment of an Alumni Secretary (Communications Officer?) who can set up a list of Hebronites and former staff willing to offer help (for example) to recent leavers transitioning within India and outside of it, and who might be willing to promote the school generally, including making staffing needs known.

8. Staffing

It is not within the remit of the inspection team to comment on the level of remuneration nor on particular perks offered to staff. We recognise that this is an area of immense sensitivity and is highly complex within the changing face of India in the 2020s. We are aware, however, of significant pools of disquiet amongst both residential and non-residential staff, among managers, regular teachers and non-academic staff. Many staff raised their concerns within the confidential questionnaires. Most of this unease is a result of a lack of transparency and what is perceived as poor communication. As an example, we would mention the announcement that expat staff who stay on longer than 5 years will have a school-paid flight home at the end of every year. Many national staff were nonplussed by this concession which, whilst well-meaning, was perhaps not fully explained and communicated. There is uncertainty and some unease about the mechanism of the 'basket' for expat staff, but we understand that this arrangement is now under review. Once again, it is not for inspectors to question the detail of these arrangements, but we would urge transparency whenever possible and a commitment to explain the system and its complexities when questions about it are raised by staff members.

Inspectors were also made aware of the concerns of some staff about the new arrangements for non-residential staff to help with boarding duties during the main school day. Clearly this is a relatively new policy, intended to increase parity and promote fairness, and it will need review by the end of the semester. There is a perception among some staff, as expressed in questionnaires and in meetings, that certain staff members have a much lighter duty load than others even when the natural demands of family life are taken into account.

Recommendation

At root there appears to be a lack of transparency (within the bounds of appropriate confidentiality) and a clear explanation of why there may be disparities in duties, perks and remuneration. Any measures that can be taken to improve communication in this tricky area would be valuable.

Staff training

At Hebron there is a mixture of trained and untrained teachers, some with experience of a number of schools and some with no previous teaching experience. The shortage of teachers in some curriculum subjects means that many people are teaching outside their subject specialism which sometimes results in them being stressed and over-stretched.

There has been a significant investment in training teachers through the Cambridge PDQ programme which has led to a firmer skills base and cascaded training. The aim is to involve at least one staff member from each department to complete the course to increase the skill level within the school. Those who are participating are very grateful for the opportunity to improve their teaching skills.

Attending Continuing Professional Development (CPD) and other courses is problematic due to the location of Hebron and the expense of travelling. Some staff feel the lack of up to date subject knowledge and pedagogy whilst others would appreciate the opportunity to discuss good

practice with colleagues from other schools. There is a significant lack of investment in training for senior members of staff in responsibility specific areas and general leadership and management skills. Whilst attending all but a limited number of courses is understood to be prohibitively expensive, online training options could be further explored. Setting up links with other schools in India and beyond to share good practice would also be beneficial. A number of training organisations offer webinars which could be explored.

Commendations

1. The Cambridge PDQ has proved to be a great success and there should continue to be investment in this scheme to upskill the whole Hebron staff
2. Staff are keenly aware of the need to update their practice and subject skills but know there are few opportunities to do so.

Recommendations

1. Staff CPD is seen as a top priority for both academic and pastoral personnel. Cascaded learning would seem to be the key so that maximum benefit can be derived from course attendance.
2. Online training opportunities need to be investigated. For example the UK organisations Educare and Optimus offer a comprehensive range of online courses.

9. Governance (*The School Council*)

The inspection team has appreciated the invitation and the trust shown by Council in inviting us in to help inspect and evaluate the school at this point in its history. It is evident that Council is very committed to the welfare and sustenance of the school – and to improving its educational provision as Hebron moves on through its third century. We are also mindful of the role of Council in nurturing and protecting the school, its Christian ethos and British-style education, in the face of many challenges both locally and globally, including significant challenges in various quarters. In the confidential responses from Council members, one put the situation succinctly thus: *‘I do think the school may be at risk of relying on its legacy, and needs to significantly “Up its game”. Developing a very clear strategy based prayerfully on an understanding of mission in the region/ world which is rapidly changing, and clarifying its role, working this through into operational and financial plans to support this would also be important.’*

It is clear that Council wants to work effectively through the Principal and SMT to develop a relationship suitable for ‘just such a time as this’. The recommendations which follow are made in this light.

Recommendations:

1. A greater clarity (and transparency) is needed regarding the respective roles of Management / Council.
2. Many staff have said they would appreciate more opportunities to meet Council members

3. School policies (and responsibilities) must be updated / clarified
4. Induction of Council members: a review of this and of regular training (much is available online)
5. Council may consider having a consultant / visitor who attends Council meetings as an invitee and might be a retired Head / Senior teacher from India or overseas.

MAIN COMMENDATIONS

Note: These commendations, and the recommendations that follow, are listed in no particular order of importance, although an attempt has been made to group them according to their reference.

1. The loyalty and enthusiasm of the vast majority of all staff members and students.
2. The students are articulate, polite and considerate: "Hebron's best asset".
3. The students relish the opportunity to live in close contact with those from different ethnic, cultural and religious backgrounds. They develop strong relationships and find themselves becoming global citizens.
4. The students are well-motivated and behave well in class. They enjoy learning.
5. The students enjoy dorm life, are generally happy in boarding and derive much benefit from all that goes on in the residential programme of the school.
6. The students have many opportunities for exercising leadership.
7. The energy, friendliness, vision and spiritual/pastoral concern of the Principal.
8. The hard and conscientious work done by SMT, Heads of school and dorms, HODs and all staff members.
9. The pastoral heart that comes through all that staff members do.
10. Willingness on the part of staff to welcome change and a sincere desire to improve. Resilience on the part of older staff. The way staff respond to programmes of professional development such as PDQ.
11. The way staff members open their homes gladly to students.
12. The enthusiasm and skill shown by the International Guests (IGs) and the contribution they make to the life of the school.
13. Several of the departments are doing outstanding work, and all departments are seeking to do their best for the students.
14. Among many excellent departments (although comparisons are odious), team members were particularly impressed by what they saw in the areas of Music, Art and Drama, and by the school libraries.
15. Much good work is being done in PE, sport and games, both inside and outside the curriculum. The swimming pool is being well used.
16. The spiritual life of the school is strong, building on all that is good in Hebron's Christian tradition.
17. The school's Christian ethos is evident in its education and its activities. The staff members are dedicated, committed and servant-hearted.
18. The school is set in a beautiful environment, away from noise, pollution and traffic menace. The buildings show character and heritage, while the grounds are maintained with evident care and, for the most part, attention to detail.

19. Hebron fosters friendships that last a lifetime. This is manifested in the many happy Hebron marriages of which we heard.
20. As an inspection team, we were moved and impressed by the openness and the welcome we received from all sections of the Hebron community.

MAIN RECOMMENDATIONS

1. The boarding facilities and accommodation need improvement. Some improvements have been made recently, but much remains to be done. The programme of repair, upgrading and rebuilding needs to be continued, in accordance with a campus development plan that is comprehensive, ambitious and costed.
2. There are a number of specific safety matters that need to be addressed with the greatest urgency. These include ensuring that all emergency exits throughout the school are kept open and unblocked. Fire alarms need to be installed and fire practices need to be held at least six times a year.
3. The provision of showers for students (especially girl boarders at Selborne) needs to be reviewed urgently with a view to increasing the length and frequency of showers wherever possible.
4. All the school's policies need to be reviewed. It is recommended that the list of policies in the document "National Minimum Standards for Boarding" in the UK be consulted, and that policies be developed if they do not yet exist. Particular attention should be paid to policies on Health & Safety and Safeguarding/Child Protection.
5. In academic matters, it is recommended that the school review its procedures with regard to data tracking, monitoring and staff appraisal. There is room for considerable improvement in some of the lesson planning, schemes of work and marking.
6. It is recommended that more attention be given to the complex process of preparing students for life after Hebron. While we recognize that efforts are being made in this regard, we feel that more can and should be done in areas such as life skills and exit orientation. As one of the staff members providing this orientation may be leaving soon, efforts should be made to find a good replacement.
7. The school should consider urgently the purchase of a Management Information System (MIS). This would help in many areas of school administration, such as financial planning, student admissions, data tracking, student registration and communication with students, staff, parents and others.
8. There is a general need throughout the school to improve communication. While an MIS, as suggested in 7 above, will undoubtedly help, the process of transparent consultation, decision making and subsequent propagation of what has been decided is of paramount importance.
9. We recommend widening of membership of the SMT to enhance representation amongst Indian nationals and Selborne leadership. Additionally, a wider group, such as a SDT (senior development team), meeting once every term (and thus four times a year), to include the Heads of School, some senior Heads of Department (academic and non-academic) and able to consider issues to do with forward planning, vision and the Five Year Plan. To underpin all of this, it is recommended that the already hard working and

enthusiastic SMT (and suggested SDT) be further developed by members undertaking some systematic professional development leadership training. The latter can be achieved by inviting in an experienced leader from educational circles outside of the school to deliver focused training over a few days of INSET and then to follow up with 'top up' training at regular intervals over a year or more.

10. We recommend that the school's Christian basis and its religious life policy be kept constantly under review so that the school remains true to the teachings of the Bible and Jesus Christ, without ever allowing Christian dogma to become an instrument of control.
11. The system of staff remuneration needs to be kept under constant and careful review, with attention being given to issues such as the difference in perquisites and work expectations of those living on and off campus.
12. The compliance audit being undertaken by Council needs to be completed and kept under regular review.
13. We recommend that Council look for ways to develop further educational and financial expertise and regular training among its members.
14. While we applaud the work of the staff wellbeing committee, we recommend that staff workloads be kept under review to avoid the danger of burnout and to ensure (so far as possible) an equitable distribution of workload.
15. We recommend that Council should develop a policy that will take account of any possible conflicts of interest that may arise.

CONCLUSIONS

Once again we reiterate our gratitude to Council who invited us to visit Hebron and who gave us complete freedom of operation, to the Principal who extended every cooperation to us during our stay in the school, and to all the staff and students of the school who made us feel so welcome at every turn.

We recommend that follow-up visits by outside inspectors be arranged after six and 12 months to check on progress in implementing the recommendations, especially those flagged up as urgent. We recommend finally that full inspections be arranged at an interval to be determined by Council: our recommendation is that that interval should not exceed seven years.

Hugh Bradby on behalf of the Inspection Team
Hebron 17 February 2020

Appendix 1 and 2 follow on the next page.

APPENDIX 1

BRIEF NOTES ON MEMBERS OF THE INSPECTION TEAM



Shonila Chander MA. BEd. I was the head of the Social Studies Dept. at Woodstock School, Mussoorie, for 21.5 years. I retired from Woodstock in 2017, was called back in Sept. 2019 to teach AP Economics to grade 12, for this academic year (2019-20). I have been a member of the pastorate committee of St. Paul's, Church, Mussoorie, for 30 years. I served on the school's chaplaincy council for several years. I was Indian College counsellor for 20+ years. I have not had any direct contact with Hebron School.



Norwyn Cole: I was born and brought up in India and moved to the UK when I was fifteen. I was at Hebron School for eight years in the sixties and early seventies. My initial qualification was in social work followed by an MBA. Latterly I was a regulator in health and social care. As a regional director for the Commission for Social Care Inspection (CSCI), I had the regional responsibility for all welfare inspections of boarding schools in the East of England. I was a member of the assessment team that assessed Hebron in 2002. On retiring I returned to India and continued to support senior staff at Hebron. I now live in Portugal.



Jacqueline Davis: I am the Pastoral Deputy Head at Dean Close where I've been for more than 12 years. I line manage the boarding and day houses, medical provision, tutoring and PSHE. I am also the Designated Safeguarding Lead for the senior school and have oversight for the whole Foundation. Before Dean Close I was the academic Deputy at Spratton Hall prep school and a housemistress at Oundle. I have trained as an inspector. I have worked with teachers (the McKechnie's, Jeremy Niblett) who have worked at Hebron, and also with Hebron pupils. I currently tutor a boy who was a pupil there until the end of year 11.



Anita Lazarus: I have a BEd, with post graduation in Psychology along with Dip/Cert in Christian counselling. A Masters in Christian Ministry is in process from STM Malaysia. I am a registered counsellor with Assn. of Christian Counsellors S Asia-India and NACC Malaysia. I have board experience in four schools, two of which have been international schools (Hebron and Kodaikanal). Teaching experience: in several schools, the last of which was Hebron 1987-90. Pastoral care: Dorm parent of A Level girls. With my husband, off-campus counsellor for Hebron. Vast multi cultural multi- faith counselling experience in church and outside. Initiated Child Protection policies in two schools and one NGO.



Reverend Roger Leake: I started teaching in 1981: Biology teacher and Residential Assistant House Master at Trent College, then Biology and Chemistry teacher at Royal Grammar School, Newcastle upon Tyne; Head of Biology and Boarding Housemaster at Rossall School for 10 years; Deputy head at Kingsmead School, Wirral 5 years; 12 years as Headmaster of Leehurst Swan, Salisbury. I spent 14 years as an ISI Team, Boarding and Compliance inspector, for over 30 schools. Governor of St David's College Llandudno. Retired from teaching in 2018, Ordained Assistant Curate, to Chalke valley Benefice June 2019. I have no previous connection with Hebron school.



Alastair Reid: I was born and brought up in West Africa but attended boarding school in Scotland from the age of 5 years. I have taught History, Geography, English and RS, as well as various sports. I have held several positions in schools including Head of History, Boarding Housemaster, Deputy Head and Headmaster. I was VP Academics at Hebron 2000-2 and then Principal 2002-9 before going to Ballard School in Hampshire, UK, where I was Head 2009-18. I am a trained independent school inspector, a school governor and work part-time as General Secretary of TISCA (The Independent Schools Christian Alliance). I am married to Rosalyn and have three children, all Hebronites.



Rosalyn Reid: I have been married to Alastair for over 40 years. We met at Cambridge and both trained to teach History, although I have also taught Latin and Religious Studies. After my three children were born in Scotland, Alastair and I ran a boys' boarding house at Glenalmond College for four years. When we first went to Hebron in 2000 we ran a girls' Dorm and then once I became Principal's wife I helped with new staff orientation and re-entry programs and ongoing pastoral care. I taught in DEL, and later History and Religious Studies to GCSE and I organised the Christian activities program. I supported Christian parents, leading parents' prayer meetings. I worked with the domestic staff and especially with the housekeeper to allocate staff housing.



Hugh Bradby: I was born in Sri Lanka, but grew up in England. I studied in Oxford and later in Minneapolis. I taught English and RE at Wynberg-Allen School, Mussoorie 1975-1981, and then at Woodstock School, Mussoorie, where I was Vice Principal 1981-85 and Principal 1985-1991. I was Headmaster of Kingsmead School, Hoylake 1992-2006, then General Secretary of TISCA (The Independent Schools Christian Alliance) 2006-2019. As a Head, I have undergone inspections by ISI and the Middle States Association (MSA), for whom I have also inspected. I was part of the last Hebron Inspection Team in 2002, and visited Hebron again in 2008 to help with an appraisal of the school Council. I now live in Leamington Spa, UK.

APPENDIX 2

HEBRON SCHOOL: SOME NAMES, ABBREVIATIONS AND QUIRKS

All schools have their quirks and peculiar names and traditions. The following points are to help members of the inspection team (Feb 2020) orientate themselves quickly. Do also refer to the ‘cultural cues and clues’ paperwork produced by the school.

[‘health warning’! the following list may itself be a little out of date...]

Assembly Rooms	The cinema in Ooty close to the school grounds
Autos	Auto-rickshaws (in some countries called Tuk-tuks) – three-wheeler ‘taxis’
Avalanche	Pronounces ‘Avalanchee’ – outward bound area in the hills which has a Scripture Union camp. Used for D of E and Dorm activities
Big Pitch	Larger of the two games’ pitches
Botanical Gardens	A major tourist attraction in Ooty. The Lushington campus adjoins this and used to be one and same
Brecks	School in Ooty which used to be closely linked to Lushington in colonial and immediately post-colonial times
Brooklands	Guest House in Coonoor, where Hebron began
Christian activities	On Sunday evenings and age-specific
Collector, the	The main government official in the town
DEL	Department of Enhanced Learning – for SEND and EAL
Dhobi	Local laundry service
Clubs	Whilst there are some activities during the year, there is a dedicated Clubs’ period in term 3 (Easter Term) after school on one day per week
Domestic staff	Ancillary staff – cleaners (housekeeping), catering, gardeners, maintenance... Also called support staff
Dorms	Boarding houses. Apart from the youngest, mixed, Dorm at Lushington, these are generally single year group, single-sex, boarding houses (named variously after features in the locality – e.g. Elkhill, Tiger, Glenrock...) and overseen by dormparents (many of whom will also be teachers). Dorm outings / activities take place at weekends (<i>See end for Dorm names</i>)
Drama Week	Just before the mid-semester break in semester 1 (October). Plays put on by Stds 7, 9, 11 and 13 annually
D of E	Called ‘The International Award for Young People’ in India
Ghat	The hill(s) up to Ooty – steep!
Grad	Graduation for Standard 13s in June each year
Glenrock Colony	Mostly residential housing to the side of Lushington – some Dorms and staff housing

Heads' Association	The c 24 English-Speaking schools in the Nilgiris who play each other at fixtures / tournaments, etc. There are only two international schools, including Hebron
Hebronites	Alumni and current students
Houses	There are two – Blue and Gold – and are ‘vertically aged’ for students across all year groups. Mostly for inter-House sport
Hoz	Medical centre (at Lushington)
IGs	International Guests – usually c.6-10 each semester and mostly Gap-year age students from overseas who help in Dorms, with games, activities, etc. depending on their expertise. They generally only stay one semester, occasionally two
iGCSE	Hebron primarily does International GCSEs (and A levels)
Lady on Duty	Also ‘Man on Duty’ – duty staff
Lushington Hall	Where the main school is – classrooms, administration dining hall, sports’ facilities, etc. as well as all of the boys’ accommodation. Alumni refer to it as Lushy
Modern Stores	Local shop which also stocks ‘western’ foods
Montauban	Guest House in Ooty
Ootacamund	Traditional name for the town and shortened to Ooty. More recently re-named Udhagamandalam
Ooty Club	Members’ club in town where snooker was invented
Parents’ Week	In April – includes parent/teacher meetings, a major sporting event (athletics or swimming), prayer meetings and is just before the mid-semester break
PD advisor	Personal Development advisor for students – a little like a Form Tutor
Prefects	Senior leaders in Standard 13 appointed by SMT
Prep	‘Homework’ done in the evenings (supervised for many)
Principal	Title of the Head teacher
St Stephen’s	Church of South India church to which some staff and students go on Sundays. Looks like an English parish church
Standards	The equivalent of Year groups – thus Standard 11 is the main iGCSE year and Standard 13 for A levels
Selborne	This is the girls’ campus – Dorms for the older girls with some sports’ facilities and dining. This campus is 1 km away from Lushington across the town. There is a school bus between the campuses morning and evening and many of the older girls will walk from Lushington to Selborne after school
Semester	Hebron has two semesters p.a. (August-December and February-June) and each is broken into two terms (Monsoon, Christmas; Easter, Graduation). There is an 8-day mid-semester break which divides the terms in each semester
SMT	Senior Management Team
School Council	The governing body usually called ‘The Council’
Staff meeting	On Thursday evenings and for all staff – an opportunity for devotions and prayer
Students	Usually the name used rather than ‘pupils’
Terms	See semester

Titch Pitch	Smaller of the two games' pitches
Toy Train	The mountain railway to Ooty from Mettupalayam via Coonoor (a c 3 hour spectacular journey)
Student Council	Elected student body – runs some social and charity events, etc.
Todas	The original tribal people who have a settlement above Lushington Hall
Union Church, Ooty	Non-denominational free church to which many students and staff go on Sundays
Wellington	The Indian officers' military base near Coonoor which has a large athletics' stadium used for inter-school sport

Compiled for the Inspection Team by Alastair and Rosalyn Reid (November 2019)

N.B. Dorm names / ages:

Lushington

Still Gardens Std 5-7 boys
Treetops Std 5-7 girls
Tiger Hill Std 8 boys
Snowdon Std 9 boys
Shire Std 10 boys
Cyprus Court Std 11 boys
Ebenezer Std 12 boys
Glenrock Std 13 boys

Selborne

Gables Std 8 girls
Elkhill Std 9 girls
Brighton Std 10 girls
Cornerstone Std 11 girls
ALG 12
ALG 13