



ISI Independent
Schools
Inspectorate

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

Millfield School

January 2023

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School's Details

School	Millfield School			
DfE number	933/6022			
Registered charity number	310283			
Address	Millfield School Butleigh Road Street Somerset BA16 0YD			
Telephone number	01458 442291			
Email address	generaloffice@millfieldschool.com			
Headmaster	Mr Gavin Horgan			
Chair of governors	Mr Roland Rudd			
Proprietor	Millfield School Ltd			
Age range	13 to 18			
Number of pupils on roll	1312			
	Day pupils	337	Boarders	975
	Seniors	684	Sixth Form	628
Inspection dates	21 to 23 January 2023			

1. Background Information

About the school

- 1.1 Millfield School is a co-educational day and boarding school. Founded in 1935, it occupies a 240-acre site in Street, Somerset. Most of the 19 boarding houses are located on or adjacent to the campus, with three at a short distance away. Trustees of the proprietorial charitable company provide governance for the school and also for Millfield Preparatory and Pre-preparatory schools. These were inspected at the same time and a separate report issued.
- 1.2 Since the previous inspection, indoor centres for cricket and golf have been created.

What the school seeks to do

- 1.3 The school aims to enable pupils to discover and develop their individual abilities through academic, sporting and artistic opportunities. It seeks to create a supportive community in which pupils can develop self-esteem, resilience and leadership skills. It intends that pupils will become considerate, self-aware, self-confident and socially adept individuals.

About the pupils

- 1.4 Pupils come from a range of backgrounds. Around a third of pupils are from overseas, representing 70 different nationalities. The pupils have a wide range of ability, the majority being slightly above the average compared with those taking similar tests nationally. Those joining the sixth form are slightly below the national average in ability. The school has identified 373 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia and attention deficit hyperactivity disorder, of whom 207 receive specialist intervention from the learning support department. There is one pupil with an education, health and care (EHC) plan. English is as an additional language (EAL) for 62 pupils, of whom a small number receive additional language tuition. The curriculum is modified for those pupils identified by the school as being the most able or requiring additional support. Specialist coaching and adapted timetables are provided for pupils with particular talents in sport and music.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase the maximum number of pupils it can accommodate.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools](#)

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Recommendation with regard to material change request

Summary of findings

- 3.1 The school had already increased numbers from the 1290 on roll when the application was made. At present there are 1312 pupils in total.
- 3.2 Inspectors' visits to boarding houses showed that the school has reconfigured some spaces sensitively, with no detriment to the quality of the accommodation. Given that there are 19 boarding houses, there has been only a very small increase in numbers in any one house. No boarders spoken to expressed dissatisfaction with their accommodation or any concern about lack of space.
- 3.3 Teaching areas are able to accommodate the increase in numbers without difficulty. Some of the classrooms are relatively small but as teaching groups are also small there is no overcrowding. The school has taken steps to reduce pressure on dining facilities by creating a suitable rota for pupils. Medical facilities are well staffed and can also manage the increase in numbers without difficulty. The extensive site provides more than enough space for physical education and recreation.
- 3.4 The school's pastoral systems are strong, with additional staff, including a second counsellor, appointed to pastoral roles since the previous inspection. The increase in numbers has not had a detrimental effect on the school's ability to care for the health and wellbeing of the pupils.

Recommendation

- 3.5 It is recommended that this application is approved.

4. Educational Quality Inspection

Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Lower 6	Year 12
Upper 6	Year 13

Key findings

4.1 The quality of the pupils' academic and other achievements is good.

- Pupils reach outstanding levels of achievement in a wide range of sports, taking full advantage of the school's excellent facilities and expert coaching.
- Pupils display high levels of creativity, especially in music, dance and art.
- Pupils' academic performance overall is good. For some, a lack of interest or determination in academic lessons, especially when insufficiently challenged, limits achievement.

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

- Pupils develop strong self-discipline, self-esteem and resilience because the school successfully encourages each and every pupil to discover an area in which they can excel.
- Pupils develop a fierce loyalty to their houses and take pride in contributing to the life of the school community.
- Some pupils fail to live up to the school's values on occasion and do not consistently treat others with respect and kindness.

Recommendations

4.3 The school is advised to make the following improvements.

- Enable all pupils to achieve their full academic potential by ensuring that lessons consistently provide appropriate challenge and set high expectations of pupils' involvement.
- Ensure all pupils fully understand and commit to the school's values so that they consistently treat others with respect and consideration.

The quality of the pupils' academic and other achievements

- 4.4 The quality of the pupils' academic and other achievements is good.
- 4.5 Pupils' attainment at A level in 2022 was good, approximately 85 per cent of grades awarded being between A* and C. All candidates taking the Business and Technology Education Council (BTEC) qualification were successful, a large majority of grades reaching distinction level. At GCSE, just over half of results were at the highest two grades and just over 90 per cent results were awarded at grades 9-4. This level of attainment at GCSE mirrors the centre- and teacher-assessed results in 2020 and 2021. While A-level grades overall showed a slight improvement on those for the same period, in some cases pupils' results suggested they had not performed as well as expected. The majority of sixth form leavers apply to university and win places at a range of universities in Britain and overseas, a number being offered sporting or academic scholarships. In questionnaire responses most pupils expressed satisfaction with the progress being made and their parents agreed.
- 4.6 Pupils develop a wide range of good knowledge and skills in all the required areas of learning and their co-curricular pursuits. They are all encouraged to discover something in which they can 'Be Brilliant'. The school is highly successful in achieving its aim in this respect. Pupils speak appreciatively of the extensive range of co-curricular opportunities and of the school's curriculum which gives them an unusually wide range of options, academic and vocational. Pupils' sporting abilities and skills are developed to an outstanding level thanks to the excellent facilities and the high standard of coaching, as seen for example in a senior rugby training session. The pupils are consistently enthusiastic and committed to achieving excellence in sport which is a major component of their school life. Pupils whose talents lie elsewhere also develop their abilities to a high level, especially in music and art. Strikingly beautiful portfolios of work were seen. In academic subjects, many pupils made swift progress, for example in a Year 13 geography lesson considering the causes of global debt, a Year 11 French lesson on different formations of the past tense and a Year 9 music lesson producing a soundscape using body percussion. At other times, the rate of progress was slow; pupils lost interest when little interaction was required, questions were closed and there was insufficient challenge. Pupils with SEND or EAL make progress that is at least equal to, if not better than, that of those without such needs, evident in their academic results and in lessons seen during the inspection. This progress is strongly underpinned by the school's learning support department which provides timetabled additional support for pupils and guidance to teachers in appropriate classroom strategies. Pupils identified as particularly academically able achieve in line with their ability. Their progress, and that of all pupils, benefits from the school's extensive provision of additional opportunities, of which boarders especially can make full use.
- 4.7 Pupils' communication skills are well developed. In informal conversations and with their peers they speak confidently, although in some lessons and in discussion with inspectors some pupils were less communicative and struggled to express their ideas. More confident pupils said they feel comfortable to address larger audiences such as year assemblies and contributing to video presentations for the 'Prefects' Corner.' They are good at listening to their teachers and to each other. They can read aloud with expression and their comprehension skills are generally good. Written work shows pupils' ability to create clearly structured, carefully expressed responses, using subject specific vocabulary correctly. Many pupils take notes independently and respond well to their teachers' feedback, improving their vocabulary and structuring as a result.
- 4.8 Pupils develop confident mathematical skills as they move through the school, supported by teaching which is sensitive to individual needs and provides guidance as needed. By Year 10, pupils can apply appropriate mathematical methodology confidently, as seen in a product design lesson in which they used scale drawings to create a 3D product. Pupils who choose to follow mathematics at A level show a genuine love of the subject. A few older pupils were dismissive of the usefulness of mathematics beyond everyday arithmetic, but others showed that they apply their numerical knowledge confidently across the curriculum. Year 12 economics pupils interpreted key graphs effectively and

Year 9 pupils in a geography class confidently constructed accurate pie charts to identify major manufacturing countries.

- 4.9 Pupils in all year groups are highly confident and skilled users of ICT. Their progress is supported by the school's investment in excellent resources and the commitment of staff to compiling subject specific digital resources for pupils to access. Pupils use the school's digital systems with great confidence, moving between applications and resources on their tablet devices skilfully. They make excellent use of creative applications in fashion, photography and art to produce beautiful and effective work. They appreciate having access to all their work and resources in one place rather than having to carry a number of files or text books, saying it helps them to be more organised. They like the immediacy of the digital feedback they get in lessons or on their prep, enabling them to make quick improvements. Their ICT skills are such that they are very well prepared for the realities of a future workplace.
- 4.10 Pupils are encouraged to think across subject boundaries from their 'Nine at Millfield' year onward and many are good at analysing material and drawing different threads together. A project on World War One in Year 9 resulted in poignant letters written as if from a soldier in the trenches. The responses from Year 12 pupils to what they had learnt of the human immune system went beyond their biology lesson to result in a musical composition. Excellent analytical skills were seen in a BTEC project on the impact of sports injuries, requiring research into the professional sporting world, and good skills in a BTEC class preparing for a presentation on how to improve technique in a chosen sport. In a Year 13 lesson, pupils perceptively drew together the dystopian themes in *1984* and *Handmaid's Tale*. Some pupils find such intellectual agility difficult. Year 10 pupils struggled in considering how different major world faiths balance a commitment to religious tolerance with the impulse to evangelise. Responses from pupils in an EPQ session on identifying and referencing relevant sources revealed their difficulty with this skill and they became disengaged, achieving little in the lesson.
- 4.11 Many pupils are eager and committed learners, willing to work hard whether independently or collaboratively. Such pupils show initiative and a willingness to take the lead in their learning, as was seen in a group of BTEC fashion pupils working with silent absorption and total focus. Pupils focus well when lessons set a good pace, provide appropriate challenge and have high expectations of all; then, their pride and pleasure in making progress is evident. That love of learning was not universally evident; in questionnaire responses a small minority of pupils said that lessons are not usually interesting. In a number of lessons observed, pupils were largely passive. They made minimal contribution but dutifully did as their teachers told them, rather than taking an active part in their own learning. On a few occasions, pupils' interest flagged and their behaviour deteriorated to the point of low level disruption and disrespectful behaviour to the teacher. In discussions, some pupils referred dismissively to teachers' feedback on their work, indicating an unwillingness even to read the feedback let alone use it to improve. In another discussion, some commented that they dislike the demands of EPQ and made it clear that, while they would not drop it, they were not prepared to put in the necessary work.
- 4.12 The pupils are at their best, at their most involved and energised, when involved in sports coaching sessions and games. Whatever their personal sporting prowess, pupils work with enormous determination and a huge sense of enjoyment. Their commitment to excel means that they do not resent the many demands training makes of them. Boarders spoke appreciatively of being able to train before breakfast and in the evening, which they accept as essential to achieve success. They thrive on pushing themselves to achieve their physical best. They speak with respect and admiration of their coaches and the way in which these help and encourage them to be the best they can be as individuals and as members of a team.
- 4.13 The pupils' sporting achievements are outstanding. Their frequent involvement in sports and expert coaching is facilitated by boarding and the school continues to prepare pupils to reach the highest levels of sporting success. It counts numerous Olympians amongst its alumni. There are currently almost 50 pupils representing their countries in a whole range of sports including rugby, football,

athletics, equestrian events and swimming. Pupils have been selected to join national or professional development squads in a number of sports including hockey, netball and cricket. Those with different talents also achieve at a high level. Many embark on the Duke of Edinburgh's Award Scheme (DoE), some completing the Gold level while in the sixth form. Recent leavers have won places at music conservatoires. Pupils were finalists in a national chamber music competition; some have won places in the National Youth Choir or National Youth Orchestra. There have also been successes in the UK Mathematics challenge, in a Linguistic Olympiad and Physics Olympiad, in debating and in chess. The school is successful in enabling and encouraging pupils to find and develop their own talents, whatever they are.

The quality of the pupils' personal development

- 4.14 The quality of the pupils' personal development is good.
- 4.15 Pupils lead very busy lives in the course of which they develop considerable self-confidence, resilience and determination. They are helped in this by the school's focus on ensuring that all are recognised for their own talents, wherever these may lie. Whether their interests are in sport, music, drama, art or academic pursuits, the pupils have a well-developed appreciation of their own strengths and weaknesses. They understand the need to persevere, physically and mentally, in the face of difficulties if they are to succeed. They are especially good at doing so in their sports and co-curricular activities, but some are less ambitious in the academic sphere. Many of the pupils spoke to inspectors about what helped build their confidence in academic lessons and in sports coaching; they expressed great appreciation of their teachers and sports coaches. Boarders' self-knowledge grows as they develop self-discipline and independence, matters on which a very large majority of parents comment positively in the questionnaire .
- 4.16 The need to balance the many demands on their time means that pupils develop good organisational and decision making skills, which they apply to their lives in boarding as well as in school. They make decisions in many ways, on subject choices, in the various school and house committees, and they realise the importance of wise decision making if they are to achieve what they want. They understand that suggestions they make in house and school committees can have a genuine impact on their school lives. They also learn the wisdom of asking for help when they feel overburdened or that they are falling behind in their work; they have confidence in the willingness of their tutors or coaches to help them to find a solution. Boarders also appreciate the supervised prep session in house which ensures they have time for schoolwork as well as training.
- 4.17 In many ways, pupils' daily lives are intensely grounded in the physical and it is in their appreciation of the agility and elegance inherent in elite performance that the pupils show their sensitivity to matters beyond the material. They speak of finding inspiration from watching peers with outstanding abilities, mentioning specifically sports and dance. In discussions, their comments indicated limited awareness of beauty in purely aesthetic terms although they appreciate the talents some have in art or music. Inspectors were told by staff of moments they have observed pupils being awed by something else, such as by realising what a complex machine the human body is; or when in a DoE expedition, the beauty of the natural world brought a quiet peace of mind to individuals. Pupils speak proudly and fondly of their house spirit. Prefects produce a short video several times a year to stimulate thought on important issues such as youth homelessness or child exploitation. A Year 12 assembly on Holocaust Memorial Day drew attention to the apparent ordinariness of some of Hitler's ministers and contrasted it to the extraordinary evil of their actions; this engendered a sober, reflective silence.
- 4.18 Pupils have a good understanding of the difference between right and wrong; they are clear on the school's behavioural expectations. When asked about their personal values and moral codes, they spoke of the importance of being honest, trustworthy, being humble about their own abilities so that they don't make others feel inadequate. In conversation they often referred to the school values of

respect and kindness. The majority of the pupils aspire to live up to these values most of the time but in questionnaires and discussions a minority of pupils said that they did not think pupils respect or are kind to each other. A very few comments from parents expressed a similar concern. Staff spoke of a vocal minority whose behaviour can have a negative impact on others. Inspection evidence shows that there have been times when the values of kindness and respect have been significantly breached and relationships between pupils have deteriorated. School leaders have dealt with these firmly and are working hard to promote a culture in which all pupils, regardless of their personal talents, understand and accept the importance of creating positive, respectful relationships with others. Pupils and staff say there has been considerable progress; senior leaders agree that there needs to be continued focus on this aspect of the pupils' education.

- 4.19 The pupils are socially aware and highly conscious of the importance of being able to work collaboratively with others. Their skills in teamwork and collaboration are constantly being nurtured in their sports training, such as in the warm-up activities prior to a netball match. Pupils were seen rehearsing and performing a violin concerto with great skill and musicality, demonstrating an excellent ability to work together effectively to achieve a common goal. Pupils worked well together in some lessons, for example sharing equipment sensibly in a chemistry practical or using movement to explore the relationship between characters in *The Tempest*. In some other lessons, pupils needed considerable teacher direction to work together successfully and the different attitudes and willingness of male and female pupils to work collaboratively in an academic lesson were evident.
- 4.20 The pupils are very loyal to their houses. For boarders, the sense of belonging to their house and its community is a major factor contributing to the quality of school life. They take great pride in actively supporting their house in friendly competition against other houses in fixtures and activities such as house song. Pupils selflessly help each other to develop skills, for example in elite players helping to coach younger pupils, and those whose interest are in more niche sports provide each other with much support and encouragement. They are also generous in supporting others academically, with older pupils undertaking informal mentoring within the house. Pupils enjoy being part of the school's Giving Day and organising a 'Brilliant Exchange' as an ecological and fundraising activity. Charitable initiatives to help support the wider community include creating Christmas gift boxes, organising a tea party for the elderly and becoming volunteers working on an allotment in a project supporting the rehabilitation of offenders. A group planning a trip to Nepal are currently providing online English teaching to Nepalese children, building bonds in advance of their visit.
- 4.21 The school community is richly international. Pupils say that the diversity of the school is a great strength and widens their outlook on the world. The International Student Association, formed to bring a better awareness of different cultures, has helped organise International evenings when the food, dress and music of their home nations are shared and celebrated. Pupils confirm that there are no tensions generated by different races or beliefs and they have a good awareness of the importance of tolerance and inclusivity. A small minority of pupil responses said that the school does not teach them to build positive relationships. In discussions, those who have identified as LGBTQ said that they value the school's support of them especially in the discussion groups and counselling offered. They appreciate the school's intervention should they experience derogatory and hurtful banter.
- 4.22 Pupils have an excellent understanding of how to stay safe and healthy. They have a mature understanding of online dangers. Regular exercise for all, not just elite athletes, is at the heart of the school's philosophy and the pupils willingly engage with this. Pupils receive extensive guidance about the importance of healthy eating, particularly for those who follow rigorous training regimes. Screens in the dining room encourage them to 'Eat to Excel' and give tips on balancing their nutritional needs. Pupils are also conscious of the need to look after their mental health and seek advice from coaches, tutors and the counsellor should they start to feel overwhelmed. They are appreciative of the school's commitment to supporting their emotional wellbeing, evident in the creation of the Wellbeing Hub and increased counsellor availability. In this way they are helped to develop the level of resilience needed to cope with the complexities of modern society and the pressures they will face in the future.

5. Inspection Evidence

5.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, chapel and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr William Ibbetson-Price	Accompanying Inspector
Mr Nicholas Roddis	Compliance and team inspector (Deputy head, IAPS school)
Mr Phillip Stapleton	Team inspector (Headmaster, HMC school)
Mr John Davies	Boarding inspector (Deputy head, HMC school)
Mrs Nichola Haworth	Boarding inspector (Deputy head, HMC school)
Mrs Wendy Martin	Boarding inspector (Former head, SoH school)
Mrs Caroline Pellereau	Boarding inspector (Former head of lower college, GSA and HMC school)
Mr Andrew Selkirk	Boarding inspector (Former second deputy, SoH school)