



ISI Independent
Schools
Inspectorate

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

Wellington School

March 2023

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School's Details

School	Wellington School			
DfE number	933/6178			
Registered charity number	1161447			
Address	Wellington School South Street Wellington Somerset TA21 8NT			
Telephone number	01823 668800			
Email address	enquiries@wellington-school.org.uk			
Headteacher	Mr Eugene du Toit			
Chair of governors	Ms Anna Govey			
Age range	3 to 18			
Number of pupils on roll	905			
	Day pupils	754	Boarders	151
	EYFS	37	Juniors	161
	Seniors	541	Sixth Form	166
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

- 1.1 Wellington School is an independent, co-educational day and boarding school set in a town in rural Somerset. It consists of the senior and prep schools, which sit alongside one another. The senior school was founded in 1837 and the prep school opened in 1999. Boarders are accommodated in five single-sex houses all within the school site.
- 1.2 The school is governed by a group of directors and trustees, who form the governing board. Some of this group are nominated by different organisations with other governors being co-opted.
- 1.3 The current headmaster has been in post since September 2019. There have been changes to the management structure of the school and to the house system to bring greater cohesion between day and boarding pupils.

What the school seeks to do

- 1.4 The school aims to embed a pastoral culture that is compassionate, empathetic, inclusive and supportive of all the community. It seeks to provide a curriculum that stretches and stimulates all pupils and to provide a co-curricular programme that allows a breadth and depth of experience that will challenge, inspire and build confidence. It aims to develop skills and character traits that will see pupils thrive personally and professionally both at school and beyond.

About the pupils

- 1.5 The majority of pupils come from the surrounding area with a boarding population representing over 30 countries. Data provided by the school indicate that pupils' ability is broadly average compared to those taking the same tests nationally. The school has identified 200 pupils as having special educational needs and/or disabilities (SEND), mainly specific learning needs and attention related difficulties, 117 of whom have additional specialist help. There are three pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for 143 pupils, of whom 51 have additional support with their English and the school identifies 142 pupils as being the most able, including its academic scholars.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

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

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 relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. 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.
- 2.8 The standards 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

- 2.9 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.
- 2.10** An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and 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

- 2.12 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.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 [and 23] are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standards relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 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.
- 2.19 The standards relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

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

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils achieve a high standard of result in public examinations, significantly exceeding the expectations from standardised assessments.
- Pupils are confident communicators in lessons, comfortable in expressing their ideas openly.
- Pupils display positive attitudes towards their learning and engage fully with their lessons.
- Pupils have a comprehensive level of knowledge across the subject areas and use this understanding effectively.
- Pupils on the whole, show excellent study skills, researching information thoroughly and then developing their ideas at a high level.

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

- Pupils are confident in themselves and take responsibility for their learning.
- Pupils have an excellent sense of right and wrong and exhibit a positive level of behaviour around school.
- Pupils have a strong sense of community, particularly in boarding and work effectively in groups, through their varied activities beyond the classroom.
- Pupils show a high level of kindness and respect towards each other and have a very inclusive approach to their diverse community.

Recommendation

3.3 The school is advised to make the following improvements.

- Ensure that all pupils develop further their independent learning skills and sense of curiosity so that they challenge themselves fully in their work.

The quality of the pupils' academic and other achievements

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

3.5 Pupils at the school achieve a high standard of results, significantly exceeding the predictions from standardised assessments. In the years 2019 and 2022, on average almost a half of pupils were awarded A* or A grades at A level and over a half achieved the highest grades at GCSE. These results mirror those in the centre and teacher assessed grades in the intervening years. Female pupils perform

more highly than their male counterparts but not significantly. Pupils with SEND achieve above expectations and in some years higher than the main cohort. In the pre-inspection questionnaires, a very large majority of parents said that their child's individual needs were catered for effectively. This strong level of achievement reflects the excellent information on pupils' specific needs, provided by the learning support department. In lessons observed, pupils with SEND were making excellent progress, helped by the effective strategies employed by the teaching. In the same way, pupils with EAL also achieve high standards in their examination results. The vast majority of pupils are making strong progress when compared to their starting point on entry. Almost all of Year 13 leavers go onto university with a majority going to competitive institutions to study a variety of courses. Data from the prep school also indicate that a high percentage of pupils are working at or above national norms, mathematics being particularly strong. This strength of outcome is reflected throughout the school in lessons and pupils' written work, where this age group is achieving a high level of success and making strong progress. In response to the questionnaire, pupils commented positively on how the school supports their learning and helps them to be successful and parents welcomed the safe and excellent learning environment in the school.

- 3.6 Pupils present their ideas confidently in class, in an atmosphere that is not judgemental, and which encourages them to listen and learn from each other. They test each other in discussion and then transfer these ideas into their written work effectively. Year 13 pupils in a religious studies lesson presented some excellent ideas verbally and then followed this up by taking good notes, which they then shared in the plenary session. Several of the group were working in their second language. Pupils in a lower school geography lesson articulated some excellent views of what had happened to victims in the Turkish and Syrian earthquake and then summarised their opinions in writing. Pupils are also excellent communicators in more informal situations such as in the boarding houses and around school. During the weekly breaktime meeting with senior leaders, pupils from the prep school, used excellent speaking and listening skills in their conversations, talking animatedly about the previous evening's production.
- 3.7 Pupils show a strong level of knowledge across the subject areas and throughout the school. They are successful in recalling prior information and ideas and then they can apply this knowledge to new tasks effectively. They exhibit a high level of aspiration in their desire to expand their knowledge and this reflects well on the learning culture of the school. Year 12 pupils in a design technology class made rapid progress in understanding what was required for their A-level projects, following a group analysis of their respective project designs. Pupils in a Year 7 physics lesson were fully engaged with the task and were able to reach some excellent outcomes in their presentations on which renewable energy types would work best in their part of the island. They showed excellent understanding of the issues involved. Year 3 pupils showed they could successfully include fronted adverbials in their sentences with some pupils using challenging and complex vocabulary.
- 3.8 Pupils engage fully with their learning and there is a positive atmosphere in lessons. For the most part they work well on their own, but they also can be equally effective as collaborative learners. Pupils in a Year 2 class worked with focus and positivity when writing sentences about the moon landing, showing high levels of commitment to their work and remaining focused throughout. At times pupils in the senior school could be a little more proactive in developing their own ideas though there were some excellent examples of this happening. Pupils in Year 9 displayed an excellent attitude in their work on building slum houses out of scrap resources. They were vocal and enthusiastic but showed persistence as a variety of obstacles were introduced such as no electricity and no water. In a Year 12 religious studies lesson, balancing the ideas of Utilitarianism against those of Kant, the group was divided into two halves, each taking on one line of argument and they showed both individual initiative in first researching their ideas and then excellent collaboration to produce a successful end result.
- 3.9 From an early stage in the school, pupils display excellent study skills and in the prep school, this is a real strength. Pupils in a Year 4 lesson were able explain effectively how their research had helped them understand the issues of ecology, and why it is important not to be wasteful, hypothesising that

it is due to an increase in population so therefore, more people will lead to more rubbish. Pupils in the senior school research information from different sources and then develop thoughtful lines of argument which explore different viewpoints and reach perceptive conclusions. This was seen in some excellent work for the Extended Project Qualification (EPQ), where pupils in the sixth form were showing strong levels of analysis and then developing their own hypotheses and seeking to evaluate these. In a cooking session in the Early Years Foundation Stage (EYFS), children predicted imaginatively what they thought would happen to chocolate if microwaved.

- 3.10 Pupils show great commitment and enthusiasm for their activities beyond the classroom and gain considerable success. Pupils have gained gold awards in national competitions such as in mathematics, chemistry, computer science and physics. A team has reached the semi-finals of a national accountancy competition. Pupils in music and drama have gained individual gold awards and distinctions in external music and drama examinations as well as performing together to a high standard in concerts and productions, as seen in recordings from previous years. In an informal music session, a trio of senior pupils showed a high level of musical skill in improvising on their different instruments and switching the musical lead from one to another, creating an excellent and individualised performance. In sport, individual male and female pupils of all ages, have gained regional and national representation in a variety of land and water sports. The many sporting teams in the school compete enthusiastically and are successful locally and regionally. Pupils challenge themselves successfully and develop new skills, through their outdoor activities such as the Ten Tors challenge, and many participate in The Duke of Edinburgh's Award Scheme (DofE), gaining awards at every level. In this way the school very successfully fulfils its aim to provide a co-curricular programme that allows a breadth and depth of experience that will challenge.
- 3.11 Pupils are clearly competent in their understanding of information and communication technology (ICT). They use their skills in a variety of subject areas and in different formats, such as in a Year 9 music technology lesson where pupils successfully created soundtracks to match a video clip of their own choice. Pupils see ICT very much as a useful tool to support their work and to provide alternative ways of presenting their ideas. In the prep school, pupils used 3D design software to create name plates printed with a laser cutter. Year 7 pupils made excellent progress developing their IT skills both in their programming of mini-programmable devices and their presentational skills of these results. Year 9 pupils in a geography lesson produced videos on how the idea of plate tectonics works in practice.
- 3.12 Pupils have very good mathematical skills throughout the school and are able to confidently apply these to curriculum areas outside the realm of mathematics, as well as achieving strong results in examinations. Pupils welcome the opportunity to combine literacy and numeracy in ways that are imaginative, illuminating and engaging. Excellent examples of their skills were seen in a Year 11 chemistry class where standard form and the correct number of significant figures was required in mole calculations. In a Year 11 business studies lesson, pupils worked successfully on calculating gross profit and the average rate of return. Pupils in history were confident in using statistics on population and death rates to make perceptive conclusions changing government attitudes and policies in the early twentieth century. In the prep school, this was seen in a Year 6 science lesson, where pupils used both a bar chart and line graphs to demonstrate that the heart rate increases during exercise and reduces on recovery.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are highly confident individuals and know what they are trying to achieve with their lives but without any sense of arrogance in their behaviour. They understand that they will face challenges in their learning and make mistakes but that this is an effective way to bring about progress. In dealing with this, pupils display strong levels of resilience and adopt a determined approach to every activity.

A group of Year 7 pupils displayed excellent confidence and self-belief in establishing their own music band, calling themselves 'The Misplaced Blazers'. Pupils in a Year 9 French lesson were very comfortable in expressing themselves in a humorous oral exercise and were not concerned about their accents and the actions they used to reinforce what they were saying. Year 11 pupils in discussions, understood that the skills they had learnt in one subject were often transferable and this increased their self-confidence in other subjects. In Year 6 mathematics and English books, there was strong evidence of pupils self-assessing their own work against the learning objectives in lessons. They used a colour-coded grading system to reflect on whether they felt their work was at the below, expected or above expected level in relation to the learning objective. In a lesson supporting the learning of pupils with SEND, they demonstrated increased self-confidence and resilience within the set task of sharing ideas and their understanding of key literary skills. In the questionnaires, parents commented on the school's holistic and caring approach to educating their children.

- 3.15 Pupils show a strong level of self-regulation in their behaviour both inside and outside the classroom. They have a clear understanding of right and wrong and were able to explain in discussions the importance of systems of rules in preserving a community's character. Pupils in a Year 11 history lesson were able to make effective comparisons between Edwardian Britain and the problems of modern society, making some excellent points about the different moral approaches to poverty. During a Year 3 English lesson on the wordless story *The Catch*, pupils showed insightfulness about the concepts of right and wrong. They were able to explain why the fox may have been so kind to the boy, expressing the idea that "the fox helped the boy because he had helped him, and he was returning the favour." The pupils are a strong body of individuals and are aware of their responsibility towards each other, so that everyone can feel comfortable in school and make the most of their time here. Boarding pupils were clearly aware of their responsibilities in living in a boarding environment and the necessary rules that were there.
- 3.16 Pupils understand the importance of community and there is a strong sense of everyone working together for the common good. The pupils talk in terms of the school being like a large family and there is a natural bond across the year groups. Pupils engage positively in a number of community activities and in raising funds for charities of their own choosing, gaining a national award for excellence in community action. In interview, pupils talked in terms of appreciating their advantages as young people at the school and that they were conscious of the need to give something back to society. They have been involved in a local project for a cycle track between Wellington and Taunton. Pupils have participated in supporting a local nature reserve and in beach cleaning. These have raised their awareness of wider issues and their appreciation of the importance of community action. Year 4 pupils are involved in a project to raise awareness of dementia and visit a care home with people suffering from this illness, developing their empathy for this situation. Pupils raise significant sums of money for charities, individually and in groups, through enterprises largely suggested by the pupils themselves, further developing their organisational skills.
- 3.17 Pupils exhibit a high level of respect for the different cultures represented in the school. They value having people from all over the world in their community. They understand that everyone is an individual and need to be treated as such and this can be seen all through the school, in the relaxed and positive atmosphere that has been created. Pupils in a Year 9 geography lesson showed a perceptive understanding of the circumstances that some people living in Rio de Janeiro have to endure but they also showed genuine respect for the fact that many of these people have little choice. Through work produced in personal, social and health education (PSHE) lessons, pupils in Year 6 demonstrated an understanding of inequality issues such as racial prejudice and gender stereotype, broadening their perspective on the world around them. Parents commented positively on how the school had created an inclusive culture which welcomed and benefited all.
- 3.18 Pupils are effective decision-makers in their work, especially in the prep school, where they were continually engaged in choosing the next step in the task. In designing and making masks in their art lesson, pupils in Year 5 had to make a number of choices along the way, in terms of colours, style,

material and the fixing process. Each decision they took, then created a further need for choices, in the next stage. They did all this purposefully and efficiently. Pupils in the senior school understand the importance of preparing for the future and talk positively about planning for their futures. They appreciate and value the impartial guidance they receive from the school in terms of careers. Boarding pupils are very aware of how decisions about eating, sleeping and exercise could have a direct impact on their success. Pupils expressed how they value the freedom in choosing their co-curricular activities.

- 3.19 Pupils in interview say that they do take time to step back and think about those elements of their lives which go beyond the practicalities of daily routine. They value the chance to be still and reflective. The chapel is in the heart of their school and pupils welcome the opportunity this space presents to be still, quiet, reflective and aware of the needs of others, something they expressed in discussions. Year 6 pupils described in a religious studies lesson, what the concept of Heaven meant to them. Year 4 pupils produced mind-maps showing their knowledge of what Buddhists value and then articulating what is valuable to them in their lives. They then went on to consider and record their thoughts about what inspires them and why. Year 9 pupils in an art lesson, were proud to show their thoughtful work on interpretations of movement, such as how waves acted on the sea. Year 13 pupils in a discussion of the relationship between science and religion, show clear understanding of the philosophy of using language and the deeper elements of how religion differs from science in exploring human responses and feelings.
- 3.20 Pupils are excellent team players in all manner of activities. They participate enthusiastically in their sports teams and show excellent team skills. They perform together in a number of musical and dramatic productions and achieve high standards. A particular strength is the way pupils support each other in these events and ensure that they all benefit. Notably, this was seen in a recording of the school's performance of *Les Miserables*, where the level of teamwork involved was excellent and the end result, a reflection of the pupils' commitment both on and behind the stage. Pupils work together successfully in their involvement in outdoor pursuits such as the *Ten Tors* challenge or in the DofE award scheme and in the many varied house competitions. Pupils in the house dance competition during the week of inspection, displayed a positive attitude to their participation with no sense of inhibition, and there was a real sense of fun emanating from their performances. In a drama lesson, Year 6 pupils had an excellent collegiate discussion on the actions characters could perform on stage and how they could support each other.
- 3.21 Pupils are confident in their ability to stay safe online and express the view in the questionnaires, that the school is a safe place. The majority of pupils participate enthusiastically in a wide range of sports and understand the importance of good physical health and a balanced diet. In a Year 8 wellbeing lesson, the range of activities offered as a carousel meant that pupils could develop a range of different skills within a context of keeping fit and healthy and pupils engaged fully in this approach and their confidence clearly improved through the lesson. In interview they also talk positively about the importance of supporting each other to ensure they can all achieve their best. They appreciate the need to maintain strong mental health and value the support that the school provides for their wellbeing, such as in the "cosy corner" in the chapel, which provides a safe space for pupils to relax in. This all reflects and confirms one of the school's key aims of creating a pastoral culture that is compassionate, kind, tolerant, inclusive, caring and supportive of all members of the community, so that pupils can thrive personally and professionally both at school and beyond.

4. Inspection Evidence

4.1 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 form meetings and chapel. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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

Mr Gareth Price	Reporting inspector
Mr David Williams	Compliance team inspector (Former head, IAPS school)
Mrs Kate Hurley	Team inspector (Former assistant head, IAPS school)
Mr Andrew Selkirk	Team inspector (Former deputy head, SofH school)
Mrs Jacqueline Davis	Team inspector for boarding (Deputy head, HMC school)
Mr Jay Piggot	Team inspector for boarding (Former head, HMC school)