



**ISI** Independent  
Schools  
Inspectorate

**FOCUSED COMPLIANCE AND EDUCATIONAL QUALITY INSPECTION REPORTS  
FOR SCHOOL WITH RESIDENTIAL PROVISION**

**DENSTONE COLLEGE**

**NOVEMBER 2017**



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**SCHOOL'S DETAILS**

<b>School</b>	Denstone College			
<b>DfE number</b>	860/6003			
<b>Registered charity number</b>	1102588			
<b>Address</b>	Denstone College Denstone Uttoxeter Staffordshire ST14 5HN			
<b>Telephone number</b>	01889 590484			
<b>Email address</b>	hmoffice@denstonecollege.net			
<b>Headmaster</b>	Mr David Derbyshire			
<b>Chair of Governors</b>	Mr Kevin Threlfall			
<b>Age range</b>	11 - 18			
<b>Number of pupils on roll</b>	617			
	<b>Boys</b>	367	<b>Girls</b>	250
	<b>Day pupils</b>	419	<b>Boarders</b>	198
	<b>Junior School</b>	216		
	<b>Middle School</b>	200	<b>Senior School</b>	201
<b>Inspection dates</b>	28 <sup>th</sup> to 30 <sup>th</sup> November 2017			

## **1. BACKGROUND INFORMATION**

### **About the school**

- 1.1 Denstone College, located in the village of Denstone, is an independent mixed day and boarding school for pupils between the ages of 11 and 18. The school is a Christian foundation dating back to 1873. It is a limited company, a registered charity, and is wholly owned by the Woodard Corporation. It has a governing body whose members are directors of the company. Since the previous standard inspection the school has opened two new classroom blocks, a sports complex, and a new library. There are four boarding houses and additions to the boarding accommodation have also been made since that inspection.

### **What the school seeks to do**

- 1.2 The school seeks to promote the highest possible standards of educational achievement in an environment where pupils are encouraged to challenge expectations and realise their true potential. The school aims to prepare articulate and confident young women and men for useful roles in society.

### **About the pupils**

- 1.3 Pupils are drawn from the local area, and are from business, agricultural and professional families. There are also a number of overseas pupils, most of whom board. Nationally standardised tests indicate that the ability profile of the main school is above average and that of the sixth form is broadly average. The school has identified 67 pupils as having special educational needs and/or disabilities (SEND), of whom 24 receive specialist learning support. None of these has a statement of special educational needs or an education, health and care (EHC) plan. These pupils require support for a range of minor learning difficulties, such as dyslexia. There are 37 pupils for whom English is an additional language (EAL) and of these 19 receive additional support.

## 2. REGULATORY COMPLIANCE INSPECTION

### Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 2015 and associated requirements, and no further action is required as a result of this inspection.

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 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. 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 17 and 19 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 and access to a programme of activities. 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, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

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

- 2.11 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

## **PART 5 – Premises of and accommodation at schools**

2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their 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 5 are met.**

## **PART 6 – Provision of information**

2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the governors, 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, 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 statement of boarding principles [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 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

2.19 The governors ensure 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.

**2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**



### 3. EDUCATIONAL QUALITY INSPECTION

#### Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

**The headline judgements must include 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>
1 <sup>st</sup> Form	Year 7
2 <sup>nd</sup> Form	Year 8
3 <sup>rd</sup> Form	Year 9
4 <sup>th</sup> Form	Year 10
5 <sup>th</sup> Form	Year 11
Lower 6 <sup>th</sup>	Year 12
Upper 6 <sup>th</sup>	Year 13

## Key Findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' knowledge, subject specific skills and understanding are at a high level.
  - Pupils' oral communication skills are excellent. They are confident and communicate fluently and logically in lessons and in discussions and interviews.
  - The achievement of pupils in extracurricular activities is excellent.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show a high level of emotional maturity, develop self-knowledge, self-discipline and resilience.
  - Pupils have a very good moral understanding which is evidenced by their manners and lifestyle in the school.
  - Pupils are excellent at working with others and are given many opportunities to do so.
  - Pupils engage in a wide range of activities that have a positive impact on the school and the wider community.

## Recommendations

- 3.3 Within the context of these excellent outcomes, the school is advised to make the following improvements:
- Develop ways of raising achievement, especially to challenge the more able.
  - Extend the opportunities for pupils to develop a range of skills which promote independent learning.

## THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils' knowledge, subject specific skills and understanding are at a high level. Pupils' achievement is stimulated by leadership and management which aims to enable pupils to achieve their full potential including the best possible examination results and qualifications for a given individual. It is also supported by governors who are clearly aware of the challenges of modern education and provide the resources and facilities to meet the school's educational needs.
- 3.6 Pupils' abilities to apply their understanding to other subjects are strong. A-level pupils in a religious studies lesson were able to discuss and understand complex ideas of essentialism and existentialism whilst considering 'gender norms in society'. GCSE pupils in mathematics classes successfully solved examination type questions at a high level of difficulty. Younger pupils demonstrated excellent knowledge of the similarities and differences between Romantic and Victorian English literature. Pupils' creative ability is strongly evident in their art, music and drama. Pupils' academic success owes much to the teaching and the monitoring procedures used by tutors. Much of the teaching is very effective especially when it captures the interest of pupils of all abilities, and strongly challenges them. However, a small amount of teaching lacks these features.
- 3.7 Pupils make very good progress in their studies, in relation to others of similar ability, and achieve examination results which are above the national average. Analysis of pupils' external examination performance is based on the three-year period 2014 to 2016, the most recent three years for which comparative statistics are currently available. GCSE and A-level results have been above the national average for maintained schools. In 2017, the overall proportion of the highest grades A\* and A was broadly similar to the previous year. Progress over time to A-level has been very good. Judged by the lessons and work seen, and the outcomes of interviews with them, pupils of all abilities and ages make good progress and, for many, progress is excellent. Most pupils' questionnaire responses confirmed that the school gives them opportunities to learn and make progress. Those with SEND or EAL make similar progress, as shown by the quality of their work and test and examination performance. Close tracking and a coordinated approach from Heads of House, academic tutors and the Director of Studies ensure that pupil progress is monitored and that all receive individual support as appropriate. On a few observed occasions, however, pupils' progress was slower when the teaching did not challenge them fully or when it provided insufficient stimulus for them to contribute and think for themselves. A few pupils supported this view in the pre-inspection questionnaires, feeling that some lessons failed to capture their interest. The structure of the evening in boarding houses, and the ready availability of support from peers and adults, are greatly valued by boarders and contribute positively to these pupils' academic progress. A further measure of progress is indicated by the higher education destinations of sixth-form leavers. Pupils have achieved success in gaining places at the most competitive universities and for subjects with demanding entry requirements.
- 3.8 Pupils' communication skills, especially their oral skills, are excellent. They are articulate, fluent and confident and communicate clearly and logically in lessons and in discussions and interviews. Pupils acknowledged that the reading skills they gain in English help with other subjects, one example being in reading Darwin for biology, and that this increases their confidence in examinations. Pupils listen with respect, and challenge each other's views constructively and sensitively. They answer questions confidently and ask questions willingly, as, for example, in a Year 12 geography class where pupils fielded quick-fire questions to stimulate discussion. In a Year 11 history lesson pupils demonstrated excellent written and oral communications skills when drawing conclusions related to source material looking at developments in medicine during the First World War. Pupils' writing is highly effective and they communicate fluently and persuasively in a variety of literary styles and contexts.

- 3.9 Pupils develop high level numeracy skills that they are able to apply in other areas of their learning and they do so with confidence and flair. This is especially the case in science and geography. Impressive levels of numeracy are confirmed by recent results in IGCSE mathematics and at A-level in further mathematics. Pupils have considerable ability in Information and communication technology (ICT) which they apply with ease to enhance their learning. Examples include the use of spreadsheets in chemistry, some outstanding use of subject-specific software in design technology, the use of shared documents for collaborative work in A-level English, video in drama, and publishing programmes in English.
- 3.10 Pupils display good study skills as they advance through the school. Independent learning is evident, too, as pupils get older, although there is scope for strengthening this aspect. An increasing number of sixth form pupils achieve success within the extended project qualification (EPQ). Strong research skills are evident in examples of project work, and older pupils, in particular, show excellent ability to assimilate and analyse a wide range of sources, citing numerous references to other texts in bibliographies. Many staff encourage pupils to reflect through their marking policy, allowing pupils to recognise their own strengths and weaknesses and use this information to improve their progress. Open-ended tasks set by teachers on the learning hub enable pupils to develop their study skills, though this was not consistent across all departments. Younger pupils are instructed in the use of the library and understand the importance and value of independent research. They can identify resources available and are successful in working collaboratively.
- 3.11 The achievement of pupils in extra-curricular activities is excellent. All pupils are encouraged to take up at least one of the impressive number of sports on offer and there is a wide range of other activities for them to engage in, including The Duke of Edinburgh's Award Scheme (DofE) (in which almost every pupil in Year 10 takes part at Bronze level, with many going on to Silver and Gold awards), as well as the Combined Cadet Force (CCF). These activities allow them to develop as confident, well-rounded young people. The strength of the programme is that it enables those of particular ability and specialist talent to succeed in their choice of activity at the highest levels, while encouraging others to try new activities and to derive great satisfaction from their own personal levels of success. In this they are assisted by careful scheduling of activities to avoid clashes (for example several members of the first rugby fifteen are also in the school play). In music, a large number of pupils are entered for music examinations with considerable success; and many pupils have participated in various national events such as in the Cambridge Chemistry Challenge and the English Speaking Union's Churchill Public Speaking Competition. Pupils gain confidence and skills through a number of enterprise activities involving the local communities and charities.
- 3.12 Pupils display very positive attitudes to all aspects of school life. They are courteous and helpful and respect one another and extend a warm welcome to visitors. Boarders enjoy the support of resident staff and make full use of the school facilities. All pupils engage with their learning and work collaboratively as appropriate. This is fostered by warm and mutually respectful pupil staff relationships. For instance, pupils in art worked collaboratively to assist one another with their wire frames and cyanotypes, encouraged to help one another by their teacher. Pupils' positive attitudes are sustained by the support and approachability of teachers who give willingly of their time to provide help and encouragement. They are also supported by the tutorial system which focuses on providing individual support and enabling pupils to take responsibility for their own progress. Year 11 and Year 13 pupils all speak about their enjoyment of mathematics. They appreciate the well-structured resources and how well supported they are by their teachers. They describe the school as a place where the expectation is of hard work and high achievement.

## THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils show a high level of emotional maturity, develop self-knowledge, self-discipline and resilience. All pupils show appropriate levels of self-understanding and for some it is highly developed. This enables them to positively review how well they are developing. They know the importance of preparing for their future and benefit from the preparation provided by the school through its comprehensive programme of visiting speakers and careers advice. Those in the CCF benefit from increased self-discipline, and residential trips and expeditions, for example those in the DofE scheme, successfully encourage pupils into personal growth, greater resilience and increased self-confidence.
- 3.15 Pupils act on the extensive advice they receive and are participators rather than spectators in terms of personal decision making. Pupils make important decisions in many areas of their lives, such as in subject and higher education course selection, planning and in carrying out assigned leadership roles, for example as prefects, house captains or members of the student or boarders' council. Such activities help pupils to take the initiative in making group decisions. Those who serve on student or boarders' councils have a say in the development of the school, an example being a decision about more technology which is currently being trialled.
- 3.16 Pupils appreciate a variety of opportunities to reflect quietly on life and the world about them. Pupils value their time in chapel. It is their own time to think and a regular part of the week where they are encouraged to reflect. The silent time on Fridays and the votive service with candles on Tuesdays of exeat week make a big impression on pupils, as do the charities' assembly on Tuesdays and the special celebrations on Remembrance Day. Pupils respect and understand the school's founding Christian principles. Many pupils show a palpable sense of awe as they come to terms with new ideas. An example of this observed was a Year 13 lesson in which pupils showed an excellent grasp of African American Civil Rights. In a Year 7 music lesson pupils showed evident appreciation in the way they moved and responded to each other while listening to 'Winter' from Vivaldi's 'Four Seasons.' Pupils benefit from the vigorous spiritual life of the school and are inspired by the school's heritage and buildings such as the chapel and the recently redesigned library. Pupils awareness of the significance of human existence is enhanced by outside speakers and educational trips, for example to the Holocaust museum.
- 3.17 The moral understanding which underpins the way pupils live in the school is very strong. Pupils show respect for authority and for one another, a keen sense of fair play and a strong sense of community. Pupils are articulate in reasoned argument, both in lessons and in activities. Discussions in Personal social health and economic education (PSHE) lessons and in Friday tutor time cover topics in the news and also lead to debates about right and wrong. Although a number of pupils did not agree in the questionnaires that teachers always give a balanced view in discussions of politics or current affairs, pupils interviewed pointed out that very often this was deliberately stimulating, and inspectors observed effective questioning to help pupils to formulate their arguments. Pupils in Year 12 expressed the view that the school is such a close community that if one did something wrong one would understand through other people's reactions that what you had done was wrong. There is a culture of hard work. Pupils feel that if they let people down then they will try hard to do better the next time. Pupils acknowledge the expectation of mutual respect between staff and pupils and among themselves that enables them to take responsibility for their own behaviour. Pupils are good at sorting things out for themselves. For example, in the boarding houses, if someone leaves a mess, or does something they should not do, others will step in and help. These aspects are clearly a consequence of the action of the school in encouraging respect.

- 3.18 Pupils enjoy problem solving and achieving common goals and support one another to uphold the school's aims and values. The range and breadth of the academic and extra-curricular programmes enable them to learn important life skills such as co-operation and resilience. The need for close co-operation is a strong feature of many activities, from team sports to chapel presentations. Other opportunities for social development and collaboration are developed through large-scale music and drama events, with, for example, pupils of all ages working together on the sound and lighting of the school's current production. Pupils organise house competitions, such as the second form drama festival in which Year 12 pupils write and direct plays for Year 8 to perform. Pupils' strong personal development owes much to the well-managed pastoral system that recognises and responds to pupils' individual needs and circumstances, and promotes their welfare. A very large majority of parents responding to questionnaires agree that the school provides an environment that successfully supports their child's personal development and that the school actively promotes good behaviour. A similarly largely majority of pupils agree that the school encourages them to behave well. Another key contributory factor in the pupils' success is the system of school values and expectations which underpin all aspects of pupils' lives and which are promoted strongly by governors and school leaders.
- 3.19 Pupils engage in a wide range of activities that have a positive impact on the school and the wider community. Their contribution to the school and to the wider community is excellent. Many pupils take part in charitable work which they have themselves initiated and enjoy a variety of opportunities to take responsibility in boarding and in the day school. The DoFE promotes community service and a sizeable number of pupils help in old people's homes, visit neighbours, or work in charity shops. School musicians take part in local church concerts, and older pupils mentor younger ones at break times.
- 3.20 Pupils welcome all comers to the community and appreciate diversity of culture and background. They feel that the school positively encourages respect and tolerance through assemblies and house and tutor time. Boarders speak respectfully of having people from varying backgrounds in the houses, and they enjoy celebrating different cultural traditions such as the Chinese New Year, and the German custom of leaving shoes by the door for presents from Sankt Nikolaus on the night of December 5th. PSHE and religious studies lessons observed in both Year 7 and Year 13 centred on issues around respect for groups in society, in particular the elderly and gender issues. Pupils contributed many ideas and thoughts showing consideration and empathy. Those interviewed state that pupils from different backgrounds get on very well with each other. For example, pupils for whom English is an additional language say that they are accepted very quickly and that boarding and sharing with non-EAL pupils help this. Pupils also say that lots of opportunities through sport, music and drama promote good relationships within the community.
- 3.21 Pupils are highly aware of the benefits of leading a healthy lifestyle. They enjoy a wide range of activities and sports, are supported by an excellent medical centre and are provided with a balanced diet through the catering department. The school has a comprehensive sports programme with frequent practices and training sessions. In the pre-inspection questionnaire, a minority of boarders did not agree that the food provided is of sufficient quality and quantity, but all pupils interviewed were positive about the provision. In addition, boarders are able to cook for themselves and they have received guidance from both the medical centre and the catering department. Sisters from the medical centre also give presentations in junior, middle and senior schools and boarding houses on health matters and further contribute in lessons through the PSHE programme. Pupils acknowledge that their emotional welfare is well supported by the school and its pastoral systems, and pupils interviewed praised the medical centre and school counsellor very highly. In responding to questionnaires, a very large percentage of pupils say that they have somebody at school to talk to if they have a concern or worry. Pupils know what to do in emergency situations and have an advanced understanding of staying safe online, with student digital leaders delivering e-safety sessions for pupils and also for staff.

## 4 INSPECTION EVIDENCE

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

### Inspectors

Mr Richard Gibbs	Reporting inspector
Mr Jonathan Ricketts	Compliance team inspector (Senior deputy head, HMC school)
Mr Bill Chadwick	Team inspector (Deputy head, HMC school)
Mrs Valerie Dunsford	Team inspector (Head, GSA school)
Mr Nicholas Weaver	Team inspector (Head, HMC school)
Mr Liam Copley	Team inspector for boarding (Housemaster, HMC school)
Mr Nicholas Marchant	Team inspector for boarding (Housemaster, HMC school)