



ISI Independent
Schools
Inspectorate

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

Radley College

February 2019



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School's Details

College	Radley College		
DfE number	931/6079		
Registered charity number	309243		
Address	Radley College Radley Abingdon Oxfordshire OX14 2HR		
Telephone number	01235 543000		
Email address	warden@radley.org.uk		
Warden	Mr John Moule		
Chair of governors	Mr Michael Hodgson		
Age range	13 to 18		
Number of pupils on roll	696		
	Boys	696	Girls 0
	Boarders	696	Day Pupils 0
	Seniors	414	Sixth Form 282
Inspection dates	5 to 7 February 2019		

1. Background Information

About the school

- 1.1 Radley College is an independent full-boarding school for boys between the ages of 13 and 18. The school is overseen by a board of governors, known as the Council.
- 1.2 Pupils are accommodated in one of ten boarding houses, with an additional boarding house currently under construction together with refurbishment of the science department to deliver new physics and chemistry laboratories and a lecture theatre.

What the school seeks to do

- 1.3 The college aims to inspire boys to become outstanding young men, who embrace the core values of the Christian qualities of humanity, which are compassion and understanding of others. It seeks to provide an educational opportunity relevant in a world of technology and expanding diversity, cultures and attitudes. The college endeavours to create global citizens of the future, who care for and about others in all circumstances.

About the pupils

- 1.4 Pupils come from a wide range of business or professional families. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The college has identified 128 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyspraxia, 102 of whom receive specialist support. No pupils have a statement of SEND or an educational, health and care (EHC) plan. English is an additional language (EAL) for 30 pupils, 8 of whom receive specialist help with their English language skills. Data used by the school has identified 150 pupils as being the most able in the school's population, and the curriculum is modified for them.

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 2015 to 2017, performance has been well above the national average for maintained schools. IGCSE results have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been well 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, 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 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 14 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 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 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 EHCs or EAL. They also include 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 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 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.
- 2.20 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>
Shell	Year 9
Remove	Year 10
Fifth	Year 11
6.1	Year 12
6.2	Year 13

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' results at GCSE and A level have been consistently well above the national average for maintained schools.
 - Pupils' achievement in a wide range of curricular and co-curricular aspects is excellent.
 - Pupils are highly competent, independent learners who aim to do the best they can.
 - Pupils demonstrate excellent higher order thinking skills.
 - Pupils apply their knowledge and understanding effectively to solve complex problems.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate very high levels of self-confidence, self-reliance and resilience.
 - Pupils are emotionally intelligent and demonstrate exceptionally strong social skills and a high level of moral awareness.
 - Pupils collaborate extremely well with each other.
 - Pupils are self-aware and demonstrate a clear appreciation that the decisions they make as young people can affect their success.
 - Pupils demonstrate excellent behaviour and are very respectful of one another and of the adults who care for them.

Recommendation

- 3.3 In the context of the excellent outcomes for pupils, the college may wish to:
- Ensure that marking consistently informs the pupils how they may improve further, so that they can always progress as rapidly as possible.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 Pupils at all levels, including those with SEND and EAL, have excellent levels of knowledge and understanding across all areas of learning. All pupils feel safe to take risks in their learning. For example, in a Year 9 critical thinking lesson, pupils critically analysed aspects of the American moon landing. Pupils of all abilities, especially the most able, benefit from the presence and support of the 'Cook fellows', the graduate scholars and the design interns, who act as agents promoting academic stretch. As a result of this support and academic stimulation, pupils develop their intellectual abilities to the fullest. The pupils demonstrate the successful fulfilment of the college's aims, as they are keen to learn and benefit from the extensive opportunities available to them in terms of resources and teacher support. The full boarding experience encourages them to work independently and collaboratively. As a result, they achieve highly. Pupils in discussion commented that the availability of academic support throughout the week, both formally and informally, especially during revision periods, greatly contributed to their academic success.
- 3.6 Pupils respond well to the balanced curriculum and demonstrate very high-level skills of learning, since they are able to apply skills and knowledge across disciplines, using technical and specialist vocabulary with ease and accuracy. Pupils in Year 10 were able to demonstrate excellent manipulation of algebraic expressions whilst solving equations, and were able to articulate how they used their mathematical skills effectively in science and design engineering. As a result of their significant progress in mathematics, half of the year group take external examinations in mathematics in Year 10.

Pupils in Year 9 design engineering demonstrated excellent higher order skills, as well as a degree of ingenuity, when building and testing model cable cars to transport a tennis ball. Pupils make extensive use of the comprehensive library provision, and use information and communication technology (ICT) proficiently, making use of the college's virtual learning environment to enhance their research skills. Sixth form pupils spoke enthusiastically about the extended project qualification (EPQ), which they felt greatly enhanced their research and presentation skills.

- 3.7 Pupils make significant progress from different starting points, achieving high levels of attainment regardless of their ability. The following analysis use the national data for the years 2015-2017, the most recent three years for which comparative statistics are available. Results in GCSE and A level have been well above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms. The overwhelming majority of parents who responded to the pre-inspection questionnaire felt that the boarding experience promotes academic progress, and a large majority of pupils agreed that the residential experience helped promote both their academic and non-academic success. Almost all parents and pupils who responded agreed that teaching enabled pupils to make progress.
- 3.8 The majority of pupils gain successful entrance to competitive universities of their first choice, either in the United Kingdom or abroad. Pupils in the sixth form have gained valuable skills in business management through the introduction of a mini business administration (MBA) programme, which runs alongside the global perspectives and EPQ programme. For example, the MBA programme has resulted in a successful business venture to sell high quality cufflinks in the college shop. Pupils are highly successful in wider academic activities, including science Olympiads, the UK mathematics challenge, poetry and debating competitions. Individual successes have included pupils winning Arkwright scholarships, historians winning summer placement scholarships to a prominent American university, a pupil being placed second in a worldwide science essay competition and individual distinctions in history of art, Greek and Latin reading competitions.
- 3.9 Pupils' rapid progress is supported by regular and effective communication between subject teachers, form masters and tutors. Oral feedback is highly effective in ensuring that pupils are aware of what they need to do to improve. Inspection evidence shows that there is some inconsistency in the effectiveness of marking across subject areas and that some teachers do not routinely include guidance for improvement, with the result that some pupils do not always progress as rapidly as possible. The high level of pride that pupils take in their work is evident through their neat, orderly and well-organised books, and their productivity is reflected by the high volume of work produced in lessons. Pupils concentrate well and consistently demonstrate positive attitudes. They enjoy working collaboratively, with the effect that their interactions are highly beneficial and promote their excellent progress.
- 3.10 Attitudes to learning are excellent, as pupils take a high level of responsibility for their studies, demonstrating an intrinsic motivation and determination to do well. They take full advantage of the residential experience to work collaboratively and to work well beyond the confines of the end of the school day. Pupils at an early age learn to manage their time highly effectively, due largely to their competent study skills, which are based on techniques learnt in Year 9, and then built on as they progress through the college. Pupils enjoy being challenged through entry into national competitions and respond positively to the strongly competitive culture throughout the college, which encourages endeavour and drives pupils to strive for further success. As a result, pupils achieve notable success in music, drama and art. Many musicians achieve diploma standard well before they reach their senior years, and the weekly chapel choir performances in the college, together with recent evensong performances that have taken place in Winchester Cathedral and St. Mary's Warwick, all contribute to the pupils' high levels of achievement.
- 3.11 In sport, teams achieve high levels of success in local, regional and national competitions. Recent examples include the 1st VIII rowing team being finalists in 2017 and semi-finalists in 2018 at Henley, and individual pupils representing Great Britain for rowing in the Coupe de la Jeunesse in Ireland.

Radley College is currently the national schools' champion at real tennis, at both senior, U16 and U14 level. In addition, pupils have successfully gained entrance to the National Youth Orchestra, National Youth Choirs of Great Britain and the National Youth Theatre. Pupils' very high level of success in sport and non-sporting activities is promoted by their enthusiasm to represent the college, together with the encouragement given by the teaching staff and leaders. Additionally, the provision of sophisticated facilities in the form of the sports centre, swimming pool, indoor rowing tank, strength and conditioning centre, countryside centre, golf course, theatre, art and music schools demonstrate the on-going commitment by the college leaders and governors to supporting pupils' achievement across all areas of the curriculum. In discussion, pupils felt that participation in the extensive variety of academic talks, societies, concerts and performances on offer contributed significantly to their individual successes at the college.

- 3.12 The pupils' attitudes and success as highly effective learners is demonstrated in their project work. For example, a physics cosmic ray muon project, undertaken by sixth form pupils, looked at muon decay events and measuring the muon mean lifetime. Pupils' success is due, in part, to a combination of the careful monitoring provided by the leadership of the school, and the boarding ethos of the college. In particular, the organisation of the boarding houses into 'socials' across all age groups significantly contributes to the overall achievement of the pupils. The collegiate approach to learning successfully permeates the whole community. Pupils in discussion felt that the establishment of 'academic priority time' in their programme, together with 'learning lunches', which enabled them to feedback on their learning in the classroom, were initiatives which encouraged them to aspire to work hard and give their best. Pupils spoke of the benefit of attending 'teaching and learning' clinics, helping them with their personal organisation and revision skills, which as a result improved their examination performance. An overwhelming majority of parents who responded to the questionnaire agreed that what the college provides enabled pupils to make good progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The college is highly successful in meeting its core aims to enable, guide and inspire boys to become outstanding young men. The pupils respond willingly to the high standards and expectations set by college staff, which, together with the inclusive nature of the full boarding community, promote very high levels of self-confidence, self-reliance and resilience amongst the pupil body. The house system of socials positively reinforces collaboration across the different age groups. For example, Year 9 pupils were highly complementary of the mentoring by Year 12 pupils, which they felt increased the family feel of their socials. There are very positive relationships between pupils and staff at all levels. As a result, an atmosphere of mutual trust, understanding and support pervades the socials. In discussion, Year 9 and 10 pupils said that they took full advantage of their residential experience to actively seek out the help of teachers to support their learning and development outside the formal curriculum. Pupils have great pride in the structure and operation of the house socials, which promote both individuality and collegiality amongst the boarding community. Most pupils who responded to the questionnaire said that the school, as well as the boarding experience, had the effect of making them become more confident and independent.

- 3.15 Pupils of all ages are extremely confident without being arrogant. They have extremely well-developed social skills, reflected in the high levels of respect and tolerance that permeates across the socials. Pupils benefit from clearly planned teaching and pupil support programmes, assisted by end of term reports that are personal, positive, and often colourful. These promote pupil development by encouraging the development of personal traits, such as confidence, resilience, awareness and decision making, alongside academic progress, as pupils respond positively to the targeted comments focussing on character development and their overall contribution to the college. Pupils actively take on responsibility for decision making as they are given the autonomy to decide which activities they wish to attend outside the formal curriculum, such as the activities they wish to attend in the weekly 'academic priority time' session. For example, pupils in Year 10 and 11 frequently opt to attend study skills and examination technique sessions, which has the effect of improving their academic performance.
- 3.16 Pupils show excellent levels of spiritual engagement at all levels in the college, which is achieved through regular attendance at chapel, with communal singing offering an opportunity for a shared sense of spirituality that is highly valued by the pupils. The Christian ethos of the college is evident in the pupils' ability to reflect and articulate their thoughts on faith and spirituality, as seen in house social prayers, which promote the celebration of pupils with different faiths and cultures. Their commitment to faith is further reflected in the 120-strong pupil membership of the choir and the 75 pupils who are confirmed annually. In discussion, pupils explained that the chapel was often used for quiet reflection and that they enjoyed attending chapel services, since it contributed towards the collegiate feel of the college. Pupils' appreciation of wider beliefs and opinions is further enhanced as a result of their lively participation in 'social prayers', a weekly evening event that encourages pupils to deliver talks about subjects and causes of importance to them. Senior pupils were seen in 'social prayers' leading discussions on behaviour, promoting courtesy, honesty and integrity. Prefects and pupil mentors promote best practice in managing younger pupils having received appropriate leadership training to disseminate the notions of behavioural expectations to their charges, which has a direct impact on the pupils' behaviour in their socials. Pupils show excellent moral understanding in their socials when deciding right from wrong. They have a clear appreciation of the rules and values that govern their community. They have a strong sense of fair play, since they recognise and embrace the overt awareness of the values of the college, including those reflected in the code of conduct. Thus, pupils respond well to the high expectations made of them.
- 3.17 The social development of the pupils is excellent, supported by a well-developed sense of community awareness, which is fostered by the boarding experience. This was evidenced in the regular and valued 'cocoas' (informal evening social meetings), which pupils said helped promote excellent relationships between themselves and the staff responsible for their pastoral care. Pupils contribute positively to their socials and to the college, demonstrating their responsibility to the wider community through their involvement in an extensive range of activities and societies, as well as by volunteering and taking part in considerable charitable activity. Examples include Year 10 boys learning about service within the college combined cadet force (CCF), with many staying on as cadets into the sixth form. Year 11 pupils visit seven local primary schools to help the pupils learn mathematics, English and chess. Year 11 pupils also help teach Latin at a local maintained school. In addition, Year 11 and 12 boys act as educational mentors, via the internet, for children in a school in Nairobi. Pupils fully appreciate their own mostly privileged backgrounds and are keen to make an impact on the wider world.
- 3.18 Pupils talk enthusiastically about charitable work, which extends into the holiday periods, as in the case of Year 11 boys taking part in a four-day, 550 km cycling event, raising funds for the 'Young Minds' charity. The college has established a partnership with a rural state secondary school in Mbulu, Tanzania, which has provided valuable personal development experiences for Radley pupils, 16 of whom annually undertake fundraising for essential school equipment. These pupils travel to Tanzania during their holiday period and teach English lessons and mentor in reading and computer skills whilst helping to inspire the pupils and encourage different pedagogical techniques amongst the teaching staff.

- 3.19 Pupils are highly respectful of each other. In discussions, they demonstrated compassion for others and a strong appreciation of diversity. Pupils' valuing of others is strengthened by the broad curriculum, including the compulsory study of theology in the lower school, which effectively promotes an understanding of other cultures and religions. All pupils have an awareness and understanding of those from different backgrounds, as exemplified by the full integration of overseas boarders into college life. Pupils' high degree of curiosity in other cultures and how they live is notable, whether cultivated through linguistic enquiry or through the lively programme of overseas trips. There is a regular programme of engagement with wider communities, both locally and internationally, with recent cultural trips overseas to Russia, Japan, France, Spain, Tanzania, Honduras and America. These trips have resulted in boys gaining valuable first-hand experience and stronger appreciation of other cultures. Most pupils and almost all parents who responded to the questionnaire agreed that the school promotes values of democracy, respect and tolerance of other people.
- 3.20 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Pupils in discussion showed a clear understanding of the possible impact of mental illness and stress on their drive for success. They felt that the PSHE programme, together with specialist talks and lectures, strongly promoted their health and well-being, enabling them to cope with the rigours of boarding school life. Pupils confirmed that the 'Senior Master's Advisory Committee' (SMAC) group discussed the meal provision termly. Scrutiny of documentation confirmed that pupil suggestions were responded to, with an example being the 'social choice' night, where pupils choose the menu for the evening. As a result of this input and involvement in consultation, the pupils in discussions felt that they have an input, are encouraged to lead a healthy lifestyle, and make reasoned choices to keep themselves physically and mentally healthy.

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, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Tony Halliwell	Reporting inspector
Mrs Nina Gunson	Compliance team inspector (Head, GDST school)
Mr Alex Balls	Team inspector for boarding (Deputy head, HMC school)
Mr Richard Felsted	Team inspector for boarding (Deputy head, HMC school)
Dr Neil Hampton	Team inspector for boarding (Deputy head, HMC school)
Mr Magnus Bashaarat	Team inspector (Head, HMC school)
Mr Andrew Colpus	Team inspector (Head, SofH school)
Mrs Susan Freestone	Team inspector (Principal, HMC school)