



ISI Independent
Schools
Inspectorate

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

Scarborough College

November 2018



Contents

Contents	2
School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	7
PART 1 – Quality of education provided	7
PART 2 – Spiritual, moral, social and cultural development of pupils	7
PART 3 – Welfare, health and safety of pupils	7
PART 4 – Suitability of staff, supply staff, and proprietors	8
PART 5 – Premises of and accommodation at schools	8
PART 6 – Provision of information	8
PART 7 – Manner in which complaints are handled	8
PART 8 – Quality of leadership in and management of schools	8
3. Educational Quality Inspection	9
Preface	9
Key findings	10
Recommendation	10
The quality of pupils' academic and other achievements	10
The quality of the pupils' personal development	13
4. Inspection Evidence	15

School's Details

College	Scarborough College			
DfE number	121/1730			
Registered charity number	529686			
Address	Filey Road Scarborough North Yorkshire YO11 3BA			
Telephone number	01723 360620			
Email address	admin@scarboroughcollege.co.uk			
Headteacher	Mr Charles Ellison			
Chair of governors	Dr John Renshaw			
Age range	3 to 18			
Number of pupils on roll	411			
	Boys	197	Girls	214
	Day pupils	319	Boarders	92
	EYFS	50	Juniors	79
	Seniors	210	Sixth form	72
Inspection dates	20 to 22 November 2018			

1. Background Information

About the school

- 1.1 Scarborough College is a non-selective day and boarding school for boys and girls aged between 3 and 18 years of age. The school was founded in 1901 and became co-educational in 1972. It is a charitable foundation overseen by a board of governors, who act as trustees.
- 1.2 The school is organised into two sections. Bramcote, the prep and pre-school section, caters for pupils in the Early Years Foundation Stage (EYFS) and Years 1 to 6; the College caters for pupils in Years 7 to 13. Around a quarter of the pupils are boarders and they are accommodated in four boarding houses.
- 1.3 Since the previous inspection, the college has become a Round Square School. The pre-school has moved back onto the main campus, and a fourth boarding house accommodating sixth-form girls has been established. A new head has been appointed and is due to take up his position in January 2019.

What the school seeks to do

- 1.4 The school's aim is to encourage and enable pupils to achieve their academic potential and foster a climate in which high quality teaching and learning are the utmost priorities; to provide an environment in which pupils feel valued and learn to work cooperatively within a safe and nurturing community; to promote the acquisition of long life values and 'character'; and to provide regular opportunities for all pupils to engage with a varied co-curricular programme so that they may explore their talents and discover life-long passions.

About the pupils

- 1.5 Most day pupils live within a 30-miles radius of the school, and come from a variety of social, ethnic and economic backgrounds. Almost all boarders come from overseas, representing twenty-five different countries. Nationally standardised test data provided by the school indicate the ability profile of the pupils is above average. The school has identified 53 pupils as having special educational needs and /or disabilities (SEND), 23 of whom receive additional, specialist help in cognition and learning in the areas of literacy and numeracy. No pupil has a statement of special education needs. One pupil has an education, health and care (EHC) plan. The school identifies 80 pupils for whom English is an additional language (EAL), 47 of whom are supported by extra English lessons taught by a specialist EAL teacher and by additional sessions for boarders during the evenings and weekend. The school has identified 85 pupils as more able.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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](#), [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 2015, 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 The prep school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been above the national average. Results at IGCSE have been similar to worldwide norms.
- 2.4 In the sixth form, International Baccalaureate results in the years 2015 to 2017 have been similar to world-wide norms.
- 2.5 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.
- 2.6 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. Any prefect system operating in the school is suitably managed.
- 2.8 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

- 2.9 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 and access to a programme of activities. 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, 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

- 2.12 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 14 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 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 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 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, 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 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

- 2.18 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 the complaint is successful, and identifying those relating to boarding provision.
- 2.19 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

- 2.20 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 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.

Key findings

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

- Achievement in aesthetic and creative areas, such as art, music, and drama is excellent.
- Pupils with extra-curricular talents are highly accomplished in their own areas of expertise.
- In the best lessons, the pupils benefit from challenging experiences, which provide them with opportunities to work both collaboratively and independently to further extend their learning.
- When given the opportunity, pupils demonstrate the ability to hypothesise, synthesise and analyse.

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

- The EYFS department provides the youngest members of the community with an excellent start to their educational journey.
- International boarders integrate seamlessly into the boarding houses with the support of their peer group and boarding house staff.
- Pupils display a well-developed sense of responsibility and are excellent role models for younger pupils.
- Transitions between different stages are handled very effectively and pupils feel well supported.

Recommendation

3.3 The school is advised to make the following improvement:

- Ensure that all learning provides appropriate challenge, and provide opportunities for independent and collaborative learning to take place.

The quality of pupils' academic and other achievements

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

3.5 Throughout the school, pupils are successful in acquiring new skills and knowledge. They engage with a very wide and varied cross-curricular enrichment programme, which develops new interests and hones their talents and expertise. From scuba diving to floristry, pupils of all ages embrace the school's aim to explore new experiences and discover new passions; a testament to the vision of the school's leaders. Pupils gain considerable success across a range of creative, sporting and academic competitions both locally and nationally. The under 11 hockey team were last year's North of England champions, the prep choir has won the local music festival for the last three years, and pupils also gained success in the National Junior Language Challenge. Amongst other achievements, senior pupils develop their skills in The Duke of Edinburgh's award scheme, where a significant number of pupils achieve the gold award. Pupils apply their skills across all areas of the curriculum. Those with EAL teach younger pupils how to develop their hockey skills. Children in the EYFS worked independently in the construction of an elf house. In a sixth form chemistry class, pupils displayed excellent subject knowledge constructing molecular models of isomers.

- 3.6 Pupils of all ages are articulate, confident speakers who communicate effectively. From an early age, they perform and speak in public, for example in assemblies, school productions and debating. A number have gained notable achievements in public speaking examinations and regional public speaking competitions. Most pupils share their views and listen respectfully to the opinions of others. Senior pupils speak with enthusiasm and passion about the books and characters they are studying in literature whilst, in visual arts, pupils entered into a professional dialogue about their portfolio work. Older pupils discussed abstract ideas effectively and were also attentive listeners and, sixth-form pupils communicated their understanding clearly when discussing the difference between economic growth and economic development.
- 3.7 Good numeracy skills are transferred successfully to other areas of learning. Pupils are confident in mathematics and use these skills across other areas of the curriculum such as databases in geography and internal assessments in biology. In a sixth form science lesson, complex mathematical calculations were made. However, pupils made less than expected progress where lessons lacked opportunities for them to develop and challenge their understanding.
- 3.8 Pupils demonstrate well-developed skills in information and communication technology (ICT), as observed in Spanish when they searched for new vocabulary and in physics when they processed and analysed experimental results. All pupils have benefitted from the increasing use of ICT and personal laptops. Many spoke with enthusiasm about the advantages of keeping track of amendments and improvements in their written work. Prep school pupils made effective use of ICT for research when undertaking project work. Senior pupils said they found ICT useful when preparing work for forthcoming lessons or sending ideas to teachers for advice.
- 3.9 Pupils' attainment in the senior school at GCSE level has been above the national average, and at IGCSE and the IB it has been in line with worldwide norms. Analysis of the data provided by the school indicates that over the last three years almost three-fifths of grades awarded at GCSE were A* or A grades, which is more than twice the national average. Pupils with EAL make rapid progress in their linguistic skills. They have benefited from the dedicated extra support they receive, both within the curriculum and outside formal teaching time during the evening and at weekends. Pupils with SEND perform well due to the additional specialist help they receive in literacy and numeracy. In 2018, the most able pupils attained higher grades than had been predicted from standardised scores. To maximise learning and progress, pupils of all ages have their academic progress tracked regularly with intervention provided if there is a cause for concern. Their progress is very good when work in lessons provides a suitable level of challenge which matches their level of ability. In the pre-inspection questionnaire, almost all parents and pupils said they felt that the school enables pupils to make good progress and develop skills for the future. A high percentage of leavers gain places at their first-choice university, a significant number on very competitive courses.
- 3.10 Most pupils work independently and develop effective study skills. In art, they displayed a high level of precision when using shading techniques to produce Christmas cards. In design and technology, they worked independently and with enjoyment on a task while studiously following instructions. Senior school pupils were very attentive during music and their positive attitude supported their progress when learning the piano. In mathematics, pupils were engrossed on the challenge they had been set. Prep pupils showed promising analytical skills during English, mathematics and in form time. Where lessons allow for independent thinking, pupils show initiative and take control of their own learning. In a small number of lessons, where pupils lacked focus, poor planning and a lack of targets had adversely affected pupils' achievement.

- 3.11 Pupils demonstrate excellent attitudes towards their learning, especially in sport where everyone gets the opportunity to be part of a team regardless of natural ability and talent. They work collaboratively together, for example in drama where pupils support each other when developing character. Pupils across year groups worked well together when preparing for the school production *Annie* by discussing issues raised about the costumes and staging. Boarders, in particular, are highly motivated to do well out of lessons. They have a well-defined learning ethic and appreciate it is important to study independently when their aim is to go to university. Parental questionnaires were unanimous in agreeing that the boarding experience has helped their children progress. Most boarders agree that boarding has helped them to become more independent.
- 3.12 Many pupils demonstrate higher-order thinking skills; they develop the ability to hypothesise, analyse and synthesise information when encouraged to think for themselves and asked searching questions. For example, during a theory of knowledge lesson they reflected on travel and on the judgements people make about others when they have limited information. Sixth-form biologists moved their learning onto a higher level by asking probing questions. In religious studies, pupils hypothesised about why people pray; an insightful discussion followed which led to a greater depth of understanding. However, when teaching was too strongly led, and pupils were not encouraged to contribute or think for themselves, they become passive and compliant listeners. As a consequence, the most able were not challenged or extended by individual work or feedback. Conversations with pupils, and responses in a small minority of questionnaires, showed that they felt some lessons were not interesting or challenging. In well-planned lessons, which allowed for independent work and investigation, very good progress was made. Pupils also stated in interviews and through pre-questionnaires that marking and feedback help them improve, as do clear expectations of the outcome for which they should be aiming. Pupils value the opportunities provided for them to engage in feedback. They felt it made an important contribution to their learning and progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils of all ages are self-confident, self-reflective and self-disciplined. They benefit from the many opportunities which develop confidence and celebrate their individual and collective achievements. Pupils recognise the positive impact that the 'Yorkshire Grit' programme has had; this is an integral part of the curriculum and aims to develop resilience and strength of character on the one hand, and nurture mental wellbeing on the other, enabling them to become self-reflective and build their self-esteem. Pupils confidently assess their own individual strengths and weaknesses, which enables them to respond positively to challenges by focusing in a more balanced way. Older pupils display a mature self-understanding; they take the initiative for their own learning and control of their wellbeing.
- 3.15 All pupils understand that making mistakes is part of the learning process. From an early age, pupils recognise the importance of hard work and appreciate that they can determine their own success through personal endeavour. Younger pupils admire and respect older pupils and consider they are effective role models. Boarders, in particular, feel that boarding itself is character building because it develops their self-esteem, resourcefulness and physical well-being and encourages them to be independent. Pupils feel that the strong pastoral support they receive makes them feel valued by all members of the school community.
- 3.16 From the earliest stages, pupils demonstrate the ability to make decisions and evaluate the possible consequences. Both prep and senior school pupils develop a positive attitude towards decision making which encourages them not to give up but to approach a problem from a different angle. In the EYFS and the infant department, pupils talk confidently about their plans and review whether their work has been successful, for example when reception pupils evaluated house building projects they had designed. Nursery pupils think for themselves when they decide what is the most appropriate item of clothing to wear outside. Prep school pupils choose the assembly topic for their year group, exploring fundamental British values or choosing role models such as Rosa Parks from society. Pupils sitting their GCSE examinations valued the advice given by sixth formers studying IB, which helped them make their own decisions about their subject choices. Pupils learn from an early age that some decisions are made by voting and they need to accept a majority verdict, for example when a reception class chose a name for a character. Boarders understand that an effective way of making decisions is to seek differing opinions and come to a consensus. They make very mature choices and prove to be effective role models for younger boarders.
- 3.17 Pupils have a strong awareness of the non-material aspects of life, including opportunities to consider what is beautiful. In an infant class, pupils responded to the challenge to find an object which they felt really reflected the 'wow factor'. Pupils selected an individual object or examples of their own work, such as a model of a butterfly which contained symmetry and explained why they felt it was beautiful. Year 10 pupils discussed the moral purpose of beauty and why we should appreciate its importance for our emotional well-being. Through cultural, educational, religious, and environmental visits, pupils benefit from first-hand experience and appreciate what is beautiful, philosophical and spiritual. Boarders say that they have benefitted from the introduction of yoga and meditation sessions which have made it possible for them to reflect and focus on their own spirituality.
- 3.18 The pupils demonstrate a highly developed sense of right and wrong and take full responsibility for their own behaviour and that of others; their behaviour in school is excellent. Pupils greatly appreciate the new behaviour policy, which has been developed after consultation with pupils, and feel motivated by its amended system of rewards and sanctions. Pupils relish the many opportunities they are given to develop their leadership skills by becoming house and team captains, mentors and librarians. Prefects explain to younger pupils what standard of behaviour is expected and why it is important that there is a code of conduct. Pupils in EYFS know that they need to be 'nice to others, share and listen'. Prep school pupils feel empowered by the house system which rewards good

behaviour and good learning habits. Sixth form boarders commented that rules are there to keep you safe. The multi-cultural nature of the boarding community has enabled all pupils to develop a mutual respect for each other which goes beyond the houses and into the school community.

- 3.19 Pupils are socially aware and able to work effectively with others to solve problems and achieve common goals. The older pupils look after the younger pupils through peer-mentoring, subject support and as representatives on councils and committees. They work effectively in their vertical house groups. Younger pupils speak warmly of the help and support they receive from the more senior pupils. All pupils appreciate the importance of friendship and commented that it enriches each other's existence.
- 3.20 The pupils show an excellent awareness of the importance of contributing positively to the lives of others within the school, the local community and wider society. Pupils talk of their civic duty and this is evident in their support of the huge number of charity initiatives and fund-raising schemes they support, many of which are chosen by the pupils. Pupils of all ages foster a community spirit to make a difference to others through their own efforts such as in the beach cleaning scheme.
- 3.21 Pupils show considerable respect for the broad cultural background of the community. Boarding is a strength of the school and contributes considerably to the experience of all pupils, creating a genuine, welcoming, family ethos. Pupils of a range of different nationalities explored stereotypical assumptions and misunderstandings enabling excellent learning to be achieved. In a theory of knowledge lesson, EAL pupils shared a knowledge of their own culture when exploring different nuances of 'anger', as they are understood by native English speakers. In geography, pupils identified cultural differences in African countries in comparison with their own. In the prep school, pupils reflected on a wide range of cultures within their local area.
- 3.22 Pupils of all ages have a well-developed appreciation of what is considered to be a healthy lifestyle including diet, exercise and mental well-being. Infant pupils listed at length foods which they considered to be healthy and unhealthy. They also know that exercise keeps both your body and mind healthy, and that it is important to make your heart beat faster when you exercise. Older pupils understand the need to eat healthily and what constitutes a healthy diet. They know that exercise is important and appreciate that sport is a very big part of school life and adds much value to their experience. Boarders know that good health and physical exercise are an important part of their development. Many pupils are very knowledgeable about healthy living and are keen to contribute to discussion through school committees. They are confident that the school will listen to them when they raise concerns about what constitutes a healthy diet. The questionnaire results revealed that a very large majority of parents agree that the school encourages the pupils to adopt a healthy lifestyle. Pupils know how to stay safe online.
- 3.23 Boarding pupils have developed a close family relationship. They have learned culturally from each other and respect those who live together in their close-knit community and value the learning opportunities that provides for them. Pupils of all ages work together and support each other. Sixth-form pupils pointed out proudly that the school was greater than the sum of its parts. This reinforces the family ethos of the school, engendered in the international boarding houses but also experienced by everyone. This underpins the school's aim which is to promote the acquisition and development of life-long values and 'character'.

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, the chair of governors and a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies and form meetings. Inspectors visited boarding houses and the facilities for the youngest pupils, together with 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

Mrs Julie Thompson	Reporting inspector
Mr Garry Binks	Team inspector (former Housemaster, HMC school)
Mrs Rebecca Glover	Team inspector (Principal, HMC school)
Mrs Claire Grant	Team inspector for boarding (Senior mistress, IAPS school)
Mr Andrew Holman	Compliance team inspector (Head, HMC school)
Mr William Sawyer	Team inspector (Head, HMC school)

