



ISI Independent
Schools
Inspectorate

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

Gresham's School (Senior)

April 2023

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School's Details

School	Gresham's School			
DfE number	926/6003			
Early Years registration number	1105500			
Address	Gresham's School Cromer Road Holt Norfolk NR25 6EA			
Telephone number	01263 714511			
Email address	reception@greshams.com			
Headmaster	Mr Douglas Robb			
Chair of governors	Mr Michael Goff			
Proprietor	Gresham's School			
Age range	13 to 18			
Number of pupils on roll	524			
	Day pupils	261	Boarders	263
	Seniors	290	Sixth Form	234
Inspection dates	18 to 20 April 2023			

1. Background Information

About the school

- 1.1 Gresham's is an independent, co-educational day and boarding school. Founded in 1555, the school is associated with the Worshipful Company of Fishmongers. It belongs to a charitable foundation and is governed by the charity's trustees alongside the associated nursery, pre-prep and prep schools, which are located nearby.
- 1.2 Boarders are accommodated in seven boarding houses. All day pupils are members of a boarding house and join in the lives of their respective houses. The school has close links to both the Gresham's.

What the school seeks to do

- 1.3 The school aims to provide a caring, challenging and enlightened education which celebrates British values in a Christian setting. The school seeks to encourage all pupils to make the most of their talents and to become valued members of society.

About the pupils

- 1.4 Pupils come from business and professional families from East Anglia and further afield with around a fifth coming from overseas. Standardised data provided by the school indicate the ability of pupils is broadly average when compared to those taking the same tests nationally. The school has identified 230 pupils as having special educational needs and/or disabilities (SEND), including dyslexia and dyscalculia, of whom 104 receive specialist support. Three pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 87 pupils, of whom 46 receive additional support for their English. The school identifies 114 pupils as the most able in the school's population and the curriculum is adapted to support them.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

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

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

PART 6 – Provision of information

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

PART 7 – Manner in which complaints are handled

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

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the 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 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils' development of knowledge, skills and understanding across a wide range of subjects is highly successful.
- Pupils are excellent communicators; they speak eloquently and with confidence.
- Pupils make excellent use of ICT to support their learning.
- Pupils' achievements beyond the classroom are excellent.
- Pupils demonstrate outstanding attitudes to their learning.

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

- Pupils develop excellent levels of self-knowledge, self-esteem, self-confidence, self-discipline and resilience.
- Pupils develop mature and sensitive spiritual understanding.
- The behaviour of pupils is excellent and their well-developed social skills lead to highly effective collaboration in lessons and extra-curricular activities.
- Pupils' contribution to others, the school and wider community is outstanding.

Recommendation

3.3 The school is advised to make the following improvements.

- Enable all pupils to make maximum progress in their academic endeavours across all subjects.

The quality of the pupils' academic and other achievements

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

3.5 The school wholeheartedly fulfils its aim to encourage all pupils to make the most of their talents and to become valued members of society. They demonstrate strong academic progress both within lessons and over time as demonstrated in their attainment results. This is a result of a caring and focused approach which recognises the strengths, passions and talents of each pupil as an individual, supporting and challenging them in their carefully chosen areas of study. Leaders' use of detailed tracking, monitoring and effective interventions contribute to most pupils performing at levels in advance of expectations. Data provided by the school identify areas where this is most successful, for example, in the creative and design subjects. Some SEND pupils make exceptional progress and most

EAL pupils make notably good progress over their time in the school. At GCSE, female pupils make significantly better progress than male pupils although both groups achieve equally well in the sixth form.

- 3.6 Pupils' attainment at A level in 2022 was strong. The majority achieved A* to C grades and nearly half achieved the top two grades. Pupils studying the International Baccalaureate consistently perform at levels which are well above the global averages. Over four-fifths of pupils studying BTEC received the top three grades. At GCSE, nearly half of the pupils achieved the top three grades. These results are broadly in line with the centre- and teacher-assessed results in 2020 and 2021 and significantly higher than those in 2019. The majority of pupils gain entry to their first-choice universities at a wide range of institutions in the UK. Some pupils with SEND have gained notable success in securing places at universities with highly competitive entry requirements. This level of attainment is a consequence of excellent teaching in extremely well-resourced accommodation provided by the governors. The majority of pupils who responded to the pre-inspection questionnaire feel that most lessons are interesting, and that their teachers are supportive, know their subjects well, and know how to help them learn. A small minority of pupils did not agree that most lessons are interesting. Lesson observations and discussions with pupils showed that lessons are well-planned, well-delivered and pupils are almost always engaged.
- 3.7 Pupils demonstrate extremely well-developed knowledge, skills and understanding and are adept at applying these across a wide range of subjects and co-curricular activities. Pupils in Year 9 confidently simulated radioactive decay and used data to calculate half-life in a physics lesson. Other pupils in Year 9 demonstrated accurate recall of musical terminology, such as tonality, tempo and pitch when listening to film music. In history, pupils in Year 10 identified a number of important contributors to medical science across the centuries, ably justifying their importance to medical development. Pupils in Year 13 modern foreign language lessons used sophisticated vocabulary and advanced grammatical structures to discuss challenging topics, such as Vichy France and the impact of globalisation in South Korea. The school's extensive and well-resourced STEAM (science, technology, engineering, the arts and mathematics) programme, enables pupils to develop their knowledge and problem-solving skills particularly effectively through project work. They develop a broad range of skills, such as soldering, computer programming, use of schematic diagrams and 3D design, and practical woodworking. Learning outcomes, as displayed throughout the STEAM building, are of a notably high quality.
- 3.8 Pupils are excellent communicators. Their maturity, clarity and confidence in public speaking is aided by the wealth of opportunities afforded to them to make presentations in lessons and they feel safe to speak in front of the whole school. Pupils in Year 9 read extracts from *Taming of the Shrew* with appropriate eloquence and expression. Those in Year 10 demonstrated excellent communication skills in a physical education lesson when coaching one another through a variety of plyometric exercises such as banded pogo jumps. Pupils are active and attentive listeners in lessons, such as when sharing views and ideas for improvement in improvised drama performances. They respond positively to the guidance teachers give them to choose appropriate reading material and the library affords them access to appropriate resources both physical and online to develop their reading skills and love of reading. Pupils' writing skills develop extremely well over their time in the school. Those studying higher-level mathematics demonstrated excellent writing skills when explaining linear programming to solve economic maximisation problems using live data provided by the bursar.
- 3.9 Pupils use good numerical skills confidently across subjects, such as when creating tables of results and exponential curve plotting in physics or calculating percentage changes in biology. Pupils with SEND confidently demonstrated their numeracy skills, for example when plotting results accurately in graphs and applying mathematical models to analyse the data. Pupils in Year 13 feel confident that they have the necessary numeracy skills to help them manage their student finances at university.
- 3.10 Pupils make excellent use of ICT to support their learning. Their digital skills, especially in the creative and design areas of the curriculum, are exceptionally well developed. In computer science, pupils in Year 11 made rapid progress when programming a number guessing game. Those in Year 9 displayed

highly accomplished notation and sequencing skills when creating a film score. In photography, pupils in Year 13 confidently controlled a range of sophisticated software to display and manipulate images. Pupils develop coding skills to high levels, as demonstrated in a Year 13 pupil's use of a database analysis tool to performed recruitment judgements for a legal headhunter client. Pupils with SEND are supported in their learning through their successful application of strong ICT skills as demonstrated in chemistry when progress was improved as a result of effective organisation and structure of their work.

- 3.11 Pupils' study skills develop well in lessons and independent work. This was seen when pupils in Year 9 drew upon their knowledge of *The Tempest* and confidently hypothesised about how Prospero might talk to a range of characters in terms of tone and content. Older pupils demonstrate well-developed higher-order thinking skills in a variety of subjects. In an English lesson, they successfully analysed and engaged with third party critical views of John Donne's poetry. In history, they made insightful observations about the character of King Edward, pinpointing their awareness of the Renaissance context. In economics, pupils identified cultures where philanthropic contributions make a significant difference to public funding and in an IB mathematics lesson, they solved complex, multi-stage, binomial distribution problems. Pupils recognise that structured time in the boarding environment supports their learning.
- 3.12 In line with the school's aims, pupils enjoy an exceptionally rich choice of activities beyond the classroom. Amongst these, sport plays an enormously important part of school life and the various options enable every pupil to find their niche. Through a programme of nearly a thousand annual fixtures, the majority of pupils represent the school in at least one sport and a significant number of pupils follow a talented athlete development programme. Pupils' individual and team achievements in cricket, hockey, rugby, netball, swimming and equestrian pursuits include successes at local, regional, national and international level. The school's rifle shooting successes are outstanding, and pupils represent their country on a regular basis. Pupils take part in string and brass ensembles, marching and concert bands, and in the production of a wide variety of music technology. Singing occupies a central position in the life of the school, particularly in chapel where the regular singing of hymns is upliftingly enthusiastic. Pupils' commitment to the refined quality of the chapel and schola cantorum choirs leads to extremely high levels of musical performance. Pupils enjoy regular opportunities to perform in front of audiences at concerts to which members of the local community are regularly invited. More than two-fifths of music examinations result in passes with distinction, the majority being at grade six and above. Annual musical theatre and regular drama productions deploy the skills and talents of high numbers of pupils, on stage and behind the scenes, culminating in high-quality performances. In the past five years, nearly 700 pupils have enrolled with The Duke of Edinburgh's Award scheme and the vast majority complete the course, many achieving the gold award. Around three-fifths of pupils choose to enlist in the school's combined cadet force, resulting in a wide range of challenging experiences and leadership opportunities. Pupils value the rewards regularly presented in chapel for sport, music and drama.
- 3.13 Pupils demonstrate excellent attitudes to their learning. They particularly enjoy opportunities for independent work such as projects, challenges and competitions of a cross curricular nature. The annual First World War trench building competition produces outstanding examples of creativity, resilience and integrity. This highly engaged attitude is seen across a range of subjects. For example, pupils in Year 10 exhibited enthusiastic engagement in chemistry, offering questions and answers relating to dynamic chemical equilibria. Pupils collaborate effectively with others, as seen in an art lesson when pupils provided thoughtful and helpful feedback to each other on their individual projects. Pupils in Year 11 were swift to settle to tasks in a history lesson and were happy to share their ideas orally about the introduction of vaccinations, public health campaigns and the national health service.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils develop excellent levels of self-knowledge, self-esteem, self-confidence, self-discipline and resilience. They demonstrate a mature understanding of how to improve their learning and performance and are well prepared for the next stages of their lives. Pupils develop their resilience as a result of them managing their many commitments to the wide range of performance and sporting opportunities on offer. Boarders demonstrate excellent self-awareness when considering the impact that boarding has on their personal development, how it supports their decision-making and develops their characters. They acknowledge that boarding helps them to become more mature in their outlook, and encourages them to self-regulate, for example in their time-management and self-discipline with regard to studying.
- 3.16 Pupils make excellent decisions in their learning and in all aspects of the wider curriculum. These include the management of extra-curricular commitments, attendance at subject 'electives' and a range of other, often competing, issues which affect their work-life balance. In the classroom, pupils make informed decisions about their methodology and approach, for example when pupils in Year 12 worked independently in computing when making decisions about their methodology. When choosing topics for BTEC agriculture projects, pupils in Year 13 drew upon their individual strengths and weaknesses when making decisions in order to maximise their potential in upcoming assessments. Pupils are open-minded and consider a wide range of options for life after school. They take responsibility for making important decisions that may determine their futures and appreciate the support provided by the careers programme which include initiatives such as an annual business breakfast attended by workplace professionals.
- 3.17 Pupils develop a profound and extremely mature sense of spiritual awareness. Their regular experiences in chapel form a major and fundamental part of their school experience. Pupils are cognisant of the memories which are created through these regular encounters with philosophical, religious and artistic exposure and many appreciate that they will remain with them for the rest of their lives. Pupils in Year 11 reflected on the existence of God as they argued cogently about good and evil. Pupils' advanced maturity is exemplified in their appreciation of the non-material aspects of life. Pupils spoke appreciatively of the effects they feel on sunny days as they smell the freshly cut grass and enjoy the sound of cricket being played on the field, noting that they see the squirrels and hear the birds and appreciate the old buildings as they walk past. Pupils value the role that praise plays in school life and were appreciative of the awards presented in chapel. They are clearly supportive of their peers and recognise that a sense of pride creates a feeling of wellbeing and happiness.
- 3.18 Pupils have an excellent understanding of their responsibilities and the difference between right and wrong, which is reflected in their strong adherence to the school's high expectations of their behaviour. They sensitively reflect upon the sanctions they receive when their actions occasionally fall below expected standards. In the questionnaires, most parents feel the school actively promotes good behaviour and the values of democracy, respect and tolerance of other people. All pupils who completed the questionnaire agreed that the school expects pupils to behave well and most agree that the school sorts out any poor behaviour quickly.
- 3.19 Pupils' development of social awareness is excellent. They work well together and their reciprocal respect underpins the relationships between all member of the community in a subtle, nuanced and natural way. As a result of the warm relationships formed within houses, pupils feel confident of the support of their peers and staff. They are quick to volunteer for leadership roles, can identify suitable role models and invariably aspire to be the best versions of themselves. Pupils readily cite the headmaster's repeated message about the importance of kindness. They feel that the school community is founded on mutual respect, and they are keen to play their part in upholding those values. In the questionnaires, the vast majority of parents feel the school helps their children to develop strong teamwork and social skills and prepares them effectively for life in modern society.

Pupils value the many opportunities to work collaboratively in sports teams and in paired or group work in lessons. For example, pupils in Year 11 demonstrated excellent collaboration skills when seeking synoptic links in geography, linking the formation of a cruise port with the economics, tourism and coastal landscapes. Pupils engage effectively with peers of all ages through activities in the vertical tutor group structure which is a fundamental aspect of house life. They relish the myriad opportunities for collaborative endeavour, such as in the combined cadet force, supervising the dining room, and contributing to the enrichment and 'services' programmes, including Gresham's Enterprises. Pupils clearly value the many house events in which they participated so enthusiastically. In particular they look forward to competing in regular sports, music and debating competitions. Notable is the warmth with which pupils celebrate others' successes when presentations are made in chapel.

- 3.20 Pupils' contribution to others, the school and wider community is excellent and represents a central pillar of the school's historic aim to support those less fortunate. The school's longstanding relationship with Holt's youth project develops pupils' sense of responsibility through their significant contribution to the local community. They help in local charity shops, visit the elderly and tend the garden of a local church. Senior pupils offer support for younger pupils' mental health, those in Year 13 using their training in safeguarding to ensure members of each house are further supported. Senior pupils enjoy positions of responsibility, appreciating opportunities to contribute as house captains, sports captains and charity leads. The prefect system enables senior pupils to lead the school by facilitating and supporting initiatives such as mentoring, outreach, charities, welfare and the house and school councils. Pupils engage enthusiastically with the school's well-established link with a school in Kenya through collecting uniform and raising funds for buildings and other resources. In the questionnaires, the overwhelming majority of parents feel that the boarding experience supports their children's personal development and progress. Boarders contribute to the life of their houses by taking responsibility for junior boarders, organising music and sports competitions and leading a full part in regular social and charity events.
- 3.21 Pupils exhibit excellent commitment to respecting diversity and to developing their cultural understanding. They embrace the opportunity to learn about different cultures and nationalities, especially from their peers. Pupils speak in chapel about their own experiences, religions, beliefs and views, which is enthusiastically welcomed by peers and teachers. Pupils value initiatives such as the diversity and inclusion committee which celebrates, amongst other things, International Women's Day, Black History Month and Pride Week as opportunities to shape the school's approach to diversity. Pupils told inspectors that they feel listened to when they raise questions or suggestions about the school's approach. The success of the pupils' inclusivity of neurodiversity, cultural difference and variety of belief systems is seamless, demonstrating the close harmony of the whole school community.
- 3.22 Pupils have an excellent awareness of how to maintain their physical and mental health. They balance their lives well and make excellent use of sports sessions to enhance their physical and mental fitness. Pupils acknowledge the risks of the online world through the contribution of the personal, social and health education (PSHE) programme, the support and advice of digital leaders, tutor group meetings and internet safety initiatives. Pupils stated that their wellbeing is actively supported by form teachers, physical and mental health nurses, pastoral staff, learning support teachers and mental health champions in the sixth form. Pupils appreciate a range of activities, such as yoga and mindfulness, which help them to develop a strong knowledge of how to stay safe and healthy and to lead balanced lifestyles. Whilst most boarders were happy with the quality and availability of food, a small minority disagreed. Inspection evidence confirmed that the quality and choice of food at all mealtimes was excellent and that pupils have suitable choices.

4. Inspection Evidence

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

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mrs Melanie Pople	Compliance team inspector (Former deputy head, IAPS/GSA/HMC school)
Mrs Diane Durrant	Team inspector (Former deputy head, HMC school)
Mr Daniel Phillips	Team inspector (Head of department, HMC school)
Mrs Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)
Mr Michael Windsor	Team inspector for boarding (Head, HMC school)