



ISI Independent
Schools
Inspectorate

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

CLAYESMORE SCHOOL

FEBRUARY 2018



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SCHOOL'S DETAILS

School	Clayesmore School			
DfE number	835/6009			
Registered charity number	306214			
Address	Clayesmore School Iwerne Minster Blandford Dorset DT11 8LL			
Telephone number	01747 813111			
Email address	office@clayesmore.com			
Head	Mrs Jo Thomson			
Chair of governors	Mr John Andrews			
Age range	13 to 18			
Number of pupils on roll	456			
	Boys	285	Girls	177
	Day pupils	224	Boarders	238
	Years 9-11	282	Sixth Form	180
Inspection dates	30 January to 1 February 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Clayesmore School is a co-educational independent day and boarding school for pupils aged between 13 and 18 years. The school is a charity and a company limited by guarantee, overseen by a governing council.
- 1.2 The school was founded in 1896 in Enfield, Middlesex, and moved to its current location in 1933. Since the last inspection, extensions to the design and technology building and a boarding house have been completed, and a new classroom block and business centre have been built.
- 1.3 There are three boys' and two girls' single sex boarding houses, four of which are located in the school grounds, with one house located in the village of Iwerne Minster. The senior school educates pupils from the age of 13. The sixth form provides for pupils in Years 12 and 13.

What the school seeks to do

- 1.4 The school seeks to challenge and support every pupil, equipping them with the ambition, skills and values that allow them to flourish and contribute positively to the world. It aims to be forward-looking and enable young people to grow in confidence in all areas of their lives and work. The school endeavours to help pupils become reflective, collaborative learners with a strong awareness of the world around them.

About the pupils

- 1.5 Pupils come from a range of professional, business and military backgrounds. Nationally standardised test data used by the school indicates that the ability of the pupils in the school is broadly average. The school has identified 129 pupils as having special educational needs and/or disabilities (SEND), such as dyslexia and dyspraxia, 110 of whom receive additional support. One pupil has an educational, health and care (EHC) plan. Thirty-nine pupils have English as an additional language (EAL), thirty-five of whom receive additional support. The school identifies a number of pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils with abilities in sport, music and drama.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools. IGCSE results in biology, English language, English literature, history, ICT, and physics have been higher than worldwide norms.
- 2.3 In the sixth form, A-level results in the years 2014 to 2016 performance has been in line with 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.

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

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

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

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the 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 those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

- 2.16 The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

PART 7 – Manner in which complaints are handled

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

- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The 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.

Key findings

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

- Pupils are articulate and confident communicators, and they apply these skills well to most areas of their learning.
- Pupils are fully engaged and willing learners who work together very effectively in support of their learning.
- Pupils' progress in some lessons is limited because they are not always given sufficient opportunity to think for themselves and take control of their learning.
- Pupils physical skills are excellent across a wide variety of sports and extra-curricular activities.

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

- Pupils demonstrate excellent levels of self-esteem and self-confidence.
- Pupils' behaviour is outstanding, and they accept full responsibility for their own behaviour and their actions towards others.
- Pupils are sensitive to each other's needs, are very socially aware, and work together very effectively.
- The pupils' excellent interpersonal social skills provide for a harmonious and safe school environment which supports fully the pupils' personal development.

Recommendation

3.3 The school is advised to make the following improvement:

- Enable pupils to further enhance their progress through increased challenge and taking more independent responsibility for their learning.

THE QUALITY OF PUPILS' ACADEMIC AND OTHER ACHIEVEMENTS

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

3.5 Pupils throughout the school achieve well in their academic work and often excel in activities beyond the classroom. The school successfully meets its aim to equip pupils with the learning skills and values to achieve success. An overwhelming majority of the parents in the pre-inspection questionnaire agreed that the school meets their children's educational needs effectively.

3.6 Pupils' academic attainment is good. The following analysis uses the national data for the years 2014 to 2016. These are the most recent three years for which comparative statistics are currently available. GCSE performance has been above average in relation to, and A-Level results similar to, the national average for maintained schools. Results in IGCSE in biology, English language, English literature, history, ICT, and physics have been higher than the worldwide norms over the same period. Results in the growing number of BTEC courses, although not standardised against national norms, have shown good levels of attainment. The school's successful emphasis on knowing each pupil's needs, and meeting these with individually tailored teaching and curricular support, ensures good outcomes with regard to pupils' progress and development. These results achieved, the scrutiny of work and inspection observations, show pupils identified with SEND and EAL achieve well in relation to their abilities and as well as their peers. This good progress made by SEND and EAL pupils is very effectively supported through tailored one-to-one lessons, and through a vibrant and very popular teaching and learning centre (TLC). The most able pupils often achieve results that reflected their ability, and this was particularly noted in many of the creative subjects. Pupils successfully move on to further or higher

education, with a majority of pupils obtaining a place at their first choice of universities. A number of pupils move on to other post-school routes, such as apprenticeships and employment.

- 3.7 The schools' own assessment of pupils on entry to the school, indicates that the GCSE pupils make good progress. In the lessons observed and the work seen, pupils made good progress with their learning and understanding. Pupils' learning is supported by effective marking and helpful selection of tasks appropriate to their ability. Pupils know their current progress and they have a clear understanding of their aspirational attainment targets. This is achieved through an effective assessment framework, in which each pupils' targets are continually appraised, discussed and amended. Pupils throughout the school told inspectors how they had grown in confidence and made good progress as a result of the supportive nature of the teaching. Pupils' knowledge and understanding in their subjects is greatly enhanced as a result of the teachers' willingness to 'go the extra mile', and freely provide extra support whenever needed. Boarders spoke very highly of the extra support available to them in the evenings and at weekends and felt that this support enabled them to make good progress with their work outside school hours. However, in some lessons the teaching, although supportive, did not always encourage the pupils to think and question for themselves, which limited their progress.
- 3.8 Throughout the school, pupils' knowledge skills and understanding develop well across the required areas of learning. Pupils' scientific, human and social, physical, aesthetic and creative skills are well developed overall. The creative arts are particularly successful, with very good pupil outcomes with regard to progress and enjoyment. The good creative art work on display, and in pupils' work, shows ability and commitment, and very much reflects the sometimes challenging and innovative nature of the teaching. There is a strong emphasis on quality and pupil participation in music, sports and performance arts. Pupils of all abilities find taking part in these activities very rewarding and some achieve great personal success. Good mathematical and numeracy skills are developed from an early age, as seen in a mathematics lesson when younger pupils worked together to solve challenging problems relating to 'volume'. These skills support the pupils well across a number of subjects, such as in a chemistry lesson when older pupils used their understanding of molecular formula to enable them to work out and balance quite challenging equations. Pupils throughout the school are confident and highly competent users of information and communication technology (ICT). The school-wide use of a recently introduced virtual learning environment (VLE) provides good support for the pupils' progress and learning. It successfully encourages pupils to become more academically organised, and to work more effectively together, both inside and outside the classroom, on collaborative projects such as writing short plays in groups.
- 3.9 Pupils' communication skills are good at all ages. They are articulate and listen thoughtfully to others. They speak with confidence and conviction in a mature informed manner when expressing their views. This was seen in an English class, when pupils read aloud a poem of their choice with confidence and evident enjoyment, and then commented with maturity about their responses to romantic poetry. Pupils spoke with great enthusiasm about how much they enjoyed and benefitted from the opportunities they were given to present to an audience. These included assemblies, debates, including role playing in a model united nations (MUN) weekly activity, lessons, and on 'Presentation Wednesdays', when pupils are encouraged to present a topic of their choice to an invited group of their peers.
- 3.10 Pupils' abilities to analyse and hypothesise are good. This was seen in a drama class when pupils were confidently and perceptively analysing a play on the subject of DNA, and in a photography lesson, when the oldest pupils were researching portraiture work from a number of varied artists. In interview, pupils were positive about the supportive nature of the teaching, although some felt that it did not always encourage them to think for themselves. This view was supported in some lesson observations, where pupils' progress could have been enhanced by more opportunities to show independence and autonomy of learning.

- 3.11 Pupils enjoy and participate fully in a large number of extra-curricular activities. Achievement in these extra-curricular activities is very good, with sports teams such as in rugby, netball and hockey, achieving excellent success in regional competitions. Individual pupils showed some notable performances in these sports, and in other areas, such as cross-country, athletics and equine dressage. Achievement in drama and music is particularly strong, with regular challenging group performances and excellent individual successes, including in music and drama exams. Pupils' personal organisation, and their ability to work collaboratively are all effectively enhanced through their participation in the Combined Cadet Force (CCF) and Duke of Edinburgh's Award scheme (DofE). The pupils of all abilities spoke with pride of their involvement and achievement in the many additional house competitions on offer.
- 3.12 Pupils display very positive attitudes towards their learning, and the work viewed indicates that they have a great deal of pride in their work. The pupils genuinely wish to succeed, and pupils of all ages actively participate in lessons and made effective contributions. However, their ability to demonstrate initiative and independence was limited in some areas of the curriculum. Pupils work very well together and with great enthusiasm on collaborative tasks. This was seen in many lessons observed, and in a CCF activity when a team of cadets dismantled and rebuilt a complex, engineered item in a timed exercise. Pupils interviewed confirmed that their learning and understanding were enhanced through being encouraged to work collaboratively to solve problems both in the classroom, and in their activities outside the classroom. Pupils felt that their ability to work confidently and productively together had developed very well during their time at the school.

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 The school achieves its aim to provide support for every pupil, equipping them with the ambition, skills and values that allow them to flourish and grow in confidence. Pupils are very genuine and interact thoughtfully with their peers and adults alike. Their personal development is supported by their excellent levels of self-confidence, tempered by natural modesty. Their outstanding relationships with their peers and their teachers are evident in the classroom and in the boarding houses. Boarders trusted and appreciated the support of their boarding staff and fellow boarders. A very large majority of the boarders who responded to the questionnaire felt that the boarding experience had helped them to become more confident and independent.
- 3.15 Pupils know their own abilities and have a clear understanding of how to improve their learning. They show excellent self-esteem and confidently engage in discussions and debates, expressing well-founded ideas and listening thoughtfully to others. This was seen in the successful and well attended 'Presentation Wednesdays', when pupils present a topic of their choice to a group of peers and teachers. Pupils have a very good awareness of the world around them, which helps them to have more informed views in these presentations and debates. The successful involvement of a large number of pupils of all ages in the MUN programme successfully supports the pupils developing levels of self-awareness. Pupils show high levels of resilience and self-discipline in completing tasks and overcoming difficulties. This was very much in evidence in activities such as CCF, DofE and the performance arts, and was observed in a number of lessons, for example in an art class when older pupils worked hard to explore various ideas that might enhance the effectiveness of their artistic approach. The school very much meets its aim to effectively equip pupils with the necessary skills and learning to contribute positively to society in the world beyond school.
- 3.16 Pupils have a very effective understanding of how the choices they make will affect their daily lives now and in the future. Pupils interviewed indicated that they were well prepared for their GCSE option choices, and they knew the importance of making wise decisions here, in support of their future choices. Pupils develop a very good understanding of how informed decisions are made and how they might affect the lives of others. This understanding is strongly supported by the work of the school and

house councils. Pupils further develop very effective decision-making skills through their involvement in sports (where tactics are discussed), in the selection of activities, in working to support charities. Pupils commented that being part of the school community is a decision in itself, and they deliberately chose activities that enabled them to forge new relationships.

- 3.17 Pupils have an excellent appreciation of the non-material aspects of life. They show talent and sensitivity in their aesthetic creativity, as seen in the complexity and individuality of the senior pupils' design and technology pieces and their vibrant art work on display. Pupils spoke very highly, and slightly in awe, of the thought provoking and challenging drama productions, such as a recent modern totalitarian version of Macbeth, and a group of younger pupils said that a play on the Chilean mining disaster made them really 'think'. With a large majority of the pupils learning an instrument, the music department's emphasis on stimulating imagination and confidence through music, further strongly supports the pupils' awareness of a non-material dimension. Pupils spoken to, warmly expressed their appreciation and enjoyment of the tranquillity of the school site. They felt there was always somewhere to go and take time out of the busy day to pause and think. Pupils' awareness of the values beyond the material was apparent in an English class, when pupils maturely discussed the core principles supporting romanticism, and were able to draw appropriate literary inferences and associations from selected paintings of the period.
- 3.18 Pupils have a strong moral awareness and show a very good understanding of what is right and wrong. This was explored in a very articulate and passionate assembly presented by on modern slavery in Africa, which evoked a compassionate response in the pupils, and in another assembly on distinguishing right from wrong and questioning the actions of others, such as during the Holocaust. Pupils appreciate fully the steps they needed to take to develop, and take responsibility for, their own behaviour and were clear on their responsibility to support others if they saw behaviour that caused them concern.
- 3.19 Pupils are very sensitive to each other's needs, are very socially aware, and work together highly effectively to solve problems and achieve common goals. They spoke extremely positively of the excellent sense of community within the school and their wish to contribute positively to the lives of others and very much appreciated celebrating each other's curricular and extra-curricular successes in assemblies. Pupils, including the boarding community, show tolerance and sensitivity towards those from different backgrounds and faiths. The personal, social, health and economic education (PSHE) programme makes a very positive contribution to the pupils' open, tolerant and well-informed attitudes towards other faiths and cultures. Pupils have an excellent understanding of the importance of helping others less fortunate than themselves. Through the work of the two pupil-led charity committees, funds are raised on a regular basis for local and national charities, and pupils consider in a very mature and thoughtful manner which charities will be supported by these funds. Inspection evidence from visiting the boarding houses, and discussions with boarding staff and pupils, indicated that the boarders understand fully the importance of looking after the needs of others and having an inclusive and tolerant community, and they provide a strong lead for the school in this regard. All parents and a very large majority of the pupils who responded to the questionnaires agreed that the school encouraged tolerance of those with different faiths and beliefs.
- 3.20 Pupils interviewed have an excellent understanding of how to keep themselves safe both physically and when online. They spoke confidently and in an informed manner when discussing such issues. Pupils said that they felt there was always a trusted adult they could turn to when seeking advice, and, should significant concerns arise, would report such concerns. Pupils are fully aware of the importance of maintaining a balance between work and play to ensure a healthy lifestyle. They enthusiastically take advantage of the many sporting activities open to them and understood fully the benefits of exercise. Pupils show a very good understanding of the importance of maintaining a healthy diet and they appreciate the high quality and varied nature of the food available to them.

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 a group of governors including the chair, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Richard Mannix	Reporting inspector
Dr Susan Ley	Compliance team inspector (Deputy head, ISA school)
Mr Steve Hardy	Team inspector (Teacher, HMC school)
Mr Julian Thould	Team inspector (Head, HMC school)
Mr Lee Glaser	Team inspector for boarding (Head, HMC school)
Mrs Karen MacGregor	Team inspector for boarding (Assistant head, HMC school)