



ISI Independent
Schools
Inspectorate

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

Kent College (Canterbury) Senior School

October 2022

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School's Details

College	Kent College (Canterbury) Senior School			
DfE number	886/6053			
Registered charity number	1142794			
Address	Kent College (Canterbury) Senior School Whitstable Rd Rough Common Canterbury Kent CT2 9DT			
Telephone number	01227 763231			
Email address	enquiries@kentcollege.co.uk			
Head of Senior School	Mr Mark Turnbull			
Chair of governors	Mrs Lorna Cocking			
Age range	11 to 19			
Number of pupils on roll	602			
	Day pupils	413	Boarders	190
	Seniors	450	Sixth Form	153
Inspection dates	18 to 20 October 2022			

1. Background Information

About the school

- 1.1 Kent College (Canterbury) Senior School is a co-educational independent day and boarding school. The senior school, together with the junior school and international study centre (ISC) which were inspected at the same time, are component institutions of Kent College (Canterbury), a charity within the Methodist Independent School Trust, its proprietor. The schools' governing body undertakes almost all aspects of governance, apart from the most significant financial decisions which are taken by the school trust. There are three boarding houses for male pupils and two for female pupils. Since the previous inspection, the school has developed its facilities including building the Great Hall, a performance and assembly space. A new head was appointed in January 2022.

What the school seeks to do

- 1.2 The school seeks to maintain high educational standards in all academic, cultural and sporting activities, stimulating excitement in learning and requiring discipline in study whatever the ability of the child. The school endeavours to provide a caring Christian family community, committed to the development of the full potential of each individual, which upholds Christian values in practice as well as in theory and welcomes members of all faiths and none in a spirit of openness and tolerance.

About the pupils

- 1.3 Pupils come from a range of professional and other family backgrounds. Nationally standardised test data used by the school indicate that the ability of the pupils aged 11 to 16 years is above average, and for the sixth form it is broadly average for pupils taking the same tests. The school has identified 159 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and dyspraxia, 30 of whom receive additional support. Three pupils have an educational, health and care (EHC) plan. English is an additional language (EAL) for 192 pupils of whom 66 receive additional support. The curriculum is modified for pupils identified as the most able in the school's population and for other able pupils in sport, music and drama.

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 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level and IB results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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. Boarders have access to a suitable programme of activities.
- 2.5 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.
- 2.6 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. 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.
- 2.8 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

- 2.9 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. 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, and 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

- 2.12 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 19 and 22 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 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.
- 2.15 **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

- 2.16 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.
- 2.17 **The standard relating to the provision of information [paragraph 32] and 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 a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 **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

- 2.20 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 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 have excellent attitudes to learning, engaging with focus and determination in lessons.
- Pupils are confident users of information and communication technology (ICT) which greatly aids their learning.
- Pupils' strong communication skills play a key role in their levels of achievement.

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

- Pupils develop excellent social and collaborative skills through all aspects of school life.
- Pupils enjoy and appreciate the opportunities provided by the school to take on and fulfil responsibilities and make a positive contribution to the lives of others.
- Pupils are open-minded and inclusive, valuing the diversity within the school community.

Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that all pupils are enabled to make informed decisions about subject and career choices from an early age.
- Enable all pupils to take responsibility for leading a healthy and balanced lifestyle.

The quality of the pupils' academic and other achievements

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

3.5 Pupils' highly positive attitudes to learning are evident from their excellent levels of engagement in lessons where they work with focus and determination, both individually and collaboratively. As they progress through the school, pupils increasingly take responsibility for organising their own learning including seeking one-to-one support from staff if required. This is encouraged by the highly positive relationships they have with their teachers. In a drama lesson in Year 11, pupils worked independently and collaboratively, with focus and diligence. They displayed excellent initiative and innovation whilst devising and refining their piece based on *Bohemian Rhapsody* thus demonstrating leadership in their learning. The enactment of swearing oaths of allegiance in a history class in Year 7 demonstrated a committed attitude to work and a willingness to appear vulnerable in front of peers. This was completed in good humour by all, whilst emphasising the academic purpose of the exercise. Across the school, pupils' desire to produce excellent outcomes is clear, and they respond well to the high

expectations, enthusiasm and passion of their teachers, in line with the school's values of ambition and curiosity.

- 3.6 Over time, most pupils develop very strong study skills. They are able to analyse, hypothesise, and synthesise, particularly as they progress throughout the school. They are confident and independent learners and enjoy opportunities to develop their own ideas. In the sixth form, pupils work with increasing independence and engage enthusiastically with opportunities to pursue their particular interests in tasks requiring them to make connections between different areas of study, as seen in IB extended essays. In a psychology lesson in Year 13, pupils critically analysed an essay which discussed neurochemical explanations for addiction. They interpreted the marking criteria to evaluate the essay and to synthesise a target for further improving the answer. In a religious studies lesson in Year 12, pupils showed higher-order learning skills when analysing different types of utilitarianism. The development of these skills from an early age was evident in a history lesson in Year 8 where pupils synthesised information on flashcards to construct coherent arguments about whether Mary Tudor deserves the title 'bloody'.
- 3.7 Pupils demonstrate excellent levels of knowledge, skills and understanding across different areas of learning. This is due to teachers' excellent subject knowledge along with careful assessment and planning. This enables the acquisition of knowledge and deepening of understanding in a safe and supportive learning environment. In a physics lesson in Year 11, pupils calculating acceleration could confidently explain the relationship between height and acceleration. In an art lesson in Year 8, pupils demonstrated strong practical and creative skills when designing, making and decorating models of a sarcophagus. In an IB English lesson, pupils' strong understanding of the themes and characterisation in *Madame Bovary* was evident through their insightful ideas about why particular illustrations were chosen for the covers of editions of the novel. Across the school, the achievement of pupils with EAL or SEND is strong and at least in line with that of their peers because of the care taken to identify their particular needs and the provision of high levels of support. Almost all parents agreed that teaching enables their children to make progress and, where relevant, that the boarding experience helps their children's progress.
- 3.8 Pupils, including those with SEND and EAL, are highly effective and assured communicators and their speaking and listening skills enhance their academic learning. This is as a result of the school's emphasis on discussion in lessons and the many opportunities for pupils to make presentations within lessons and more widely. Pupils communicate confidently with each other during their vertical tutorial periods, which builds confidence, as does their involvement in presenting chapel services. They confidently apply appropriate terminology in all subject areas including science, drama, music and mathematics. In a Spanish lesson in Year 9, pupils demonstrated excellent communication skills in Spanish, speaking confidently about what they do in their free time and birthday celebrations, accurately using past, present and future tenses. Pupils are highly articulate, share their ideas willingly and listen carefully to each other as seen in a chemistry lesson in Year 13 where they fluently explained the effect of changing temperature on the yield of hydrogen in the reaction between methane and steam. Pupils also achieve notable success in a range of local and national speaking competitions and awards.
- 3.9 Pupils' academic and other achievements are enhanced by their fluent use of ICT in many areas of their learning. This reflects the choices made by senior leaders to invest significantly in ICT infrastructure and training. All pupils have their own digital device and they and teachers use an internet-based learning platform. Pupils said this helps them to organise their work, find resources and work both independently and collaboratively within and outside of the classroom. Pupils find ICT useful when drafting and re-drafting work, and they value that teachers sometimes mark their work online, adding comments that they can then act upon in the next draft of their work. Highly effective use of ICT was observed in a range of lessons including pupils in design and technology (DT) in Year 8 composing digital portfolios of lighting design and pupils in Year 13 confidently making independent

use of CAD/CAM facilities for laser cutting. In art club, there was evidence of effective and imaginative use of ICT in portfolios and background work.

- 3.10 Pupils' achievements, both individually and as groups, in a wide range of curricular and co-curricular activities are excellent. High levels of success have been achieved by school teams and individual pupils at national, regional and county level in a range of sports including cricket, football, hockey, tennis and netball. They achieve well academically, for instance in national mathematics, science, public speaking, art and DT competitions. Pupils achieve notable success in the performing and creative arts including regional and national music competitions, selection for regional and national ensembles and cathedral choirs. They achieve considerable success in national drama and music examinations alongside a range of performance opportunities within the school and local community. Pupils' artwork has been selected for display in venues within the city and county and shortlisted in national competitions. The school farm has also facilitated high levels of achievement for pupils in the school's young farmers club at the county show, and pupils spoke with pride of this experience. These achievements are facilitated by the school's strong commitment to offering an outstanding range of curricular and co-curricular activities. These provide opportunities for pupils to excel in areas of particular strength and also reinforce and develop learning skills and attitudes that support their academic and personal progress.
- 3.11 Pupils demonstrate strong mathematical knowledge and show high levels of confidence in applying their well-developed numeracy skills in a variety of situations across the curriculum and outside of lessons. In a science lesson in Year 8, pupils drew and deciphered graphs of sound waves with great accuracy. In a physics lesson in Year 11, pupils used their strong numeracy skills and understanding of units to rapidly calculate velocity in metres from the time taken in minutes to cover a distance given in kilometres. In discussion with inspectors, pupils identified that their numeracy skills also help them in a range of activities including in The Duke of Edinburgh's Award Scheme (DofE) expeditions and in managing a budget set for organising a Christmas event in boarding. Pupils expressed appreciation for the opportunity to attend subject clinics should they need any support with their numeracy.
- 3.12 Pupils' levels of attainment, as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that they make excellent progress from their starting points on entering the school. Pupils' attainment at A Level in 2022 was strong, with almost three quarters of results achieving grade B or above. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021. In the International Baccalaureate (IB), the school has consistently performed significantly above the worldwide average. At GCSE in 2022 around one third of all results achieved the top grades, again mirrored by centre- and teacher-assessed results in 2020 and 2021. These levels of attainment are a consequence of pupils' positive attitudes to learning, supported by highly engaging teaching. Overall, results show that pupils achieve above the national average for maintained schools. Data analysed suggest that almost all pupils attain grades higher than expected for those of their ability, with progress in the sixth form being particularly strong. This is in line with the school's aim to stimulate excitement in learning, maintain high educational standards and develop the full potential of each individual.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils exhibit high levels of social awareness; their mature ability to collaborate purposefully is a key strength of the school. Inspectors repeatedly observed pupils working together harmoniously and with focus, therefore enhancing outcomes for all. In a music lesson in Year 9, pupils collaborated effectively for a class keyboard performance of *I Will Survive*. Excellent relationships exist between pupils and teachers, and pupils comment that this is characteristic of the school. Collaboration is further strengthened through small- and large-scale performing arts and sporting events, in addition to the 'Innovation Project' in Years 7 and 8, the DofE and the young farmers' club. This was also seen as

members of the food committee selected new dishes for the lunch menu. Prefects are proud of their roles and take their responsibilities seriously. Clear job descriptions, effective induction and ongoing support allow them to fulfil their roles successfully. This is evident in the respect shown to prefects by younger pupils, many of whom said they would willingly approach a house or school prefect for help or support. This is particularly notable in boarding. Most parents agree that the school equips their children with the team working and collaborative skills they need in later life.

- 3.15 Pupils value and respect diversity, expressing the view that in such an international community this is natural and is completely aligned with the centrality of the school's core value of respect. They say the school does not tolerate lack of respect for others. Pupils from the 'Safe Space' group spoke movingly of a recent chapel presentation in which they discussed ideas on gender identity, diversity and equality. They described the positive response of the school community and said they welcome senior leaders' support for initiatives in this aspect of diversity. The wide variety of nationalities in boarding houses is extremely well supported, creating a harmonious environment that is welcoming to all. Cultural diversity is celebrated in a myriad of ways including the lunar new year, national cuisines and individual celebrations. Most parents agree that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.16 Many pupils are able to articulate their understanding of the role that spirituality plays in becoming a fully rounded person. They appreciate the school's Christian values whilst being aware that some in the community come from other faiths or none. For those with a religious faith, prayer is a source of support. Others see spirituality as about personal values, what is within yourself or a belief in something beyond what can be seen or measured. Many feel that relationships are a vital element of the non-material aspects of life. Pupils demonstrate clear aesthetic and cultural awareness and appreciation, speaking movingly of singing in the cathedral or the sense of well-being experienced when witnessing natural beauty such as particularly lovely sunsets or the view down a valley in the Lake District which made them marvel at stunning landforms. Pupils have many opportunities to explore and reflect upon spirituality within the curriculum and to join together as a community through chapel services or events such as the annual service of remembrance. Pupils organised a vigil following the outbreak of war in Ukraine, which brought together Ukrainian and Russian pupils as well as the wider school community.
- 3.17 Pupils enjoy contributing to the lives of others within and beyond the school, in line with the school value of kindness, and many express a sense of satisfaction from this. Some identified that doing good for others makes them feel good about themselves. They participate in many activities benefiting others, speaking passionately about successful fund-raising initiatives and service activities in school and in the local community as part of the DofE or the Community Action Service element of the IB. Initiatives from the charity committee, including bake sales, contributions to harvest festival and 'Bags of Hope', encourage all pupils to participate. Pupils are also environmentally aware for their age, as seen in work by the student led 'Eco-warriors' group on biodiversity and reducing waste and energy consumption. In addition to roles of responsibility within the school and boarding houses, pupils assist with organising school competitions and events and serve as members of various committees or as peer mentors. In line with a previous inspection recommendation, pupil committees are able to share their decisions via notice boards.
- 3.18 Pupils demonstrate high levels of realistic self-awareness and, as they move through the school, an increasingly high level of resilience and self-confidence. They attribute this to the opportunities provided for them in the curriculum and co-curricular programme. Most are clearly aware of what they need to do to make further progress, due to detailed feedback and helpful advice from teachers. Pupils identified that aspects of school life contribute to the development of resilience and adaptability, such as working with animals at the school farm or taking responsibility for the house Christmas show. In a drama lesson in Year 11, pupils spoke with confidence and enthusiasm about working collaboratively on their devised pieces. Pupils involved in the DofE shared powerful stories of their resilience being put to the test in expeditions. Pupils in a Year 7–9 tutor group reflected on their

progress, demonstrating strong insights when identifying what had gone well, what had been challenging and setting themselves personal targets. Most parents agree that the school helps their children to be confident and independent.

- 3.19 Pupils' moral understanding is excellent within this very supportive community. Pupils are clear on what is right and wrong and speak positively about how misdemeanours are addressed, appreciating the emphasis on restorative conversations. Behaviour seen during the inspection was excellent. Pupils have a clear understanding of the school's expectations for behaviour. They understand that the new conduct and house point system is there to support them and to achieve a harmonious environment for their learning and development. Pupils were clear that they are responsible for their own actions. They respect the tightening of some school rules although not necessarily agreeing with this. Younger pupils clearly expressed how not having mobile phones during the school day helps them to develop social skills, giving time for games and conversation and possibly helping to avoid friendship issues. Although boarders do not always agree with the town leave restrictions, they recognise these have been implemented for their own benefit and protection. Most parents agreed that the school actively promotes good behaviour and almost all pupils agreed that the school expects pupils to behave well.
- 3.20 Pupils develop strong decision-making skills. These are needed to make best use of the extensive opportunities beyond the curriculum alongside managing work commitments. Pupils understand the academic benefits of completing homework, to a good standard, before embarking on other activities. Pupils in the sixth form spoke about choosing to spend their study periods profitably. Some pupils were able to articulate confidently which of the revision techniques they have been taught best suit their learning style, though others would appreciate further support with this. Pupils recognise that the conduct and house-point system helps them make good decisions about behaviour. Pupils undertaking the DofE spoke candidly about decisions made during expeditions, showing awareness of what impact these have on others and themselves in terms of success and wellbeing. Boarders say that the boarding environment gives them more independence and that consequently they must improve their decision making. In discussion with inspectors, pupils highlighted that they feel in need of more extensive careers knowledge at a younger age, to allow them to make earlier informed decisions about subject pathways and future career opportunities. This reflects questionnaire responses from both parents and pupils.
- 3.21 Pupils recognise the value of healthy lifestyles and understand that nurturing physical and mental health, including getting sufficient sleep and exercise, is important. They expressed the view, however, that the school's current catering provision does not always offer a wide choice of healthier options making it difficult to implement their learning about healthy eating. Inspectors agreed with this view. Pupils appreciate the many sources of support available in school, including its pastoral structures, chaplain, medical centre and counsellors. However, inspectors found that, although pupils in the wellbeing group are planning initiatives such as a stress-busting club, some pupils appear less likely to make autonomous decisions about their well-being and are somewhat reliant on adults' advice. In discussion, not all pupils recognised the role that engagement with contributing to others or participation in co-curricular activities plays in building resilience. Pupils report that they are taught how to keep themselves safe online and understand restrictions on their internet and phone usage, but inspectors found that they could benefit from further information about the pitfalls of the virtual world when their access to this is unrestricted.

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 attended form meetings 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

Mrs Elizabeth Thomas	Reporting inspector
Mrs Sarah Arthur	Compliance team inspector (Deputy head, HMC school)
Mrs Alison Claire Hewitt	Team inspector (Former head, GSA school)
Mrs Anna Savage	Team inspector (Deputy head, HMC school)
Mrs Jacqueline Davis	Team inspector for boarding (Deputy head, HMC school)
Mr Alastair Speers	Team inspector for boarding (Head, IAPS school)