



ISI Independent
Schools
Inspectorate

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

Cranleigh School

November 2022

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School's Details

School	Cranleigh School			
DfE number	936/6017			
Registered charity number	1070856			
Address	Cranleigh School Horseshoe Lane Cranleigh Surrey GU6 8QQ			
Telephone number	01483 273666			
Email address	reception@cranleigh.org			
Headmaster	Mr Martin Reader			
Chair of governors	Mr Adrian Lajtha			
Age range	13 to 18			
Number of pupils on roll	699			
	Day pupils	187	Boarders	512
Inspection dates	15 to 17 November 2022			

1. Background Information

About the school

- 1.1 Cranleigh School is a co-educational independent day and boarding school. It was founded in 1865 as a boys' boarding school. Girls were first admitted to the sixth form in 1972 and joined the school from the age of 13 in 1999. Boarders are accommodated in eight single-sex houses on site. Day pupils are fully integrated with boarders in houses. The school is a registered charity administered by a board of governors who act as trustees.
- 1.2 Since the previous inspection, the school has opened a new teaching facility for English, humanities and learning support; extended the drama facilities and opened a fourth boarding house for female pupils commensurate with the four existing boarding houses for male pupils.

What the school seeks to do

- 1.3 The school aims to challenge and inspire pupils by broadening horizons, enriching learning and supporting them throughout each step of their journey. It seeks to enable them to flourish while leading busy, fulfilled lives and developing the personal skills and qualities to enhance their lives.

About the pupils

- 1.4 Pupils come mainly from families with professional and business backgrounds. Nationally standardised test data provided by the school indicate that the ability of pupils in the school is broadly average for pupils taking the same tests. The school has identified 244 pupils as having special educational needs and/or disabilities which include dyslexia, dyspraxia and other conditions, 79 of whom receive additional specialist help. Two pupils have an education, health and care plan. English is an additional language for 6 pupils, 1 of whom requires additional support. The school has identified 106 pupils as being the most able in the school's population, and the curriculum is modified for them and for 172 other pupils due to their special talents in sport, music or 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 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.
- 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, 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 the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Fourth form	Year 9
Lower fifth	Year 10
Upper fifth	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

Key findings

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

- Pupils are high achievers who excel academically and across a wide range of co-curricular activities.
- Pupils achieve excellent levels of knowledge, skills and understanding.
- Pupils confidently apply higher-order thinking skills to rapidly extend their academic skills.
- Pupils display exemplary attitudes towards their learning, approaching their studies with rigour and purpose.

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

- Pupils are extremely self-confident and self-disciplined; they are reflective and know how to improve their learning.
- Pupils demonstrate a highly developed moral sense; they take responsibility for their own behaviour and are sensitive to the needs of others.
- Pupils display a mature social awareness, working together with an excellent sense of purpose and enjoyment.
- Pupils are respectful of each other and understand the value of diversity in their community.

Recommendation

3.3 The school is advised to make the following improvement:

- To raise the level of pupils' empathy and awareness of the wider community in line with the values and ethos of Cranleigh Giving.

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 demonstrate an extremely high level of achievement in their academic studies and through their co-curricular commitments. This reflects the successful realisation of the school's ambitious aim to provide pupils with a challenging educational experience which broadens their horizons and enriches their learning. Pupils' attainment at A level in 2022 was very strong, with over a quarter achieving A* and most achieving A* to B. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021 when well over half of results achieved were at top grades. A high percentage of sixth-form pupils take the Extended Project Qualification (EPQ) with a third achieving A* and most achieving A* to B for their submissions. Pupils achieve highly in the Business and Technology Education Council (BTEC) examinations with a quarter achieving starred distinctions and two-thirds distinction awards. In 2022 nearly half of GCSE results were at the highest two grades. Data indicate similar attainment in 2020 and 2021 in the centre- and teacher-assessed assessments. This extremely high level of attainment is a consequence of the pupils' excellent attitudes towards their learning which are supported by teaching which demonstrates a high level of subject knowledge combined with excellent learning resources. On entry, almost all pupils have an ability above others taking similar ability tests nationally. Data analysed show that at both GCSE and A level, almost all pupils achieve significantly higher examination grades than expected, representing rapid progress in their knowledge, skills and understanding as they move through the school. There is no significant difference in attainment between the different groups within the school, and pupils with SEND make consistent and rapid progress over time. Pupils of all ages achieve a similarly high level of progress throughout the school. The very large majority of parents states in their responses to the questionnaire that individual needs are met effectively and the teaching they receive enables their children to make progress.
- 3.6 Pupils demonstrate an excellent knowledge of different subjects and apply their understanding effectively across all areas of their learning. In a Year 9 chemistry lesson, pupils demonstrated a keen understanding of metallic bonding, confidently explaining how strengths of metals increase with more delocalised electrons. Year 10 pupils accurately recorded carotid and radial pulse rates, using a pattern of timed exercises and rests to demonstrate effectively the benefits of interval training in line with the Karvonen Principle. In a lively debate, Year 12 English pupils successfully presented well-supported arguments on the extent to which *The Duchess of Malfi* can be considered a subversive play. Pupils take pride in the high standards they achieve, diligently applying their skills to develop their knowledge and understanding. They are strongly supported by a well-structured, broad and challenging curriculum and by the excellent teaching they receive.
- 3.7 Throughout the school, pupils are highly effective, confident communicators. They rapidly develop these skills, encouraged by the classroom ethos of positive interaction and the many opportunities for participating in debate and discussion both in their subject lessons and in the activities they pursue. They speak and write with confidence and aplomb, expressing complex ideas clearly and sensitively. Year 10 pupils in a religious studies lesson passionately discussed the concept of euthanasia with sensitivity and sophistication, making excellent use of subject-appropriate language. Younger pupils demonstrated excellent communication skills as they succinctly explained their observations of a range of stimuli about Greek religious festivals. In a politics lesson on the socialist spectrum and role of the state and social class, Year 13 pupils were highly articulate as they responded to questions. Pupils demonstrate exceptionally high levels of achievement in their written work, and this was particularly evident in a series of Year 10 essays exploring a wide range of ethical questions and in the extremely high quality of the EPQ theses submitted by Year 13 pupils.
- 3.8 Pupils display strong numeracy skills and apply these with competence across the curriculum. Year 12 pupils in an economics lesson, competently employed fractions, ratios and simple calculations to create a 'price elasticity of demand' score for a variety of products, while in business studies, their peers successfully negotiated graphs to demonstrate price versus demand. In a physics lesson, Year

11 pupils effectively applied a range of formulae to solve problems on the three states of matter. Year 13 pupils in a biology lesson confidently calculated genetic offspring using the Hardy-Weinberg equation and a range of mathematical tables. In their mathematics lessons, pupils apply their knowledge, skills and understanding with fluency and confidence. For example, Year 13 pupils used continuity corrections effectively in approximating the binomial distribution and constructed correct proofs using the principle of mathematical induction, involving both series and divisibility questions.

- 3.9 Pupils develop high levels of competence in information and communication technology (ICT), and routinely apply these skills across a range of subjects. They use technology effectively to promote all aspects of their learning, supported by excellent facilities and numerous opportunities to incorporate ICT across the curriculum. They are creative and imaginative in the way they use technology, for example, Year 9 pupils produced an accomplished performance using an online platform to showcase their preparation for the Arts Award. Year 12 pupils created stunning imagery using their skills to manipulate photographs. Year 11 portfolios demonstrated excellent use of ICT to record and develop ideas through personal investigations and experiments including a self-grooming cat flap, a bouncing ball dispensing treats and a two-dog lead. Pupils are confident in their use of technology, competently accessing lesson materials online, conducting independent research and in presenting their work, supported by an ambitious long-term digital strategy led by governors and senior leaders.
- 3.10 Pupils display extremely well-developed study skills. They confidently participate in their lessons, challenging their understanding and extending their knowledge through high levels of engagement with their subject. Studying *Of Mice and Men*, Year 9 pupils accurately analysed key themes, effectively relating these to the racist, patriarchal society portrayed in the novella. In a Spanish lesson, Year 10 pupils were adept when analysing verb tenses and conjugations. Year 11 pupils discussed the Chinese government model, 1900–1926, effectively synthesising material for collation into examination essays. In their approach to their EPQ submissions, pupils in Years 12 and 13 display extremely mature and well-developed levels of analysis, hypothesis and synthesis as they present their material. Pupils are highly effective in employing their study skills, viewing mistakes as learning opportunities, and developing a mature, committed approach to their learning. As a result, they rapidly improve their subject knowledge and broaden their academic understanding. This is strongly supported by the *Cranleigh Thinking* initiative which encourages pupils to ‘think beyond the test’ and so change work habits and promote higher-order thinking.
- 3.11 Pupils achieve at extremely high levels through participation in the school’s co-curricular programme. They are highly successful in national mathematics and science challenges; they have achieved notable success in the Arkwright Scholarships. Pupils representing the school in sports teams regularly achieve local, regional and national success in rugby, hockey, cricket, athletics, netball and equestrian events. Pupils develop self-confidence as they participate in the many orchestras and musical ensembles, choirs and dramatic productions throughout the year. They achieve high grades, including a substantial number of distinctions and merits in external music and drama examinations. Pupils gain experience and life-skills through the comprehensive co-curricular programme, generously supported by the school’s leaders and governors.
- 3.12 Pupils of all abilities and ages demonstrate excellent attitudes towards their learning. They are highly committed, diligent learners who work hard to succeed. They successfully work with each other and with their teachers. They take responsibility for the quality of their own work and are proud of their achievements. Pupils work independently and collaboratively with a mature sense of purpose and focus, and this was evidenced in their lessons and through scrutiny of their written work. Pupils encourage each other, demonstrating high levels of perseverance and resilience as they strive for academic excellence in their studies. Most parents in their responses stated that the school helps their children to be confident and independent, and this is evidenced in the mature manner in which pupils approach their learning.
- 3.13 Pupils consistently achieve at these extremely high levels supported by a vibrant house structure where day and boarding pupils live and work together in their allocated houses. Day pupils remain

with their boarding peers late into the evening, supported in their studies by academic tutors and subject clinics. Through this house model, pupils make rapid progress in their studies and develop their collaborative skills as they participate in house rehearsals, house events and in the wide range of co-curricular activities available for them. Their academic success is strongly promoted by the excellent facilities and academic arrangements implemented by governors and senior leaders.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate very high levels of self-understanding and self-discipline in their academic studies and in their lives beyond the classroom. They lead busy lives, successfully combining the demands of their academic timetables with a full programme of activities and, as a result, develop personal qualities of organisation and self-esteem. These qualities are promoted by the school's strong emphasis on expanding pupils' horizons through enriched learning opportunities and the *Cranleigh Being* initiative which prompts pupils to consider who they are and how they are in the world. Pupils are self-reliant and reflective: they understand their own qualities and know how they can improve themselves in all aspects of their lives. In a Year 10 art lesson, pupils fluently described their artistic journeys and how they gained confidence to question, explore and experiment when working in their sketchbooks. Year 13 psychology pupils demonstrated self-awareness as they scripted and performed role plays examining the results of self-disclosure on a relationship. Boarders recognise how their boarding experiences have helped them gain the qualities of self-discipline and resilience as they gain greater independence living away from home. Pupils approach their studies with maturity and the perseverance necessary to succeed. Throughout the school, pupils of all abilities are enthusiastic in their engagement in the co-curricular programme of activities and clubs, gaining self-awareness and confidence as they experience new skill sets.
- 3.16 Pupils understand the importance of making decisions and taking responsibility for their lives. They are aware of how their decisions affect their well-being and futures. Senior pupils demonstrate a mature understanding of the importance of the subject choices they make and are appreciative of the careers guidance they receive. Pupils are encouraged to be unafraid of failure or of making mistakes, and this was seen in a Year 13 classical civilisation lesson where pupils were undaunted setting themselves challenging academic targets. In their practical science work, pupils of all ages act sensibly with proper regard to the safety of themselves and their peers. Pupils are encouraged to make choices and decisions which they do effectively with the support of their teachers and, as a result, pupils take full ownership of their learning and gain self-confidence. Boarders learn to make decisions about how to manage their time and make good use of their autonomy to set up clubs and activities themselves. Throughout the school, pupils are highly successful in balancing the considerable demands of their academic and co-curricular work.
- 3.17 Pupils demonstrate a strong appreciation of the non-material elements of life and understand how these strengthen their self-awareness. They are thoughtful and reflective, representing their awareness of non-tangible elements in their artwork and in their classroom discussions on ethical subjects. Pupils display a genuine understanding of different cultures and religions, sensitively aware of how important faith can be in daily living, for example, examining the impact of Sharia Law when designing female clothing. Essays in *The Purvis Journal*, a school magazine initiated and run by pupils, demonstrate a mature response to a wide range of philosophical, ethical and moral questions and highlight the ability of pupils to see beyond the tangible and question what constitutes humanity and drives the decisions affecting the future of the planet.
- 3.18 Pupils display a strong moral understanding and a clear sense of right and wrong and understand the school's systems of rewards and sanctions. Behaviour is exemplary, and pupils recognise that sanctions are important in fostering a harmonious, well-run community. In a Year 12 geography lesson, pupils demonstrated their awareness of the protection offered by a system of laws as they

discussed human rights. Year 10 pupils confidently demonstrated an understanding of what is morally acceptable as they studied Nazi Germany. Pupils demonstrated their understanding of negative behaviour and its impact as they presented their own anti-bullying videos at morning callover in the houses. Pupils undertake positions of responsibility with commitment. Senior pupils are aware of the need to be good role models, and younger pupils state that this behaviour inspires them to be kind and helpful towards each other. Pupils gain a strong understanding of how to build positive relationships supported by the rigorous personal, social, health and economic education (PSHE) programme. Almost all parents and pupils in their questionnaire responses stated that the school expects pupils to behave well.

- 3.19 Pupils develop excellent social skills and employ these effectively in their academic and leisure times. They develop a positive attitude towards each other and a willingness to work together, and this is enabled through the very strong house and pastoral system. In the immersive play 'Neverland', an exceptionally large cast of pupils successfully collaborated with staff to create an immensely powerful promenade experience. Pupils in Year 10 cheerfully undertook a training exercise where they learnt to light stoves and make hot chocolate, working successfully together despite the challenging weather conditions. Preparing for Christmas, the choir rehearsed diligently to ensure their voices were in harmony together. Pupils develop high levels of social awareness through the many opportunities the school offers both in the classroom and through the strong co-curricular programme. They learn to work with a unity of purpose whether they are preparing for house competitions, sports fixtures or organising charitable events. Although a few pupils in their responses did not feel that school promoted positive relationships, the overwhelming majority of parents and pupils was satisfied that the school enables their children to develop strong teamwork and social skills.
- 3.20 Pupils develop strong leadership skills as they undertake roles of responsibility within the school community. The vertical boarding house structure encourages supportive mixing between the year groups, and pupils gain valuable leadership experience within the house 'families'. Big sisters and brothers act as mentors to younger pupils, and prefects help organise house routines, competitions, clubs and activities. Pupils bring a sense of purpose to their roles, for example leading the #BetheChange initiative, writing podcasts on bystander culture and giving lectures on body image. Pupils state that living in a boarding environment gives them plenty of opportunities to contribute to others, and prefects work hard to instil an inclusive, supportive culture in the school. Older pupils undertake their duties as non-commissioned officers in the combined cadet corps with dedication and are proud of the fact that in October 2021 Cranleigh became the first school to be affiliated with the British Legion. Pupils throughout the school are active in raising money for local and national charities and a partner school in Zambia in line with the initiative *Cranleigh Giving* which encourages pupils to think beyond themselves. However, further opportunities to engage with local and wider community needs would broaden pupils' awareness of a larger socio-economic and cultural group.
- 3.21 Pupils are proud of their school and of its welcoming, inclusive ethos. Boarding principles and aims are based firmly on the values of respect for each individual, regardless of ethnicity, culture, gender or disability, and these echo the whole school commitment to foster a culture of inclusion and respect. Year 9 pupils in a history lesson demonstrated empathy as they discussed the abolition of slavery. Year 10 displayed a genuine understanding of diversity as they prepared a large-scale collage, while pupils studying musical genres confidently explained the cultural diversity of the origins of garage music. In discussions, pupils readily demonstrated an awareness of the need for equality, diversity and inclusion, and affirmed the positive culture existing within the school. Pupils develop a keen awareness and understanding of other cultures from their peers, through the curriculum, visits from external speakers and through talks in chapel and house callovers where they learn to respect each other as individuals. They value the many opportunities they are given to discuss and explore current issues through the literature they study, the exhibitions of artwork and posters displayed in school and through the Diversity Alliance Committees which are run by pupils. Pupils behave sensitively towards one another, encouraged by the positive ethos of respect which is actively promoted

throughout the school. The very large majority of parents stated in questionnaires that the school treats their children fairly, regardless of their sex, faith, race or needs.

- 3.22 Pupils have an excellent understanding of how to keep themselves safe and lead healthy lives, supported by the multi-layered pastoral house system, well-planned programmes of study and their tutors. Pupils throughout the school take advantage of the many sporting opportunities available to them to maintain their physical fitness and mental well-being, supported by experienced sports teachers and trained mental health first aiders. Pupils are encouraged to make healthy choices through suitable menu options. A minority of pupils expressed dissatisfaction with the food, however changes in the menu are made in response to pupil request. Pupils know how to keep themselves safe online, receiving appropriate training in PSHE and through events arranged by the school. Pupils understand the importance of a balanced lifestyle and the need to develop mental resilience, and there are strong structures implemented to support pupils through the stresses of teenage life. Greater flexibility for Years 12 and 13 allows pupils to create a good lifework balance, and boarders are encouraged to discuss their commitments with house staff to ensure they are not overloaded. Pupils are appreciative of the support they receive from their teachers and know how to report any concerns they may have. Pupils feel valued as individuals and say they are well looked after, reflecting the high quality of pastoral care they routinely receive and the excellent provision made available by senior leaders.

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 the chair of governors and another governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. 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 Pamela Johnson	Reporting inspector
Mr Russell Slatford	Compliance team inspector (Former head, SofH school)
Mrs Sandra Clements	Team inspector (Former deputy head, GDST school)
Mr Antony Jones	Team inspector (Former senior teacher, HMC school)
Mr Robert Teague	Team inspector (Headmaster, SofH school)
Mr Chris Townsend	Team inspector (Head, HMC school)
Mrs Emma Custodio	Team inspector for boarding (Head of boarding, GDST school)
Mr Richard Honey	Team inspector for boarding (Head of boarding, HMC school)