



ISI Independent
Schools
Inspectorate

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

Framlingham College

October 2022

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School's Details

College	Framlingham College			
DfE number	935/6046			
Registered charity number	114383			
Address	Framlingham College College Road Framlingham Suffolk IP13 9EY			
Telephone number	01728 723789			
Email address	reception@framlinghamcollege.co.uk			
Principal	Mrs Louise North			
Chair of governors	Mr Charles Packshaw			
Age range	13 to 18			
Number of pupils on roll	418			
	Day pupils	165	Boarders	253
	Seniors	246	Sixth Form	172
Inspection dates	11 to 13 October 2022			

1. Background Information

About the school

- 1.1 Framlingham College is an independent co-educational day and boarding school, founded in 1864. The school is a registered charity, the board of trustees is responsible for the governance of both the senior school and its associated preparatory school. The school has seven boarding houses. The head, who acts as principal for both schools, was appointed in September 2019. The Chair of Governors took up his post in January 2021.

What the school seeks to do

- 1.2 The school seeks to develop in each pupil the knowledge and skills they will need to thrive as global citizens in their adult world. It aims to promote pupils' well-being and to build their self-belief and resilience through a co-curricular programme which encourages learning and personal development beyond the classroom.

About the pupils

- 1.3 Pupils come from a wide range of family backgrounds and cultures, many living locally or across East Anglia. Full boarders include international pupils from across the world. Data provided by the school indicate that the ability of the pupils is average compared to those taking the same tests nationally. The school has identified 83 pupils who have special educational needs and/or disabilities (SEND), including learning, communication, social, and mental health difficulties. Of these pupils, 49 receive additional support for their needs. One pupil has an education, health and care plan (EHC). English is an additional language (EAL) for 48 pupils, of whom 28 receive additional support for their English. Pupils identified as the more able in the school's population take part in workshops designed to stretch and challenge.

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, 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

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

PART 5 – Premises of and accommodation at schools

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils including the more able, those with SEND and those with EAL, achieve results in public exams which are excellent and well above their predictions.
 - Pupils develop excellent communication skills, enabling them to work successfully in groups, take part in discussions and write skilfully and effectively.
 - Pupils achieve with distinction in a wide range of extra-curricular activities and competitions, including languages, music and sport.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop strong characteristics of self-knowledge and leadership.
 - Pupils make an outstanding contribution to the lives of others through their work in the school, the local community and wider society.
 - Pupils have an excellent understanding of right and wrong and readily take responsibility for their own behaviour, they value the kindness and respect shown in all areas of the school.
 - Pupils have an excellent understanding of the importance of a healthy lifestyle and make healthy choices ensuring a balance between academic and sporting activities.

Recommendation

- 3.3 The school is advised to make the following improvement.
- To extend the opportunities demonstrated in the best lessons for pupils to work collaboratively and interactively to enhance their knowledge, skills and understanding.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 At both GCSE and A level almost all pupils attain grades higher than those expected for those of their ability. Results at GCSE in 2022 were significantly above the published national data measures at both the higher 9-7 grades, with over two-fifths of grades being at this level, and for the broader grades 9-4, where results far exceeded the national measure. Pupils' attainment at A Level in 2022 was strong. A*/A represented over two-fifths of grades – this is well over the published national data measures. These results show a clear improvement since 2019, with grades significantly higher than those for that year and coming closer to the teacher assessed grades (TAGS) given in 2021. These outstanding

results reflect the excellent attitudes to work shown by pupils and their hard work in response to the careful planning and individual support given by their teachers.

- 3.6 Pupils develop at least a good level of knowledge, skills and understanding across all areas of learning, applying what they have learned accurately and appropriately in different contexts. Pupils of all ages use their skills confidently across their subjects and use their knowledge as evidence in different contexts. Scrutiny of pupils' work showed the development and application of knowledge and skills, with pupils demonstrating their understanding in well-structured written arguments. Pupils made good progress in almost all the lessons observed. Prior knowledge is harnessed effectively by teachers and used by the pupils to achieve successful outcomes in a broad range of subjects at all age levels. In a Year 9 art class pupils used their creative skills to produce highly effective individualised architectural monoprints. Some pupils successfully took their work to the next stage, making more complex individualised prints and choosing to use different mediums other than black printing ink, making both aesthetic and creative decisions. In practical situations, such as a Year 9 chemistry class, they worked competently in getting apparatus out and set up. In Year 9 cross-curricular lessons, pupils made critical judgements using data to inform their opinions on social media use. In a psychology lesson Year 13 pupils used their excellent knowledge and understanding in a debate about free will and determinism. In many interactive lessons pupils are supported and challenged in their learning by excellent guidance, use of directed questions and paired work resulting in rapid progress. In a small number of lessons which lacked direct challenge and stimulus pupils learned less effectively and made slower progress. The pupils with SEND and EAL all felt that the atmosphere of the school with its deep-seated kindness and respect had enabled them to settle in, find a place, accept the help they needed and get on with learning. They have very different and varied needs but staff and pupils had helped them enormously. Pupils greatly appreciate the work they do with their tutors on their half-termly and termly reports which results in pupils setting their own targets and thereby ensuring improvement. Pupils said that the willingness of the staff to give support including one-to-one if needed was a huge plus.
- 3.7 Pupils are excellent communicators. They listen carefully, both to other pupils and their teachers. Pupils speak with clarity, and subject-specific vocabulary was employed readily in several lessons observed. In a number of discussions pupils confidently discussed the finer points of a topic. Pupils achieve success due to their willingness and competence in expressing relevant ideas and their readiness to question their teachers and engage with the thoughts of others. In a Year 11 chemistry lesson, pupils listened well to information about carbon footprints, including that of the *Latitude* festival, talked with each other constructively and with focus, and finally wrote comprehensive responses. The written work from pupils seen in the work scrutiny showed competence in many contexts. In a design technology essay reviewed, the written drafts included comments from the teacher and the pupil which highlighted the progress being made. A booklet written for younger pupils as a task in the BTEC music course showed an in-depth understanding of the theory being explained. This included correct use of terminology and pupil's self-evaluation, supporting further development of the written task. Pupils further develop their speaking skills in the debating society and in their contributions to chapel and other assemblies.
- 3.8 Pupils have good mathematical skills and use these effectively both in maths lessons and across other subjects. Academic scholars are very positive role models within lessons where their influence can be felt to increase the pace and motivate others. This was seen in a top set Year 10 maths lesson where pupils responded very positively to a scholar's leadership when solving quadratic equations to predict the shapes of graphs. In a PSHE lesson, Year 9 pupils applied their maths skills effectively when working out a budget for their shopping in school and in town. In a Year 12 physics lesson pupils used their maths knowledge to work out the volume of a neutron star that would be equivalent to the mass of the Earth. Year 13 business studies pupils were able to quickly calculate exchange rates when working out export and import costs.

- 3.9 Pupils are highly competent and confident users of Information and Computer Technology (ICT), they use their skills effectively both in ICT lessons and in many lessons across the curriculum. They work collaboratively using the school software system and develop their learning by using interactive websites and both software packages and materials prepared by teachers. They are encouraged and supported by imaginative use of ICT by teachers, particularly in assessing their work and showing them how they can improve. Year 9 pupils use data competently on their devices and were seen to use detailed instructions for individual projects which enabled them to achieve highly. In a Year 12 PE lesson pupils successfully pooled their knowledge of factors affecting performance using a specific software package to work collaboratively on the same document. In a Year 13 design technology lesson, pupils improved their working knowledge of design and technology software to enable their own designs. They were able to create, move and rotate components of a side table and assemble on screen. Pupils' learning is strongly supported by their ability to use ICT and the facilities and resources which are available to them.
- 3.10 Pupils have excellent study skills, supported by the individual and ambitious pathways they develop with their tutors in tutorial sessions. Pupils learn to identify when they need help and use the subject specific after school clubs, known as the hubs, to reinforce their learning. Pupils with SEND and EAL who spoke to inspectors all felt that the atmosphere of the school, with its deep-seated kindness and respect had enabled them to develop study skills. Pupils learn to successfully draw from a wide range of learning resources including on-line materials; they develop an awareness of plagiarism and look for evidence of sources when using websites. In lessons pupils showed the ability to work on their own, in pairs and in small groups, feeding back thoughtful and critical responses to the whole class. They become skilled in discussion, competently bringing together strands of knowledge and applying them in new contexts. Older pupils demonstrate higher order thinking and analytical skills including an excellent ability to hypothesise and synthesise. They apply their knowledge from a range of sources to make nuanced, critical judgements as they formulate arguments. This was demonstrated in a Year 12 Classical Civilisation lesson where analytical skills were used to support sensitive judgements and distinctions, calling on knowledge from history of art and sport to inform the arguments used. In a Year 13 English lesson pupils worked in groups to draw comparisons between poems and *The Go Between* on the theme of love, drawing inferences to back their commentary.
- 3.11 Pupils' achievements in academic and other activities are excellent and considerably above expectations for their age and the size of the school. Their skills in all areas are strongly supported by senior leaders and staff, through their high expectations and encouragement to pupils to give their best in all they do. Pupils' skills develop through the many opportunities provided by the extra-curricular programme. They spoke very perceptively of how positions of leadership and responsibility have helped them develop a strong sense of self-awareness and the confidence to move to the next stage in their lives. Pupils in Years 12 and 13, reflecting on their time at the school, stated that the confidence and skills they gain in co-curricular activities strongly support their academic performance. This was evident in a choir rehearsal, where older pupils and music scholars demonstrated a high level of skill in a small and select group, when singing in four parts. Teams and individual pupils are successful at regional, national and international level in sports and academic competitions, particularly in rugby, hockey and cricket. Sports scholars have been supported to compete at high levels, with personal coaching and mentoring as well as services such as physiotherapy. A number of pupils have won full sports scholarships to American universities. Pupils also experience success, including at a national level, in challenges for modern foreign languages, business and economics, computer sciences, poetry and maths competitions and in music. Substantial numbers of pupils have been very successful in The Duke of Edinburgh's Award scheme (DofE), some having supported the school in setting up DofE centres through the Outreach Programme, sharing their expertise and equipment with other schools.
- 3.12 Pupils' attitudes to learning are excellent. Pupils work well independently and are attentive in lessons. They are eager to achieve highly, concentrating hard and questioning enthusiastically in their lessons. They collaborate effectively and are keen to improve their work and develop their skills, taking

responsibility for their learning. In a Year 9 history lesson pupils worked excellently in pairs, collaborating to develop a set of concise and detailed notes during the lesson. Their confidence and self-esteem were clearly built up through their engagement with the subject matter – censorship of letters home during WWI. However, in the small number of lessons where opportunities for independent learning are less frequent, learners are more passive, learning less effectively. Pupils value the new attitude gradings they receive half-termly as measures of how they are doing and are motivated by these. Boarders expressed the view that life in their houses supported their work and development. They organise their workspaces well, they said that being ready to work was important to them and that the help available from senior pupils or staff fully supported their learning including those with EAL. Pupils take considerable responsibility for their learning and have pride in the work they are currently doing, being determined to do the best they can in all their subjects.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent self-confidence and self-understanding, exhibiting a calm, mature self-confidence throughout the school. They are eager to improve their learning, take an active role planning their futures and support others in the community to do the same. Pupils spoke about how they have grown in confidence during their time at school, supported by strong, positive relationships with their teachers. Pupils speak proudly and perceptively of how positions of leadership and responsibility in school have helped them develop a strong sense of self-awareness and the confidence to move to the next stage in their lives. Pupils show particularly high levels of resilience and speak passionately of how their experiences in extra-curricular activities, sport, DofE and Combined Cadet Force activities have taught them the value of persevering to achieve their goals. In their responses to the parental questionnaire, parents strongly supported the view that the school helped their child become confident and independent and that the school is governed, led and managed effectively. The governing body strongly supports both the academic life and the personal development of the pupils with their interest, expertise and with provision of excellent resources throughout the school, ensuring that the aims of the school are met.
- 3.15 Pupils have an excellent understanding of the importance of making good decisions. They enjoy making their own choices and appreciate the excellent support they are given for making choices at GCSE and A Level/BTEC and the range of subjects offered. In a Year 11 tutorial session, pupils were seen making well-informed decisions about their own revision techniques. Those who are fulfilling external commitments in co-curricular activities learn how to organise priorities to perform to the best of their ability across the range of their studies and activities. Pupils display a mature recognition of the need to make wise choices in their personal lives and in discussion most pupils felt that the school's Relationships and Sex Education lessons (RSE) help them to appreciate the importance of respect and sensitivity in personal relationships.
- 3.16 Pupils have a clear spiritual understanding of the non-material aspects of life. The chapel is at the heart of school life and pupils of all faiths attend twice a week. This time for reflection helps pupils to develop a sense of their place of the world, supporting the school's aims to nurture pupils' well-being and build their self-belief and resilience. Pupils said they value the strength of kindness and respect they experience in school, and they appreciate the work and influences of the chaplain and their time to reflect in chapel. Pupils appreciate the choices they make in their weekly wellbeing sessions in tutorial time, whether it be to meet their friends, catch up with work or relax. Pupils in Years 9 to 11 told inspectors that the work they do in personal, social and health education (PSHE) and religious studies (RS) lessons is inclusive and welcoming of all, and successfully develops the moral compass they need for life.
- 3.17 Pupils have an excellent sense of right and wrong which they articulate very clearly. They are respectful of school rules, and in lessons demonstrate an excellent understanding of the school's

expectations; in their questionnaire responses the vast majority said that the school expects pupils to behave well. This confirms the school's success in meeting its aim for pupils to become the best possible version of themselves. Pupils' behaviour in lessons and around the school during breaks, lunch time and after school is outstanding. Pupils have a good sense of current moral issues and values; they accept responsibility for their own behaviour and exhibit a profound awareness of current global issues, for example, their support of Ukraine as their School Charity for 2021-22. In lessons they draw sensitive conclusions when discussing challenging ethical situations such as toxic masculinity in a Year 10 PSHE lesson. Pupils discussed gender stereotyping, linking ideas to their own personal upbringings and shared examples of phrases that they had experienced that had a negative impact.

- 3.18 Pupils demonstrate excellent social awareness within a school culture that creates positive bonds and a sense of belonging. Many pupils spoke to inspectors about the sense of kindness and help that permeates the school's house culture. In interviews pupils said they valued many aspects of house life, one example being the positive house spirit resulting from pupils cheering each other on in house competitions. The school's support for student voice enables pupils to work together with their teachers to support and improve the culture of the school. Pupils are courteous and openly warm and friendly to one another and to visitors; these values are modelled by committed staff, creating a strong sense of community in the school. This enables the school to achieve its objective to encourage students to become global citizens. Pupils collaborate naturally and readily to improve their learning and to achieve shared goals. In practical situations, such as a Year 9 chemistry class, they worked competently together in getting apparatus out and set up. In a Year 12 politics lesson, pupils worked highly effectively in groups to produce detailed arguments covering all sides of a debate about devolution. Pupils collaborate in the Responsible Schools Project, canvassing pupils' opinions on environmental issues, which results in them setting up events, planting trees, planning a second-hand shop and creating a podcast. Those participating in the Extended Learning Programme have worked together to research topics such as how to be a global citizen.
- 3.19 Pupils make an excellent contribution to life in the school and the wider community. Pupil subject ambassadors work with the younger age groups to inspire ambition and show what can be done by the pupils themselves. The focus of the school on preparing pupils to be global citizens encourages them to learn languages, and to take part in many different enterprises. Sixth formers relish opportunities to take the lead in houses, teams and societies. They have a clear sense of the importance of taking responsibility and lead a variety of initiatives including charitable fundraising and local volunteering. Pupils support local residents by taking their dogs for walks and other initiatives include visiting the elderly, litter picking, allotment gardening, and supporting a community garden. The pupils support the Phab club which brings disadvantaged young people into school for cooking and games and gives their carers some time off. Other initiatives include donating harvest gifts to a local food charity and the community crafts club making insulated blankets for the homeless out of crisp packets. The school votes for one charity each term to which all monies raised will go and pupils who spoke to inspectors felt this was a very positive thing. The high levels of collaboration and pupils' individual initiatives result in successful contributions across the school and in both the local and the wider community.
- 3.20 Pupils demonstrate an excellent awareness of differences and cultures. They live harmoniously together in their boarding houses and throughout the school, enjoying what they see and learn of other societies. Pupils show excellent levels of respect for diversity and each other, encapsulated in the words of a Year 13 pupil who explained the importance of inclusion in the school. This is reinforced by the willingness of staff and pupils to discuss challenging issues, creating a supportive atmosphere in the school and the classroom in line with the expectations set by the school leadership. Boarders told inspectors that they feel very welcome in the houses and enjoy exploring their cultures and food with other pupils.
- 3.21 Pupils have an excellent awareness of the need to keep safe and stay healthy. They make healthy choices in the dining hall and use the extensive range of activities and comprehensive well-being

programme to support a balanced lifestyle. Pupils learn to make safe choices when they work on-line. The balance of academic and sporting opportunities is very good and pupils exercise choice to get the balance right. In their questionnaire responses pupils were overwhelmingly of the view that they feel safe at school and parents were strongly of the opinion that the school encourages pupils to adopt a healthy lifestyle.

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, a governor and the safeguarding governor, 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 Gwen Caddock	Reporting inspector
Mr Qin Wiseman	Compliance team inspector (Deputy head , HMC school)
Mr Martin Reader	Team inspector (Headmaster, HMC school)
Mr Andrew Selkirk	Team inspector for boarding and team inspector (Former second deputy, SoH school)
Ms Kathy Uttley	Team inspector (Headteacher, IAPS and ISA school)