



**ISI** Independent  
Schools  
Inspectorate

**Educational Quality Inspection Report  
For Schools with Residential Provision**

**Haileybury and Imperial Service College**

**October 2022**

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### School's Details

<b>School</b>	Haileybury and Imperial Service College			
<b>DfE number</b>	919/6015			
<b>Registered charity number</b>	310013			
<b>Address</b>	Haileybury and Imperial Service College Hertford Hertfordshire SG13 7NU			
<b>Telephone number</b>	01992 706202			
<b>Email address</b>	reception@haileybury.com			
<b>The Master</b>	Mr Martin Collier			
<b>Chair of governors</b>	Mr Alan Pilgrim			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	902			
	<b>Day pupils</b>	326	<b>Boarders</b>	576
	<b>Years 7 to 11</b>	545	<b>Sixth Form</b>	357
<b>Inspection dates</b>	11 to 13 October 2022			

## 1. Background Information

### About the school

- 1.1 Haileybury and Imperial Service College is an independent co-educational boarding and day school. It was established as a school for male pupils in 1862 in buildings that had housed the training college of the East India Company. In 1942 the school amalgamated with Imperial Service College. It has educated female pupils since 1973 and is now fully co-educational. Incorporated by Royal Charter, it is a Christian foundation, with oversight provided by a governing council who are the charity trustees of the college, appointed by a wider group of governors. There are 12 senior houses for day and boarding pupils in Years 9 to 13 and two Lower School houses for Years 7 to 8. Since the previous inspection, the school has upgraded the majority of teaching spaces, refurbished four boarding houses and installed a new artificial grass pitch.

### What the school seeks to do

- 1.2 The school aims to provide a holistic education that balances academic achievement with the development of character, resilience and leadership. All of the pupils are encouraged to take full advantage of the wide range of co-curricular activities. These activities aim to promote a sense of social responsibility, enhance team spirit and engender confidence. The goal of the school is for pupils to leave fully equipped with the life skills and academic credentials necessary to flourish in a competitive global employment market.

### About the pupils

- 1.3 Two-thirds of the pupils at the school are boarders, with 37 nationalities represented. Data provided by the school indicate that the ability profile of the pupils is above average compared to those taking the same tests nationally. The school has identified 108 pupils as having special educational needs and/or disabilities (SEND), all of whom receive targeted and individualised additional specialist help. Very few pupils have an education, health and care (EHC) plan. Of the 192 pupils for whom English is an additional language (EAL) 12 are provided with an adapted curriculum, and the remainder are supported by their classroom teachers. The curriculum is modified for the 100+ pupils identified by the school as its most able.

## 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, A-level and IBDP 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 standards 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 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 standards 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 standards 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 wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standards 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. 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>
Lower School 1	Year 7
Lower School 2	Year 8
Removes	Year 9
Middles	Year 10
Fifths	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 highly reflective and collaborative learners.
- Pupils relish challenge, take leadership in their learning and make the most of the many opportunities available to them to enrich their studies.
- Pupils demonstrate a very high level of enthusiasm for their learning and for the achievements of themselves and others.
- Pupils are outstanding communicators, and articulately discuss and express their ideas.

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

- Pupils demonstrate an outstanding respect for each other and show very high levels of mutual support.
- Pupils make informed and carefully considered judgements in all aspects of their lives.
- Pupils demonstrate excellent self-knowledge and resilience.
- Pupils demonstrate a very high level of openness to new ideas, new activities and different perspectives.

#### Recommendation

3.3 The school is advised to make the following improvements.



- To further prepare pupils for their future studies and careers in a global and digital world by continuing to develop the school's initiatives in this area.

## **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 are academically curious and respond positively to challenge in their learning. Their research skills are sophisticated and provide an excellent preparation for their further studies and their careers. For example, pupils involved in the research project linked to Stanford University spoke passionately and with interest about their work sequencing the DNA of fruit flies. They highlighted the satisfaction from overcoming the challenges that can occur when undertaking such work. Pupils have well developed analytical and evaluative skills. This can be seen in their insightful questioning and their ability to develop a hypothesis and explore its validity. For example, in a Year 8 wellbeing lesson pupils considered what is meant by good friendship, and then discussed this definition to reflect on their original ideas. Pupils are able to draw on a range of sources to support their analysis and judgements, making use of the many academic resources provided by the school. The curriculum and teaching encourage pupils to explore their academic interests and pupils are regularly asked to reflect on their learning. Pupils demonstrate a very high level of engagement in their studies as evidenced by the large number of pupil-led societies and the enthusiasm and interest generated by lectures given by external speakers.
- 3.6 Pupils work extremely well collaboratively and this is a feature of many lessons. For example, in a Year 9 project lesson pupils worked very effectively in teams to analyse innovation in different aspects of society and to put forward their own ideas of what might come next. In a Year 10 biology lesson, pupils worked highly successfully in small groups to explore the possibilities for hormone use in fertilisers and weedkillers. Pupils are positive and proactive in their approach to learning. They show a clear sense of purpose in their lessons and take great pride in their achievements. For example, in discussions pupils commented on research they had undertaken and what they had gained from the process with a sense of joy. Similar pride was expressed by pupils throughout the school about their achievements in the wide range of co-curricular activities offered at the school. Pupils enjoy the learning and achievement of others as well as themselves. In a Year 13 global politics lesson one pupil spontaneously applauded a powerful speech made by another pupil criticising the response of some governments to current economic and political events. Pupils readily reinforce and constructively and respectfully challenge each other's learning. They work productively and are able to learn from the comments of their peers. For example, in a Year 10 drama lesson pupils insightfully evaluated the performances of others, providing mature feedback and support. Pupils approach their lessons with unreserved enthusiasm and demonstrate a keen readiness to learn. They actively enjoy their lessons and their co-curricular opportunities. They approach challenges eagerly and want to take the initiative to solve problems. For example, in a Year 10 English lesson, pupils working in small groups on Steinbeck's *Of Mice and Men* expressed excitement about presenting the work they had produced together. Pupils are happy learners who appreciate the value of the broad education they receive and who enjoy the process of learning. Guided by well-planned teaching which supports reflection and academic ambition, pupils take leadership in their learning. For example, in Year 7 and 8 pupils make decisions on how best to build their own portfolio of competences.
- 3.7 Pupils are mature learners who are able to apply their knowledge and understanding to challenging material throughout the school. For example, in a Year 8 English lesson on Chaucer pupils debated effectively in pairs whether they would rather be accompanied on a journey by the Knight or the Squire. Pupils demonstrate a range of knowledge in the different subject areas and apply their understanding effectively to new situations. In a Year 9 physics lesson studying forces and motion pupils were able to apply their mathematical knowledge quickly to identify the units and formulae needed to calculate acceleration. In a Year 13 art lesson pupils produced excellent creative outcomes using a wide range of styles and materials. In a Year 9 English lesson pupils demonstrated highly

effective writing skills, underpinned by a strong understanding of techniques such as emotive writing and rhetorical devices. In a Year 10 design and technology lesson pupils showed excellent technological skills, producing a plan of an electronics circuit that they would eventually build. In Year 12 Spanish lesson pupils demonstrated impressive linguistic skills as they prepared a debate about whether or not the statue of Christopher Columbus should be removed from Mexico.

- 3.8 Pupils are highly articulate in discussion. They are accustomed to presentations and public speaking and enjoy discussions in lessons. Opportunities for pupils to develop their communication skills occur regularly across the curriculum as well as in co-curricular activities such as the very popular Model United Nations programme. Pupils speak confidently and well in lessons and in conversations with others. For example, in a Year 8 wellbeing lesson pupils made eloquent contributions to a discussion on the different factors which affect our diet. Pupils listen actively to the teacher and to each other in lessons and this enhances their learning considerably. Pupils' highly developed speaking and listening skills are promoted by teaching which focuses on oracy. Their reading and writing skills are well developed for their age as seen in work scrutiny.
- 3.9 All pupils are highly competent users of ICT. Electronic resources are frequently used by pupils to good effect in lessons. For example, in a Year 13 English lesson pupils shared their findings online whilst they were all working on a task together. In work scrutiny pupils were able to show their digital work across the curriculum. The use of ICT helps pupils to organise their notes and provides excellent support to their learning. It enables pupils to realise their ambitious aims. For example, pupils use CAD software to design an environmentally friendly race car.
- 3.10 Pupils make very good progress during their time at the school. There is no identifiable difference in the progress of different cohorts such as EAL or SEND. The attainment of pupils at GCSE, A level and IB DP in 2022 was strong. In 2022 nearly two-thirds of results at A level achieved a grade A\* or A. In 2021 in the centre-assessed assessments over two thirds of results achieved these grades. In 2020 in the teacher-assessed assessments nearly half of results were at this level. The attainment of pupils at the International Baccalaureate in 2022 was well above the global average with an average pupils' total score of over 38 points. This is in line with previous years. In 2022 well over three-quarters of GCSE and IGCSE results achieved the highest two grades, with similar results in the centre- and teacher-assessed assessments of the previous two years. This very high level of attainment is a consequence of pupils' excellent study skills and attitudes to learning. This is supported by a comprehensive tracking system which brings together academic and pastoral data to review each pupil's progress effectively and holistically. This enables teaching strategies to be used which are focused and appropriate for each pupil. The progress of all pupils is supported by well-planned teaching that supports pupils' high levels of learning. A very large majority of pupils in the pre-inspection questionnaires said that their teachers are supportive and that their teachers know how to help them to learn. Almost without exception pupils said in the questionnaires that their skills and knowledge improve in most lessons and that their teachers know their subjects well.
- 3.11 The numeracy skills of pupils are strong, as shown by the high levels of attainment in mathematics in national examinations and in the highly effective application of numerical techniques across the curriculum. Pupils have a strong and sustained record of success in mathematics and science Olympiads and university essay writing competitions. In discussions pupil spoke extremely positively about the support and encouragement they receive from staff in identifying and developing their talents.
- 3.12 Pupils enjoy a wide range of academic and other achievements. Pupils pride themselves on their involvement in a breadth of activities. Pupils in school teams achieve at a high level in several sports including hockey, cricket, rugby, netball, football, golf and swimming. Individual pupils compete nationally in hockey, rugby, cricket, netball and rackets. The high level of sporting success by pupils is supported by excellent facilities, specialist programmes and the expertise of staff. Pupils enjoy the many opportunities available in the performing arts with several achieving national awards.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent
- 3.14 The school aims to develop the character of its pupils and prepare them academically, spiritually, culturally and morally for the next phases of their lives. It does this extremely successfully. Pupils have a highly developed sense of respect for others, whoever they are and whoever they wish to be. The identity of each individual is accepted, with a strong sense of community within year groups, within the houses and within the school as a whole. Pupils actively promote this respect for each other. This can be seen in pupil led societies such as Pride Alliance and the Equality Diversity and Inclusion peer mentors. In the questionnaires the overwhelming majority of parents said that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils celebrate the success of others. Pupils lead an active international society and the levels of attendance at other societies, such as the Islamic Society and Afro-Caribbean Society, reflect a strong interest in different cultures by pupils across the school. Pupils proudly wear badges in support of these different societies. In discussions pupils confirmed that the community is an open one which values and respects difference.
- 3.15 Pupils have a sophisticated and mature sense of both empathy and sympathy. Their awareness of the importance of this understanding is strongly promoted by the wellbeing programme. UK pupils spoke with great thoughtfulness about the challenges that can face international students boarding abroad for the first time and highlighted the support provided by other pupils to those in this situation. Pupils make informed and well considered judgements. For example, faced with a very wide range of opportunities at the school pupils make appropriate choices about how best to develop their interests and how to balance their studies and activities. They do this very successfully, creating well rounded learners who generally make the right choices but who are able to learn if mistakes are made. This reflective approach is supported by senior leaders who seek to identify the learning that can occur from any issue. Boarding life supports pupils in helping them to make their own decisions and organise their time effectively. Pupils are very aware of the importance of the decisions that they make and how these affect their own wellbeing as well as the lives of others. The importance to pupils of considering the consequences of a decision was evident in a Year 9 theology and philosophy discussion on the legalisation of drugs.
- 3.16 Pupils are extremely confident in themselves and in their relationships with their peers. They demonstrate a high level of self-knowledge and resilience. They are well-rounded individuals who value what they have themselves, as well as appreciating the value of their relationships with family and other people around them. The support provided by the house system and the high level of pastoral care strengthens the confidence of pupils in themselves. Pupils develop their confidence through their involvement in a wide range of activities such as the Combined Cadet Force, The Duke of Edinburgh's Award scheme and the school's Adventure Skills programmes. Pupils challenge themselves through the wide variety of music and drama opportunities. In the questionnaires almost all parents said that the school helps their child to be confident and independent.
- 3.17 Pupils are well prepared for each stage of their educational journey. For example, pupils commented on how fully supported they felt in making the transition from junior school. Year 8 pupils carefully consider the houses they might join the following year. During their time at the school pupils develop excellent independent learning skills through a curriculum and teaching approach that encourages individual inquiry. These skills prepare them well for their future at university and beyond. The majority of pupils go on to study at universities with demanding entrance requirements in the UK and increasingly around the world. Pupils receive excellent guidance and support in choosing the next stage of their careers, but senior leaders appreciate the need for this guidance to keep developing to respond to the changing demands of higher education and employment.
- 3.18 Pupils have a strong interest in, and awareness of, the world around them and the needs of others. They lead on several charity and community initiatives. For example, pupils provide lessons for local children as part of their community work. Pupils seek out opportunities to contribute to others

through societies that they lead, such as the Amnesty International and the Social Action Group. Pupils create a happy, supportive community at the school through their contributions to Senate and numerous pupil and staff committees. These contributions are strongly encouraged by senior leaders who seek to listen to all those in the school to understand their needs and ambitions. The result is that pupils themselves are very open to the ideas and perspectives of others. They relish opportunities to be involved in the life of the school and to support communities outside of it.

- 3.19 Pupils have an understanding of life that goes far beyond its material aspects. This is clearly highlighted by their strong sense of service and their motivation to improve not only their own lives but the lives of others. This can be seen in the readiness with which pupils volunteer to support each other throughout the school and take on positions of leadership such as college prefects and peer mentors. Pupils benefit from a sense of place and calm created by the magnificent setting and buildings at the school, and the reflective spaces within in it. The atmosphere in the services in Chapel is one of reverence, but also of enjoyment, exemplified by the joyful singing and spontaneous applause. In discussions pupils spoke of the importance of music at the school and how their involvement in orchestra, choirs and concerts create emotions and feelings that are important to their happiness and wellbeing.
- 3.20 Pupils are able to work extremely well together. In lessons they are regularly given time to work in groups or pairs, and clearly enjoy such opportunities. Pupils are open to challenge from their peers and willing to take risks in their learning because of the trust they have in each other. Pupils speak very positively about others in the school and older pupils are excellent mentors to younger ones. The family system in the houses brings together pupils of different year groups in a mutually supportive way. In the questionnaires the vast majority of parents said that the school helps their child to develop strong teamwork and social skills.
- 3.21 Pupils' sense of what is right and wrong is a very strong feature of their characters. They know how to behave towards others and they know what is, and what is not, acceptable. This can be seen in the excellent behaviour of pupils around the school, in lessons and in their houses. Doing the right thing is taken as a given. Pupils are able to discuss challenging moral and ethical issues with insight. For example, in a Year 8 theology and philosophy discussion pupils thoughtfully debated the importance of doing good and avoiding evil. Peer supporters model behaviour to others within the houses and support younger pupils to stand up for what is right. Pupils are willing to talk to staff to ensure that the right thing is done in any situation. The importance of pupils taking responsibility for their actions is strongly ingrained in the culture of the school and reinforced through assemblies, Chapel and house meetings. Pupils are involved in developing the school's sanctions policy to ensure the focus is on how individuals learn from any poor behaviour and think through the consequences of their actions for others. Pupils value their input to the school's systems of rules and this helps them to accept responsibility for their own behaviour. Pupils show a respect for rules-based order through activities such as the pupil-led Model United Nations. Through sport they develop a sense of fair play. All pupils and nearly all parents in the questionnaires said that the school expects pupils to behave well.
- 3.22 Pupils are well aware of how to keep safe physically and mentally. They appreciate the many opportunities to take part in sport and activities provided by the school. They are extremely well educated in areas such as the need for sleep and the benefits of a balanced diet. Pupils were confident in discussing the importance of good nutrition and this is often linked to the active lifestyles they lead. They know how to protect themselves from online risks. They recognise the importance of mental as well as physical health and the Wellbeing Centre has a central role to play in ensuring that pupils' mental health is in the forefront of school life. In the questionnaires all pupils stated that the school was a safe place to be.

## 4. Inspection Evidence

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

### Inspectors

Mr Andrew Gillespie	Reporting inspector
Mr Russell Slatford	Compliance team inspector (Former head, SOH school)
Mr Michael Brewer	Team inspector for boarding (Head, SOH school)
Miss Julie Chatkiewicz	Team inspector for boarding (Vice principal, GSA school)
Mr Tim Dewes	Team inspector for boarding (Former deputy head, HMC school)
Miss Phillipa Message	Team inspector (Senior deputy, HMC school)
Mr Luke Michael	Team inspector for boarding (Deputy head, HMC school)