



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Stafford Grammar School

March 2022

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School's Details

School	Stafford Grammar School			
DfE number	860/6009			
Registered charity number	513031			
Address	Stafford Grammar School Burton Manor Stafford Staffordshire ST18 9AT			
Telephone number	01785 249752			
Email address	headsec@staffordgrammar.co.uk			
Headmaster	Mr Lee Thomas			
Chair of governors	Mrs Julia Causer			
Age range	4 to 18			
Number of pupils on roll	435			
	EYFS	8	Prep	98
	Seniors	250	Sixth Form	79
Inspection dates	29 March to 1 April 2022			

1. Background Information

About the school

- 1.1 Stafford Grammar School was founded in 1982 as a co-educational independent senior day school situated on the outskirts of Stafford. In 2007, the Prep school opened on the same site, sharing some facilities. The school is governed by the trustees of the Stafford Grammar School charitable trust, with day-to-day responsibility delegated to the headmaster. The school comprises three sections: Prep, including the Early Years Foundation Stage (EYFS), for pupils aged 3 to 11 years; Senior, for pupils aged 11 to 16 years; and Sixth Form, for pupils aged 16 to 18 years.
- 1.2 The current headmaster was appointed in September 2019.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.4 The school aims to provide a co-educational community with high academic standards and expectations, in which happy, confident and caring pupils achieve their potential and treat others as they would like to be treated.

About the pupils

- 1.5 Pupils come from a range of professional backgrounds and represent the ethnic diversity of the local area. The school's own assessment data indicate that the ability of prep school pupils is above average compared to those taking the same tests nationally. Nationally standardised tests indicate that the ability of senior school and sixth-form pupils is above average compared to those taking the same tests nationally. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities (SEND) is 63, of whom 22 receive support for dyslexia, and other learning or emotional needs. Two pupils in the school have a statement of special educational needs or an education, health and care (EHC) plan. Six pupils have English as an additional language (EAL), all of whom receive additional support for their English. The school has identified a number of pupils as more able and modifies the curriculum for them.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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. 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](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 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 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.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] 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.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] 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.

2.16 The standard relating to the provision of information [paragraph 32] is 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.

2.18 The standard relating to the handling of complaints [paragraph 33] is 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.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils demonstrate outstanding attitudes towards their learning and their knowledge, understanding and skills are highly developed.
- Pupils throughout the school are extremely articulate and work collaboratively inside the classroom and beyond.
- Pupils are extremely reflective and develop effective higher-order thinking skills.
- Pupils achieve a high level of success, academically and in a wide range of sporting, musical and creative activities.

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

- Pupils demonstrate an excellent understanding of respect and tolerance for others and are passionate about the importance of the school's values on their interactions with each other.
- Pupils have excellent levels of self-esteem and self-confidence and take responsibility for further developing their learning.
- Pupils develop strong leadership skills and make an excellent contribution to the school and local community.
- Pupils are extremely confident in making decisions designed to affect their future success and keep themselves safe and healthy.

Recommendation

3.3 The school should make the following improvement.

- Ensure that all pupils make rapid progress in relation to their ability, in all lessons.

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 make excellent progress in their academic studies, as evidenced by school assessment data, observation of lessons and scrutiny of pupils' books and electronic folders. This progress is reflected in pupils' achievements in external examinations. At GCSE and A level, results in 2019 were above the national average. Results in 2020 and 2021 indicate that this level of achievement has been maintained. Pupils with SEND achieve in line with their peers as a result of the effective teaching which

provides support tailored to meet the pupils' individual needs. Throughout the school, the most able pupils respond positively to the challenges provided by teachers who know their pupils extremely well. Pupils in the prep school spoke about how they understand the steps they need to take to be successful by following the graded tasks set for them in the classroom. In response to a recommendation from the previous inspection, the leadership has implemented a successful scheme throughout the school, which provides pupils with in-depth feedback on their work, in which they reflect, respond and then set themselves targets. Pupils who spoke to the inspectors said that they greatly value the dialogue generated and spoke highly of the contribution these have made to their ongoing and rapid progress.

- 3.6 Pupils' knowledge, skills and understanding are extremely well developed, and pupils are especially keen to extend their knowledge further. In the pre-inspection questionnaire, most pupils felt that lessons were interesting and that their teachers know how to help them learn. The balanced curriculum enables pupils to develop their skills across many subject areas. Pupils in the prep school were extremely enthusiastic in sharing the range of skills they had learnt recently, highlighting work in biology on dissection and working in the specialist design technology area in the senior school. In a Year 4 lesson, pupils utilised their secure knowledge of text and language to create their own highly descriptive story in English, encouraged by the high expectations of their teacher and consistent approach to feedback seen in their written work. Pupils apply their knowledge with much confidence in a wide range of contexts. This was seen in an A-level physics lesson when pupils used their secure understanding of nuclear energy to answer examination questions and identified links with chemistry in the use of moles. In modern foreign languages, pupils have an excellent understanding of modal verbs and how to use these accurately in sentences. They display high levels of confidence when translating orally directly from English to the target language and understand the importance of tenses. Pupils consolidate their understanding of key topics through the carefully prepared resources and teaching which provides typically appropriate levels of challenge to the more able pupils as well as additional support for pupils with SEND. In a very few lessons, which had not been effectively planned, some pupils did not make the high level of progress expected.
- 3.7 Pupils of all ages are extremely confident communicators. Children in the EYFS readily initiated conversations with inspectors and were extremely keen to talk about their work and show what they had achieved. In a Year 1 lesson, pupils described thoughtfully which flowers and animals they associate with spring. In a mathematics lesson, pupils in Year 7 explained with clarity the formula used to calculate probability and applied this to their practical work with dice and coins. Pupils taking part in the house public speaking competition held during the inspection, spoke extremely eloquently. They talked with confidence and assurance on topics such as imagination, regret and always looking on the bright side of life, and engaged their audience fully. Pupils' written work, such as detailed notes seen in geography books, showed an extremely high standard of communication.
- 3.8 GCSE results in mathematics are high. Prep school pupils respond extremely positively to challenge in their mathematics lessons which further develops their confidence in applying their knowledge to other curriculum areas. For example, EYFS children voted for their favourite story by counting the cubes used to cast their votes. In prep school English lessons, pupils plot a graph to show characters' range of moods in the text they are studying. Statistical calculations and analysis are used to extremely good effect in geography and biology. In physics and chemistry, pupils demonstrate strong skills in solving equations and in interpreting their results, they consider the appropriate level of accuracy for the context. A-level economics essays on budget deficit made excellent use of graphs. Pupils recalled the importance of accurately measuring different lengths of wire to construct a wire sculpture in art.
- 3.9 Pupils throughout the school are highly competent users of information and communication technology (ICT) which they see as a natural part of their learning. Pupils in the prep school reported to inspectors that their ICT skills developed rapidly during the period of online learning. They said that the challenges they were set have further enhanced their knowledge base. Since returning to school pupils have continued to extend their skills through the implementation of a revised curriculum which

enables greater use to be made of ICT in teaching and through the provision of additional resources. From the older years in the prep school and throughout the senior school pupils share their work effectively online with teachers and with their peers. In a GCSE chemistry lesson pupils worked in pairs to contribute a section to an online revision document, including importing relevant diagrams and clips, which all members of the class can access. A-level pupils make extremely effective use of shared documents to receive and respond to teacher feedback on their essays. Pupils made excellent use of specific websites to help construct accurate sentences in German and in politics pupils produce individual news reports which they then skilfully splice together, using their highly developed ICT skills to create one video clip.

- 3.10 Throughout the school, pupils develop strong study skills in response to the challenging nature of the teaching and learning focus in school. Prep school pupils were extremely enthusiastic in exploring independently topics they had found fascinating in history as they wanted to extend their knowledge further. Pupils of all ages respond strongly to the skilful questioning deployed in teaching. They give well-developed answers, demonstrating their higher-order thinking skills, such as in a psychology lesson where pupils confidently synthesised information from a range of resources. In a Year 7 science lesson, pupils determined confidently and accurately the types of energy generated in a varied range of practical experiments. They discussed their findings with peers and skilfully questioned the teacher to elicit further information. In a GCSE geography class, pupils confidently analysed the impact of aeroponics and hydroponics on food insecurity and hypothesised about the impact of these systems. Pupils spoke about how they are further motivated to continue to develop their thinking when they receive positive encouragement from teachers. Pupils effectively synthesise information in history and politics, where they use their textbooks as well as real-life examples obtained from a variety of sources. A-level art pupils analyse in depth the artist's intent in producing their work of art.
- 3.11 Many pupils achieve outstanding success in academic and other achievements. A significant number of pupils play in local and national youth orchestras and ensembles and achieve notable success in national competitions. In addition to the extremely high standards achieved in external music examinations, pupils are also extremely successful in external speech and drama examinations. Pupils in the prep and senior schools enjoy a high level of success in a range of sports, participating in district, county and national tournaments with a number of pupils gaining national recognition. Pupils' high levels of success in sport and non-sporting activities is promoted by their enthusiasm to participate in the many clubs available in the extra-curricular programme and the encouragement given by staff and leaders together with the high-quality facilities resourced by governors. There are notable successes in UK Maths Challenges, as well as in art and photography competitions. Pupils have achieved distinction in the Duke of Edinburgh's Award scheme, with pupils successfully completing the bronze, silver and gold awards. Senior pupils have achieved regional success in the Young Enterprise programme. On leaving the school, the vast majority of sixth-form pupils take up places at their first choice of university, often to competitive courses and institutions.
- 3.12 Attitudes towards learning are extremely strong across all ages. Pupils demonstrate a universally positive attitude toward their learning and are keen to make rapid progress by understanding any areas of weakness and how these can be overcome. Children in the EYFS actively engaged in all aspects of their music lesson, successfully transferring their understanding to different types of instruments. In a Year 2 mathematics lesson, pupils applied themselves very well in pairs to lead a discussion about shapes, confidently extending their answers in response to challenging questions. In an A-level mathematics lesson pupils worked independently to determine the methods to integrate a range of functions and then worked together to share their ideas and agree on the correct method for each. In interviews, pupils spoke about their strong desire to learn and demonstrate what they can achieve. They said that they feel that the small class sizes help them in this as they can receive more individual support. Pupils' determination to succeed reflects the school's aim of providing an education where confident and caring pupils can achieve their potential.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display excellent levels of self-confidence in the classroom and around school. They show strong resilience and self-knowledge and understand how to improve their own learning. In the prep school, pupils spoke about how the challenges they are given make them strive for knowledge and when their achievements are celebrated their motivation and self-confidence increase. Pupils are extremely comfortable in their learning environment and confident to take risks. For example, in a GCSE French lesson, pupils engaged in self-reflection when correcting their work, considering thoughtfully why their work was worth the mark given. They demonstrated a high degree of honesty about their weaknesses coupled with a strong desire to improve on their performance. Similarly in a Year 8 English lesson, pupils actively sought advice to ascertain how they could produce a higher standard of written work aided by the encouragement of the teaching. Pupils demonstrated their resilience when they initially made a mistake but were able to correct their work when they later understood the concept. The attitude in school that it is acceptable to make mistakes fosters the development of pupils' resilience.
- 3.15 Pupils display strong skills in making decisions in many areas of their lives. For instance, in 'life and wellbeing' lessons, Year 11 pupils discussed thoughtfully and maturely the decisions they have to make as young adults in response to the challenges they face outside school. Year 9 drama pupils demonstrated strong decision-making skills as they contemplated how to walk over a human staircase without causing injury. In subjects such as geography and English, senior pupils make decisions about the topics they will research as part of an extended project. Pupils spoke positively about the support they receive in helping to make choices about the subjects they will study at GCSE and A level. They conveyed their understanding of the importance of obtaining advice from a range of sources. Pupils in the sixth form made sensible decisions regarding careers, apprenticeships and university applications based on the support they receive through the structured careers programme.
- 3.16 Pupils display a strong appreciation of the non-material aspects of school life. Prep school pupils, including those in the EYFS, develop a deeper awareness of nature through the opportunities afforded to them in the woodland environment where they appreciate the changing seasons. Pupils across the school, debate religious and philosophical issues with great maturity as part of the well-developed *Be Someone* tutorial programmes. For example, Year 7 pupils discussed thoughtfully, the significance of a speech that would have been delivered by the president, if the moon landing had not been successful. The regular assemblies include a time of quiet reflection which pupils appreciate in their busy day. Through visits to places of worship for different faiths, pupils recalled how they gained an understanding of the spiritual importance to members of these faith communities. Pupils appreciate aesthetic features in music and art because of the wide involvement in music throughout the school and the imaginative displays of creative work. In 'life and wellbeing' lessons, pupils listen carefully to the arguments put forward by others and engage in debate about risky behaviours in a sophisticated way and then apply their complex reasoning skills to justify their decisions.
- 3.17 Pupils have a well-developed understanding of right and wrong. Pupils say they value strongly the school's seven values as underpinning their behaviour towards, and relationships with, one another. Prep school pupils see the senior school pupils who volunteer to help them as positive role models. When queuing in the dining area pupils displayed a mature attitude, waiting patiently and treating the prefects on duty courteously, reflecting the mutual respect widely seen around the school and in lessons. As part of the tutor programme pupils are encouraged to form their own opinions and develop the ability to do so in such a way as to respect those of others. In a sixth-form English lesson, pupils confidently integrated discussion of diversity and 19th century values surrounding prostitution, morals and toxic masculinity with current 21st century values in Rossetti's poems. They expertly compared the different images in the poems and displayed a keen awareness of, and sensitivity in discussing, political and cultural issues.

- 3.18 Pupils enjoy working collaboratively to solve problems and discuss their ideas and do so highly effectively. In a Year 7 English lesson, pupils discussed the meaning of inference in pairs and came to an agreed common definition after listening and responding to the points made by their peers. Pupils in Year 7 and Year 12 took part in separate team building exercises during the first week of term. They spoke about how much the experiences encouraged them to work with other pupils in order to complete the tasks which enable them to make new friends. Pupils playing in sports teams spoke warmly of the importance of training with team members to ensure success in matches. Musicians value the collaboration necessary to produce the high-quality performances to which they aspire. Outside school, pupils continue to work in online groups to develop further projects started in lessons. Pupils say that they feel strongly that there is a healthy and positive interaction between year groups.
- 3.19 Pupils make excellent contributions to the life of the school and to wider society. Pupils spoke highly of the support they receive from the sixth-form pupils who are linked to their form, who provide much valued pastoral and academic support. Forms work together to raise funds for charity by taking part in a form challenge such as a sponsored walk, sleepover or running a bazaar. Pupils choose which charities they wish to support. In recent years they have raised significant sums for a local hospice, foodbank and an animal shelter and continued to raise funds during the period of lockdown. Pupils in the prep school spoke with great enthusiasm about how they have been able to send shoe boxes to local charities at Christmas and make collections for the harvest festival. They talked with enthusiasm about holding cake sales for Ukraine and a coffee morning for cancer research. The school council has been particularly proactive in discussing ideas to enhance life in school, such as changes to the uniform. Sixth form pupils are extremely willing to volunteer to help with a range of school activities, such as helping with the efficient running of parents' evenings, as seen during the inspection. Prefects undertake duties in an enthusiastic and responsible manner.
- 3.20 Pupils throughout the school have a notably strong sense of respect for diversity and the importance of tolerance of those with different backgrounds. In the questionnaire almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils in the prep school understand there are differences between people, such as diets and religions but say that they feel that everyone is equally valued no matter what their background, beliefs or feelings. Older pupils spoke about the school council's role in developing the 'equality, diversity and inclusion' (EDI) policy which they have presented to staff and governors. Pupils are currently engaged in producing an EDI charter. Through the 'life and wellbeing' and tutor programmes, pupils feel confident to challenge any inappropriate behaviour and language, although such incidents are very rare. In a Year 9 English lesson, pupils demonstrated an excellent understanding of diversity and cultural understanding during discussion of a literary text dealing with racism in the Southern USA in the 1930s. They discussed why this behaviour should not be tolerated today and responded very maturely to each other's ideas.
- 3.21 Pupils have a high level of appreciation of how to stay safe and be physically and mentally healthy, particularly with regard to diet, exercise, and a balanced lifestyle. Children in the EYFS make very good use of their outdoor play area to develop their physical skills. Pupils in the prep school explained how participation in the many activities on offer helped them to be physically healthy. In the senior school pupils enjoy a wide range of sporting activities and understand how this contributes to their physical health. In conversation over lunch, pupils showed an excellent knowledge of how to choose a balanced diet and the contribution that makes to a healthy lifestyle. Pupils of all ages in the school have a well-developed understanding of how they can keep mentally healthy with many pupils speaking about how much they value the advice they have been given. Pupils demonstrated a secure understanding of how to keep themselves safe in their personal lives during a thoughtful discussion in form time. Pupils' excellent personal development is reflected in their readiness to seek advice from the pastoral team who are always available to offer support and of whom the pupils spoke very highly.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings, form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Fiona McGill	Reporting inspector
Mr Gary Woods	Compliance team inspector (Assistant head, HMC school)
Mr Nick Brown	Team inspector (Deputy head, HMC and SofH school)
Mr Andrew Towse	Team inspector (Director of boarding, ISA school)