



ISI Independent
Schools
Inspectorate

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

Thornton College

September 2022

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School's Details

College	Thornton College		
DfE number	825/6010		
Registered charity number	247358		
Address	Thornton College Thornton Milton Keynes Buckinghamshire MK17 0HJ		
Telephone number	01280 812610		
Email address	office@thorntoncollege.com		
Head	Dr Louise Shaw		
Proprietor Chair of governors	Sister Helen Mary Haigh RJM		
Age range	3 to 18		
Number of pupils on roll	411		
	Day pupils	352	Boarders 59
	EYFS	25	Juniors 92
	Seniors	252	Sixth Form 42
Inspection dates	13 to 15 September 2022		

1. Background Information

About the school

- 1.1 Thornton College is an independent Catholic day and boarding school for females. The school was founded in 1917 and is part of an international family of schools of the Congregation of Jesus and Mary. The congregation is a registered charity, managed by trustees who appoint the governing body.
- 1.2 The school comprises: pre-prep, which includes the Early Years Foundation Stage (EYFS); prep school; senior school; and sixth form. There are two boarding houses for pupils aged 7 years or above. The houses occupy the original manor house and a villa on the school grounds. Since the previous inspection, a new head and a deputy head have been appointed.

What the school seeks to do

- 1.3 The school's aim is to provide an environment where students respect and value others, and see themselves in the context of a wider community in a rapidly changing world. The school seeks to foster students' academic, physical and spiritual development, encouraging them to discover their true potential as they strive for excellence, whilst growing in the knowledge and love of God.

About the pupils

- 1.4 Pupils come from a range of economic backgrounds, with several boarders coming from overseas. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 42 pupils as having special educational needs and/or disabilities (SEND), which include cognition and learning difficulties, who receive additional help. Two pupils in the school have an education, health and care (EHC) plan. There are 43 pupils having English as an additional language (EAL) who receive additional support in this regard. Data used by the school identify 83 pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils with special talents in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, 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, 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, the National Minimum Standards for Boarding Schools 2022, 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 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 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.
- 2.9 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

- 2.10 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.
- 2.11 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.

- 2.12 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.13 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.
- 2.14 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

- 2.15 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.
- 2.16 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, and 7 are met.**

PART 6 – Provision of information

- 2.17 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.
- 2.18 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.19 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.
- 2.20 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

- 2.21 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.

2.22 The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils of all abilities and ages, including those with SEND or EAL, make rapid progress, and this is reflected in their excellent attainment in examinations.
- Pupils display notable competency in numeracy and can apply their skills across the curriculum.
- Pupils are outstanding communicators both inside and outside the classroom.
- Pupils achieve highly in a range of academic and other areas such as music and sport.

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

- Pupils have a profound spiritual appreciation of the non-materialistic aspects of life.
- Pupils have a strong understanding of right and wrong and uphold the values of the school.
- Pupils display kindness in their committed contribution to others, the school and the wider community, reflecting the mission of the religious order's foundress.
- Pupils of all ages demonstrate an excellent sense of respect for, and understanding of, cultural diversity.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable all pupils to make decisions more independently without over-relying on their teachers.

The quality of the pupils' academic and other achievements

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

3.5 The overall achievement of pupils, including boarders and those with SEND or EAL, is excellent. On entry pupils have an ability broadly above others taking similar ability tests nationally, though some are significantly below. Pupils' attainment at A-level in 2022 was strong, with about three-fifths of results graded A*-B. This high level of achievement mirrors the centre and teacher-assessed results in 2020 and 2021 when over three-quarters of results were achieved at A*-B. As a consequence, many pupils gain places at their first choice university, often with highly selective entry requirements. Pupils' performance at GCSE reflects a similar picture, indicative of the excellent quality of learning and teaching. In 2022 almost half of results were at the highest two grades. In 2020 and 2021 in the centre- and teacher-assessed assessments, half of results were at the highest two grades. Data analysed show

that almost all pupils attain higher examination grades than expected for their ability, indicating excellent progress. The quality and achievement in the Extended Project Qualification (EPQ), Higher Project Qualification (HPQ), BTEC and Cambridge Assessment English for Speakers of Other Languages (ESOL) further reinforce this. Similarly, in the prep school, EYFS children achieve well reaching a Good Level of Development (GLD) by the end of this phase of schooling. Those prep pupils, who on entry are below the level of working expected for their age, make rapid progress and are prepared well for the next stage of their education. In the pre-inspection questionnaires almost all parents agreed that teaching, including any online provision, enables their child to make progress and that their needs are met effectively. All parents of boarders who responded said that boarding has helped their child's progress.

- 3.6 Pupils' knowledge, skills and understanding across the curriculum are excellent. This is strongly supported by dynamic teaching which incorporates well-structured and carefully paced lessons to ensure pupils are engaged, interested and challenged in their learning, successfully addressing the recommendation in the previous educational quality inspection. In their responses to the pupil questionnaire a very large majority said that their skills and knowledge improve in most lessons and that their teachers know their subjects well. Sixth-form art pupils are particularly skilled and adept at expressing their creative ideas in abstract art and scenography. The youngest children in EYFS were excited to be able to explain with great clarity that the frozen flowers need warmth to melt ice, and how if cold water gets icy it freezes.
- 3.7 Pupils are effective communicators both formally and informally. They are confident and have a natural, polite and honest manner with each other and with their teachers. They are patient and attentive listeners as evidenced in lessons, boarding houses, in assembly, and in the first ethos meeting of the term. In EYFS, children's language skills develop rapidly through carefully targeted open ended questions and the stimulating use of outdoor education, thereby successfully addressing the recommendations in the previous educational quality inspection. In written work, high standards are seen across subjects, including writing in Year 6 English which incorporates extensive and highly sophisticated vocabulary: 'in the stock still towering structure there was a sadness filled misunderstood man'. Pupils are enthusiastic readers from an early age, read aloud with ease and feeling and then discuss the content with the class. In sixth-form economics, there was a highly articulate explanation of trade liberalisation, using precise technical language on business growth. Day and boarding pupils engage keenly in co-curricular pursuits to enhance their communication skills with notable success achieved, such as becoming recent regional finalists in the English Speaking Union (ESU) Shakespeare competition.
- 3.8 Pupils develop strong numeracy skills which they apply with confidence across different subjects. Mathematics is embedded across the curriculum from an early age, supported by teaching assistants who provide high quality support in the prep school. Therefore, pupils of all abilities develop their numeracy skills assuredly. They become competent in using specific competencies such as precision measurement in design technology projects and when solving complex linear programming problems in mathematics. Pupils' successes in national competitions, such as UK Maths Challenges and Olympiads, reflect the school's leadership and staff commitment to the development of pupils' mathematical skills and its status as a science, technology, engineering and mathematics (STEM) school.
- 3.9 Pupils are highly competent users of information and communication technology (ICT). The computing curriculum provides a firm grounding which pupils appreciate. Pupils use ICT as a valuable tool for learning. Homework is uploaded and marked by teachers electronically, with regular individual feedback given, enabling pupils to make rapid progress. In sixth-form photography, ICT was used creatively by pupils to produce a range of effects, taking photographs of different subjects and using printers to explore a range of textures. In a sixth form BTEC lesson, a still from film footage of a crime investigation was used skilfully by pupils to link knowledge of criminology and the legal framework. Younger pupils explained with enthusiasm how they are confident in the use of iPads and they enjoy

using them purposefully for research. The recommendation from the previous educational quality inspection has therefore been successfully addressed.

- 3.10 Pupils' study skills are well developed. In 2020 the school won the Independent School of the Year Award for its outstanding student careers programme. Pupils value the opportunities afforded by the school to enhance their study skills by undertaking the HPQ and EPQ courses which develop their higher-order thinking skills. An example of the development of these skills from an early age was evidenced in Year 6 English where highly focused pupils were able to work together to successfully skim and scan for information. They answered comprehension questions with accuracy, using a glossary effectively to identify and explain meanings of words such as infantry and bivouac. Almost all the parents in the questionnaire responses agreed that the school equips their child with the collaborative skills they need later in life. Pupils reflect thoughtfully on what has been learnt and identify pertinent questions for the future, as was evident in their written work within personal, social and health education (PSHE). The recommendations from the previous inspection regarding teacher marking and homework tasks needing to be more focused on the curriculum needs of pupils have been successfully addressed.
- 3.11 Pupils' academic and other achievements are excellent, with representation at local, regional and national level. Many pupils enjoy playing a musical instrument from an early age, achieving highly in music examinations. Some go on to be selected for the National Youth Orchestra, Aylesbury Opera and for performances at the Milton Keynes music festival. Recently the school gained national recognition by reaching the ISA Young musician of the year finals, gaining third place. In sport there are both individual and team successes. The equestrian team has won numerous county championships in show jumping, dressage and individual rider, and secured a podium place at Hickstead. In athletics, there has been representation at regional level. A large number of pupils undertake London Academy of Music and Dramatic Art (LAMDA) examinations and every year many distinctions are awarded across the pre-prep, prep and senior schools. In addition, pupils have won eco silver and bronze awards in recognition of their efforts to advance ecological and environmental initiatives.
- 3.12 Pupils of all ages display positive attitudes to learning. They are passionate and enthusiastic without ever losing sight of the inherent school values, centred on kindness and compassion towards others. In EYFS, children played enthusiastically together, making pretend food from leaves and petals, and confidently explaining: 'we need to make tea, we need water'. In Year 11 English, pupils with SEND and EAL worked with a very positive attitude and enthusiasm to build their skills independently in written responses and shared oral answers, matching that of their peers. Pupils' positive and motivated attitude towards their learning is a key factor in their success. This was demonstrated by a group of senior pupils who spoke clearly about how much they enjoyed working together in school to achieve good grades in projects. Pupils are encouraging of each other in their learning and trusting of their teachers which is a strong contributory factor supporting pupils' learning.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have an outstanding, secure sense of their self-knowledge. Relationships between pupils and teachers and amongst pupils are effective and mutually respectful, reflective of the school's values and inclusivity. Pupils of all ages take seriously the opportunities to self-reflect and to set targets for their development both in and outside the classroom. Despite the linguistic challenges faced by many international boarders, they develop resilience in adjusting quickly to their new environment. Pupils grow in self-confidence in preparation for the next stages of their lives, receiving timely support from their teachers and the benefit of an effective careers programme. In Year 5 religious education pupils focused maturely on self-understanding. They reflected deeply on the impact of Jesus' words for

different faiths or non-believers: 'When God made us he did not make us as puppets; we all can do things differently'. Pupils felt that Jesus' words applied to all people.

- 3.15 Pupils are very aware of the importance of making decisions and how these affect their future, though for some seniors, including boarders, there is an over-reliance on their teachers, evidenced in observations and in meetings with pupils. Pupils display great sensitivity, care and consideration towards their peers and other members of the school community. They are also empathic to the needs of fellow creatures in the natural world. In eco club, through very effective open ended teacher questioning, highly engaged and curious Year 1 and 2 pupils discussed ways in which to help hedgehogs avoid drowning in the pond and decided to create a hedgehog ladder. In a Year 7 wellbeing lesson on online safety, pupils were able to reach and share decisions highly successfully in the way they will make changes online to keep safe.
- 3.16 Pupils have a deep sense of spirituality and a profound appreciation of the non-material aspects of life, reflecting the values and ethos of the school. This permeates tangibly throughout the daily life of the whole school community. Pupils are highly respectful of other faiths and very much value the opportunities for quiet reflection regardless of faith that chapel and the time at the end of the school day offers. As clearly explained by boarders in meetings, the pauses in breakfast and evening meal are important for reflection and community sharing, as is the quiet time before lights out at night. In whole school assembly focusing on the life of the Queen, it was clear that pupils from the youngest to the oldest were highly moved and profoundly pensive as they sat quietly and considered the importance of service, duty, love and faith. In Year 7 religious education, enthusiastic pupils gave thoughtful answers on what the words in the hymn might mean and how this relates to their own school values.
- 3.17 Pupils' moral understanding and responsibility for their own behaviour is well-established. They have a deep sense of what is right and wrong. Their behaviour everywhere in the school is appropriate at all times, as endorsed by the overwhelmingly positive pupil responses concerning behaviour and bullying in the questionnaire. Pupils show proper and sincere respect for others. They know and accept that there are certain school rules which are fundamental to achieving the school's aims and upholding its values. Pupils cited the importance of their school code of conduct, developed by themselves, and how much they value the opportunities afforded through restorative justice to develop further as individuals. Pupils demonstrate a thorough knowledge of fundamental British values and the rule of law, as clearly exemplified in Year 8 PSHE pupils' work focusing on the big legal questions. Pupils benefit enormously from, and speak of, the value of the programmes of study in PSHE which also incorporate relationships and sex education (RSE) and spiritual, moral, social and cultural development (SMSC). The pupil led ethos team with representatives from both prep and senior is an excellent forum for discussion. Pupils are trained as anti-bullying ambassadors which offers important leadership roles in listening to others and helping to support them. Other outlets for pupils include listening ear in chapel, where pupils can talk to a member of staff and worry boxes placed in different areas of the school, including boarding houses. Suggestions are taken seriously and discussed in form time, enabling pupils to share ideas and develop their knowledge of the needs of others.
- 3.18 Throughout the school, both in and out of class, and in the boarding houses, all pupils across different age groups have excellent levels of social development which enables them to work naturally, happily and effectively with others. Pupils display excellent negotiation skills. They collaborate well across the age groups and older pupils gain responsibility through liaising with the younger pupils as anti-bullying ambassadors, in clubs, school council and engaging with them at break times. Pupils say that the prep and senior school councils work highly effectively to bring about change as, for example, in the acquisition of new playground equipment and the starting up of football and tag rugby clubs, and that this means they experience a genuine sense of responsibility and influence. In Year 10 drama, pupils collaborated enthusiastically, showing leadership and consideration for others' needs by sharing ideas for a devised piece and deciding together the features to include in their own particular roles. Pupils have greatly benefitted from the governors' and senior leaders' commitment to continuously improving facilities such as the sixth form centre, boarding houses and science laboratories. These

actions have served to encourage and enhance pupils' social development and opportunities for collaboration.

- 3.19 Pupils of all ages display an outstanding commitment to the contribution they make to others, the school and the community. This commitment is characterised by kindness, reflecting the mission of the religious order's foundress. This is because the school provides many opportunities for pupils to positively contribute to the lives of others. From an early age pupils take on responsibility through acting as line leaders, class monitors and form captains, leading later to roles such as head prefect in the senior school. Pupils devote much time and effort towards charity work and fundraising, for example, through houses and the CAFOD Young Leaders Programme. Other pupil initiatives include fundraising for childhood cancer, aid for children in Ukraine, working with food banks and singing for the blind community. Pupils are passionate about their community and proud that they can bring about positive changes to the environment, as exemplified in the work of the eco committee.
- 3.20 Throughout the school pupils are open and receptive to different cultures. Pupils show an acute sense of respect for each other and recognise the school's important role in creating a positive, encouraging and welcoming environment where they can develop and flourish as true individuals. Equality, diversity and inclusion (EDI) is a focus for discussion in Wellbeing Wednesday, enabling pupils to gain a deep understanding of others. In conversation, a group of Year 9 pupils of different nationality and diverse background explained with great conviction that there is no discrimination or tensions, people just get on and are readily accepted for who they are. Almost all parents responding to the questionnaire agreed that the school responds effectively when pupils use unkind or prejudiced language to each other and that all pupils are treated fairly regardless of their sex, faith, race or needs. This was very clearly echoed and reinforced by all pupils spoken to, including boarders. In Year 9 design technology all pupils worked extremely well both individually and with others of diverse cultures whilst undertaking their projects on the design of safety signs. Boarders warmly describe the boarding culture being like a family home. Boarding, with its multicultural diversity, is a catalyst for the respect that all pupils show towards each other.
- 3.21 Keeping pupils safe is given the highest priority by the school. The safeguarding governor, as well as other governors, is known by the pupils through regular visits to assemblies, lessons, meals and boarding houses. Pupils have trust and confidence in staff and know who to approach to discuss any concerns. Pupils' understanding of their own health and wellbeing is excellent and, as endorsed by their responses in the pupil questionnaire, they say the school is a safe place. Pupils keep safe and lead happy lives through effective PSHE and RSE programmes which work alongside other support systems such as Wellbeing Wednesday, Feel Good Friday and the team of trained mental health first aiders. Pupils of different ages have a mature and thorough understanding of measures to take to stay safe online. Despite some negative responses in the pupil questionnaire, all pupils, including boarders spoke enthusiastically about food provided in school, and the need to eat healthy options and maintain a balanced diet. Participation levels in sport and activities are high. Pupils value the range on offer and understand the need to keep themselves physically healthy.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and the vice chair and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and an assembly. Inspectors visited boarding houses and 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

Mr John Aguilar	Reporting inspector
Mr Kit Perona-Wright	Compliance team inspector (Assistant head, IAPS school)
Miss Kaye Lovejoy	Team inspector (Former head, IAPS school)
Mrs Lorraine Winch-Johnson	Team inspector (Head of department, GSA school)
Mr Andrew Thomas	Team inspector for boarding (Director of boarding, HMC school)