



ISI Independent
Schools
Inspectorate

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

Benenden School

February 2019



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School's Details

School	Benenden School			
DfE number	886/6002			
Registered charity number	307854			
Address	Benenden School Cranbrook Kent TN17 4AA			
Telephone number	01580 240592			
Email address	jmm@benenden.kent.sch.uk			
Headmistress	Mrs Samantha Price			
Chair of governing council	Mrs Anna Birkett			
Age range	11 to 18			
Number of pupils on roll	555			
	Boys	0	Girls	555
	Day pupils	0	Boarders	555
	Lower School	368	Sixth Form	187
Inspection dates	5 to 7 February 2019			

1. Background Information

About the school

- 1.1 Benenden School is a selective girls' boarding school, founded in 1923, situated on the outskirts of Benenden village in Kent. All pupils are full boarders and they are accommodated in ten boarding houses, all on the school campus. There are six houses for pupils aged between 11 and 16 years in the lower school and four houses for pupils aged between 16 and 18 years in the sixth form. The school is a registered charity governed by a council of elected members. Since the last integrated inspection, a new head has been appointed and the boarding facilities have been upgraded. These include additional study bedrooms, recreational facilities and the building of a ground floor disability apartment.

What the school seeks to do

- 1.2 The school aims to give all pupils a complete education, through which they achieve their academic potential, develop their interests and talents, and grow as individuals, whilst respecting those around them and the community in which they live. It seeks to encourage pupils to relish all that school life has to offer, so that they leave school as confident, positive young women, who are outward looking, courageous and compassionate.

About the pupils

- 1.3 The majority of pupils are from professional families who come from London and the south east of England. About a fifth of pupils are from overseas, either with parents working abroad, or who are foreign nationals. Nationally standardised test data provided by the school indicates that the ability profile of the school is above the national average. The school has identified 147 pupils with special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. 71 of these pupils receive additional learning support. No pupil has an education, health and care plan (EHC), or a statement of SEND. Of the 70 pupils for whom English is an additional language (EAL), almost all are fluent in English and only 6 receive additional support. The school identifies a high number of pupils as being more able, or as having particular gifts or talents. Their needs are fully supported by the school.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 2015 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, results have been well above the national average for maintained schools.
- 2.3 In the sixth form, A level results in the years 2015 to 2017 have been well above the national average for maintained schools.
- 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 **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. Any prefect system operating in the school is suitably managed.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 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 and access to a programme of activities. 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 2–4, 6–12, 15 and 16 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 14 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 5 are met.**

PART 6 – Provision of information

- 2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 EHCs or EAL. They also include 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 statement of boarding principles [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 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standards relating to leadership and management of the school [paragraph 34] and NMS 13 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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:

Benenden School	National Curriculum name
Fourth Form	Year 7
Upper Fourth	Year 8
Lower Fifth	Year 9
Fifth Form	Year 10
Upper Fifth	Year 11
Six One	Year 12
Six Two	Year 13

Key findings

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

- Pupils achieve high standards across the school.
- Pupils show sophisticated study skills and readiness to collaborate.
- Pupils are extremely articulate communicators, both inside and outside the classroom.
- Pupils enjoy excellent levels of success in a wide variety of co-curricular activities.
- Pupils of all ages and abilities demonstrate very positive attitudes to learning.

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

- Pupils are extremely confident and show a high degree of self-awareness.
- Pupils develop strong individual characteristics, which are fostered by the school's aim to provide a complete education.
- Pupils demonstrate respect and kindness to others in their daily lives, benefiting from a caring and supportive atmosphere in boarding.
- Pupils show a strong awareness of other cultures and of the world beyond the school.
- Pupils are very well prepared for the next stage of their lives, supported by the school's excellent pastoral programme.

Recommendations

3.3 Within the context of the excellent outcomes, the school may wish to consider:

- Enabling all pupils to understand and take responsibility for their progress, by providing consistent feedback and target setting across all departments.

The quality of pupils' academic and other achievements

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

3.5 Pupils join the school with a wide range of abilities and the school fully meets its aim to provide a complete education for all. At GCSE, pupils achieve well above the national average for maintained schools and make excellent progress in relation to the average for pupils of similar abilities. At A level, pupils achieve well above the national average and make excellent progress in some subjects. However, the nature of feedback and use of target setting varies between departments, which may limit opportunities for pupils to understand and take responsibility for their progress. Pupils with SEND and EAL achieve excellent results, being very well supported by the school and by their peers. An example of this was seen in work scrutiny, where pupils used excellent factual detail of government projects in an essay about energy supply and politics. Many pupils are inspired to produce diploma, higher or extended projects. The most able pupils are stretched to fulfil their potential by extension work and by being selected for scholarships, or to join the Oxbridge group, both of which engender pride in achievement and intellectual curiosity. Over the last three years, a very large majority of leavers from Year 13 have gone to their first-choice university and several have gained places at prestigious international universities. This is because the school development plan incorporates a strong vision for a framework of independent learning, which features consistency in academic teaching.

- 3.6 Pupils demonstrate high levels of knowledge, skills and understanding across all areas of the curriculum. They explore ideas in depth and make excellent use of concepts acquired in previous lessons as seen, for example, when pupils engaged in a quiz to measure their understanding of musical terminology in a Year 9 music lesson. Year 12 pupils, during a physical education (PE) lesson, adeptly worked out an understanding of chemiosmosis. Teamwork and the full involvement of all pupils enhanced the acquisition of skills in a sixth form netball lesson. Schemes of work and well-managed discussion help develop pupils' aesthetic and creative education, as observed in a Year 8 art lesson, where pupils considered aspects of the word 'growth' and then, following research and experimentation, produced textile representations. Pupils learn to write very effective curriculum vitae (CVs) and to develop highly successful interview techniques through the professional skills programme. Developing skills acquired in the formal curriculum, small groups of pupils work productively together to create imaginative business plans. Lectures, as well as seminars led by prominent visiting speakers, enrich pupils' academic life in a variety of cross-curricular activities.
- 3.7 Pupils are highly articulate and their confidence is developed from Year 7 when, for example, they make speeches to peers in their English classes about novels that they have read over the holidays. Pupils in an A level politics class were observed persuasively debating parliamentary powers in a high-level discussion, which was enhanced by superb questioning techniques. In an A level psychology lesson, pupils showed great ability to draw on and apply a range of ideas accurately using subject specific language. Pupils who met with inspectors, or pupils who acted as guides, were unfailingly confident and informative. Those who spoke in an upper school assembly about ethnic cleansing had devised and scripted an excellent presentation. Extended project qualification (EPQ) pupils join together to discuss various topics in the interdisciplinary discussion group. Many pupils effectively take on roles as ambassadors, speaking passionately as representatives of different countries in model United Nations assemblies, the hosting and attending of which has a very strong tradition within the school.
- 3.8 Pupils develop high levels of numeracy, which they apply in mathematics but also in other areas, such as, for example, an EPQ project on sleep, where they used statistics that had been gathered from individuals over a period of time to effectively support a thesis. This is because of supportive and knowledgeable teaching across departments. Pupils adeptly incorporate data to substantiate arguments, such as how graphs and other data can be used in historical explanations. During Year 10 science work, pupils confidently defined the meaning of terms including median, mode and range. They successfully plotted a cumulative frequency graph, using isotopic abundance data to calculate relative atomic mass. Pupils are also competent users of information and communication technology (ICT). They all have laptop computers and many use them spontaneously in class for research, or for note-taking. An increasing number of departments use online textbooks and support materials. Sixth form digital leaders are trained to help younger pupils in their use of ICT. In art, pupils follow their teacher's use of an online information sharing pin board to source inspiration. In geography, virtual reality headsets have been introduced so that pupils can, for example, closely observe glaciers. In A level politics, pupils very effectively use online collaboration resources to work together.
- 3.9 Pupils enjoy a wealth of co-curricular and outreach opportunities. One outstanding example is the school's partnership with a local academy, where Benenden pupils act as mentors and successfully pass on skills acquired for GCSE to pupils at the academy. Pupils from both establishments support each other on parade, in field exercises and on camps in the combined cadet force (CCF). Recently, two pupils devised and gave a powerful, well-received speech on feminism at a nearby boys' school. A large number of pupils participate in The Duke of Edinburgh's Award scheme (DofE) and some pupils undertake voluntary service, as classroom assistants, in the village primary school. The lacrosse teams have been national and county champions on several occasions, and a number of pupils play in the regional and national academies. Pupils' achievements in music and drama are also strong, with a significant number of high successes in national examinations.

3.10 Pupils' attitudes to learning are extremely positive. They are highly productive in individual work, as well as in collaboration with others. This is because the curriculum is designed to create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. The full-boarding environment is conducive to a very strong sense of community, and also to opportunities for peer and teacher support in the evenings, as well as at weekends. In the pre-inspection questionnaires, a large majority of boarders agreed that boarding helps them with their academic work and this was supported in interviews and discussions with inspectors, and almost all parents agree that the boarding experience has helped their children's progress. Leadership and management have successfully implemented the recommendation from the previous inspection, which related to expanding and sustaining its commitment to innovative, exciting teaching, as well as supportive assessment, which was reflected in pupils' high level of achievement.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Pupils show very strong self-understanding, readily recognising their strengths and weaknesses. They develop great self-confidence during their time in the school, especially in their ability to voice their opinions, both in class and in boarding. Pupils are happy to explain how being a boarder helps them to make decisions, be resilient and show independence. These qualities are a part of the culture encouraged by the school's leadership and management. Younger pupils are helped to become more confident in boarding, through the care of positive peer role models, including big sisters and house mothers. Pupils have modest demeanours. However, they are quietly strong and do not hesitate to speak their minds. Pupils report that they are supported by an excellent pastoral system, which allows for one-to-one tutorial time on a weekly basis, during which they review progress and discuss targets. They may also use the time to discuss personal matters. Pupils develop excellent independent living and working skills through opportunities in boarding, such as sharing cleaning duties in the communal kitchens. They learn to plan, face difficulties and solve problems for themselves, such as when the best time to use the laundry facilities might be. Pupils establish good self-discipline in organising their own schedules of work, co-curricular activities, down time and social lives. An overwhelming majority of parents, in their pre-inspection questionnaires responses, agreed that the boarding experience has supported their children's personal development. A very large majority of pupils agreed that boarding helps them to become more confident and independent.
- 3.13 Pupils clearly understand that decisions they make are important determinants of success, both academically and in later life. Pupils are happy to make their own decisions, encouraged by staff, who are always available to listen, or to give advice when needed. Pupils, during discussion, explained that there is a system in place to help them make informed GCSE subject choices though Years 8 and 9. Older pupils were enthusiastic about support and guidance for their A level choices and university applications. They emphasized that the positive nature of this support is based around recommendations, rather than choices being imposed by the school. Pupils also take part in many committees, such as the pupil forum, which commands influence within the school. They hold debates and discussions in form orders as well as during house meetings within their boarding houses, which affect decisions on matters including activities at weekends, or events to support charities.
- 3.14 Pupils develop increasingly strong spiritual awareness throughout their time in the school, which is clear from their willingness to reflect on the non-material aspects of life. For example, in a Year 13 English literature lesson, pupils explored the relationship of religion to the characters, as well as the plots, of *Frankenstein* and *The Hand Maid's Tale*. They worked enthusiastically in small groups, engaged in serious, challenging discussion about God and man. Year 12 musicians investigated different techniques that create changes in mood in the works of Kate Bush, Mozart, Ella Fitzgerald and Schumann. Pupils are stimulated by the school environment, with a great deal of their own artwork on display around the buildings. Pupils also appreciate the natural beauty of the school's extensive grounds, which provide space for quiet reflection. The pupils show a genuinely deep

appreciation of Prayers (morning assemblies), which are based around a theme of the week that has recently included sleep, stereotypes and sexual orientation. The opportunity to reflect on life beyond school is a great time to listen to speakers, or talks on a variety of topics, such as obsessive-compulsive disorder. Pupils speak very positively of the impact that these talks have on them.

- 3.15 Pupils demonstrate excellent moral development. They understand the importance of values that help them in their personal relationships. Pupils quickly come to realise that the community is more important than the individual and that differences of opinion can be helpfully formative. Thus, they recognise that, sometimes, new boarders take a little time to settle in, and there may be occasional disagreements. Pupils, in interview, said that the school helps people to learn about law and community, partly through the discipline inherent in pink and blue slips, and partly through the positive ethos of boarding. In Year 9, enquiry week pupils demonstrated mature empathy when exploring the life of conscripts in the first world war; conscientious objectors; nursing and first aid; and horses in the war, when they were asked to find out 'what was life like in 1917'. A two-day trip to the Belgian battlefields was included, so that pupils could gain an insight into the sacrifices and achievements of the time. GCSE pupils prepared and presented a highly effective assembly on ecology to inform younger pupils about what they could do to help the environment. Pupils are encouraged by staff to take on this responsibility and then allowed to follow it through on their own.
- 3.16 Pupils show excellent social development and awareness. They contribute a great deal to others. Their involvement with an active outreach programme and a local academy, contribution to the village primary school, service at a local care home, and work with a nearby day care centre and charity shop, are all examples of this. However, they are also involved in a number of global charitable initiatives, such as mentoring children in Kenya via online networking services. Older pupils relish opportunities to take on responsibilities within boarding, such as collecting in phones, organising teams for inter-house events, being fire captains and cleaning up. Pupils abide by the prevailing philosophy of kindness in the school. The seven-day week affords many chances to join in activities. Pupils show a strong awareness of their social responsibilities, which is encouraged by the personal, social, health and economic education (PHSE) programme.
- 3.17 Most pupils agreed, in the pre-inspection questionnaires, that the school encourages them to respect and tolerate other people. The school promotes an annual *Cultures Week*, which is organised by a prefect. During this fortnight, customs and food of different nations are celebrated. Pupils are keen to explore the world outside the school. It is clear that they do this through an extensive student-led charities programme, helping in the community and with a variety of international projects. Equality and diversity are promoted through positions of responsibility. The pupils talked about making strong friendships with people of diverse nationalities, as well as of being interested in finding out about different cultures and customs. They enthusiastically declared that no one cares where pupils are from, as they all get on extremely well.
- 3.18 Pupils talk maturely about how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Pupils with differing dietary needs express admiration for the quality and variety of menus on offer. Pupils enjoy participating in several hours of sport every week, not counting fixtures, and they can choose from many alternatives, including Zumba, dance, equestrianism, trampoline sessions and swimming, not only netball and lacrosse. Pupils speak highly of the healthcare that is provided by the school. The pupils' mental health is cared for by a counselling service, a well-being policy and the pastoral system. Mental health is a priority for the leadership and management. Internet safety is paramount, and pupils speak confidently about their understanding of the need to take care online. Pupils feel safe and cared for. Both in interview and in their pre-inspection questionnaire comments, many pupils spoke of their love for the school and their appreciation of its ethos.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews 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 co-curricular activities that occurred during the inspection period, and attended form meetings and chapel. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Richard Gibbs	Reporting inspector
Mr Lloyd Dannatt	Compliance team inspector (Deputy head, HMC school)
Mrs Jane Huntington	Team inspector (Head, ISA school)
Mr Anthony Nelson	Team inspector (Academic Administrator, ISA school)
Mr Guy Sanderson	Team inspector (Head, HMC school)
Mr Timothy Dewes	Team inspector for boarding (Former deputy head, HMC school)
Dr Tracey Martin	Team inspector for boarding (Former senior teacher, HMC school)
Mrs Alexandra Neil	Team inspector for boarding (Head, GSA school)