



ISI Independent
Schools
Inspectorate

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

Brighton College

November 2021

Contents

School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		7
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled.		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		8
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
4. Inspection Evidence		13

School's Details

School	Brighton College			
DfE number	846/6008			
Registered charity number	307061			
Address	Brighton College Eastern Road Brighton East Sussex BN2 0AL			
Telephone number	01273 704200			
Email address	seniorsch@brightoncollege.net			
Head	Mr Richard Cairns			
Chair of governors	The Lord Mogg KCMG			
Age range	11 to 18			
Number of pupils on roll	1231			
	Day pupils	786	Boarders	445
	Seniors	779	Sixth Form	452
Inspection dates	16 to 19 November 2021			

1. Background Information

About the school

- 1.1 Brighton College is an independent day and boarding school for male and female pupils aged from 11 to 18 years. Founded in 1845, it occupies a 12-acre site close to the seafront in Brighton. It is a registered charity, owned and governed by its board of governors who are trustees of the charity. There are three boarding houses for male pupils and two for females on site; a co-educational boarding house for some sixth-form pupils situated close to the campus has been created since the previous inspection. The school has also extended its facilities with a new music school, a new teaching block and a science and sport building.
- 1.2 During the period March to August 2020, the whole school remained open only for children of key workers. No boarders remained on site. During this period of closure the school provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home or, in the case of overseas boarders who did not return home, at the home of their guardians.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.

What the school seeks to do

- 1.7 The school aims to provide an environment of kindness and inclusivity in which pupils can grow into curious, confident and kind human beings. It sets out to ensure that pupils develop a love of learning, the knowledge and skills they will need in the future and an understanding that they can make a difference, locally and globally.

About the pupils

- 1.8 The majority of pupils come from professional and business families living in Brighton and the surrounding areas. An increasing number of pupils come from economically disadvantaged backgrounds. Most overseas boarders originate from South-East Asia. Information provided by the school indicates that pupils are of above or well above average ability. There are 172 pupils identified as having special educational needs or disabilities (SEND) and 100 receive extra support from the school. Of the 167 pupils who speak English as an additional language (EAL), 57 are given extra help with their English. Those identified as the most able or with a specific talent are encouraged and supported by co-curricular opportunities as well as in the classroom.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#).

Covid-19: Inspection judgements do not cover the period March to August 2020 inclusive.

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 2020 to 2021 performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2020 to 2021 have confirmed 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 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. 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.
- 2.8 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

- 2.9 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 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.
- 2.11 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

- 2.12 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.
- 2.13 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

- 2.14 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled.

- 2.18 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.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 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.
- 2.21 The standard 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.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Lower Third	Year 7
Upper Third	Year 8
Fourth	Year 9
Lower Fifth	Year 10
Upper Fifth	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils achieve outstanding levels of success in examinations and in co-curricular activities.
- They are highly competent communicators, articulate and mature both in speaking and writing.
- Their attitude to their studies is excellent and they work with determination to reach their full potential.
- Their study skills are excellent and they take their reading and thinking beyond the bounds of examination requirements.

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

- Pupils grow into young adults with well-grounded self-confidence and a firm belief in their ability to succeed and to make a difference.
- They have highly developed social consciences, turning their awareness of social issues into positive action.
- They are wholehearted in their belief in equality and are accepting of all, regardless of differences in background, beliefs, ability, sexual orientation or gender.

Recommendation

- 3.3 In the context of the excellent outcomes, the school may wish to consider making the following improvement:
- Enable pupils to increase their involvement in sustainability issues within their own community and society as a whole.

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 achieve outstanding academic standards. Examination results have been well above the national average and those of schools with a similar baseline. Consistently, an overwhelming majority of results at A level and at GCSE are at the highest grades. Results across all subjects have been equally excellent. Virtually all Year 13 leavers progress to universities in the UK or America with highly selective entrance requirements. All pupils make excellent progress from their starting points and there is no significant difference between the outcomes for male and female pupils. Pupils with SEND or EAL attain results in line with those of their peers, and extension opportunities ensure challenge for the most able. The flexibility of the curriculum in offering different pathways and an extensive range of subjects mean that pupils have the means to explore to the full their own talents and interests. Pupils' progress was not adversely affected by the time spent in learning remotely, because the school was able to adapt very swiftly to these demands. In discussions with inspectors, pupils confirmed that they had been taught and supported extremely well during school closure. Almost all parental responses to the pre-inspection questionnaire indicated that parents are very satisfied with their children's education and progress.
- 3.6 Pupils possess a breadth of knowledge and understanding across the curriculum beyond their chronological age. Their recall and application of skills is outstanding, evident both in discussion and observations. Year 8 students applied their understanding of lenses to explain how sight defects could be corrected in humans. In humanities subjects, pupils often demonstrate a masterful use of technical vocabulary, as in discussions of climate change and in a French conversation about household tasks. Year 10 pupils demonstrated an excellent understanding of musical technical terms and could read a full orchestral score while listening to the music. The quality of pupils' questioning shows their outstanding ability to move beyond a superficial understanding of a subject. Younger boarders say that organised prep times and the availability of sixth-form mentors to help them in the evenings are great supports in their learning. Rigorous, high-paced teaching which moves beyond the requirements of an examination stimulates the pupils' innate intellectual curiosity; the school is highly successful in meeting its aim to inculcate a love of learning. Relationships within the classroom are excellent and in the sixth form this often creates a sense that pupils and teacher are exploring a subject together.
- 3.7 Pupils have an outstanding facility with language. They read widely, encouraged by their own ambitions as well as challenges set by each department to read a number of subject-specific books within a particular time frame. They are extremely articulate, expressing themselves with clarity and a wide vocabulary, adapting the register to suit the situation. This was seen in formal and informal occasions. Sixth-form pupils spoke fluently and with minimum reference to notes in a chapel assembly, aiming to generate support for campaigns against political injustice. In co-curricular clubs and activities led by pupils, pupils spoke coherently and with relaxed confidence while proposing initiatives to raise money for charities or explaining their fascination with such topics as the design development of high-performance racing cars. They listened attentively to one another and asked probing questions. These skills are also evident in lessons. Many pupils said that their ease in speaking before groups is honed by the public speaking skills taught in Year 9. Not only are they given many opportunities to speak out in lessons and in the boarding houses but also actively encouraged to do so by the school.

- 3.8 Pupils recognise numeracy as a transferable skill and show a sophisticated understanding of mathematical concepts. Many of them are working at a level beyond that expected of pupils of their age; for example, Year 10 pupils were seen counting in, and manipulating, binary numbers. Pupils readily use their high levels of mathematical competence in other subjects such as economics, geography, music, history and science. Art students considered the rule of thirds with specific reference to shutter speed in photography. Year 12 biology students were able to perform statistical operations quickly on the results of their experiments, including finding the standard deviation and explaining why this was useful in a scientific context. Pupils' excellent numerical competence and confidence are supported by teaching which encourages them to think beyond the topic under discussion and to think in cross-curricular terms.
- 3.9 Using digital technology is second nature to the pupils in all their subjects. Pupils transition seamlessly between different tasks and resources using the appropriate application on their devices. Their skill in using such applications developed with great rapidity during the period of remote learning. It is a completely normal way of working for them, whether they are producing essays in English or spreadsheets of finances for their entrepreneurial projects. Pupils also devised and implemented their own activities to keep connected electronically while physically distanced from one another. Pupils applaud the school's approach in continuing high usage of ICT in learning and also understand the benefit of being required to do some handwritten work on paper.
- 3.10 Pupils' study skills are excellent. Faced with complex new material, they take the time to read, think, hypothesise and analyse, as seen, for example, in sixth-form pupils developing their understanding of St Thomas Aquinas' arguments for the existence of God. GCSE pupils showed high-level skills in musical analysis when comparing different film scores written by the same composer. In their studies of *Macbeth*, Year 11 pupils confidently explored what the language and imagery show of the changes in Macbeth's character between Act 1 and Act 4, also referring to attitudes to witchcraft at the time. In the innovative 'story of our land' curriculum for younger pupils, they showed astute perception in analysing what a Celtic artefact suggested about the society from which it dated. Teaching employs excellent strategies and coaching techniques to encourage pupils to think beyond the confines of an examination. As a result, pupils develop a strong ability not just to understand the ideas put forward by others but to form and justify their own. Discussions continue outside lessons, boarders enjoying what they described as heated debates with teachers in the evening.
- 3.11 Pupils' achievements, academic and co-curricular, are outstanding in their breadth and ambition. There are numerous successes in maths and science Olympiads, in debates, in essay competitions run by universities and in chess. Sporting successes include being county champions in hockey and netball, and National Schools Rugby Sevens champions. Individuals have been invited to join the rugby academy of a premier rugby club and represent England in hockey. Dance show teams have won prizes in junior and senior classes. High numbers of pupils enter LAMDA examinations, the majority gaining distinctions, and those taking music examinations reach success up to diploma level. The quality of the music and drama in school productions is exceptional. Large numbers embark on The Duke of Edinburgh's Award scheme, completing bronze, silver and gold while at school.
- 3.12 The pupils are ambitious for success and their attitude to learning is excellent. They collaborate in discussion; they ask each other questions and discuss purposefully. They show considerable independence and initiative. Structures in the school strongly support this: for example, each team of pupils embarking on the sixth-form entrepreneurship challenge has total control over their project. Given freedom to choose a task in a lesson, most will select the designated challenge level. They are almost always highly engaged in a lesson, focusing intently and making notes independently. In questionnaires, some parents and pupils commented that stress can be engendered by the high-achieving atmosphere. Inspectors concluded that the pressure comes primarily from the pupils themselves; they are determined to achieve at least as well as their peers. Pupils know it is important to seek a good work-life balance and the majority welcome tests as useful moments to check on their progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils grow into mature, self-confident people who have the self-awareness and resilience to manage their busy school lives successfully. Boarders feel that the independence and responsibility they are given prepares them very well for the future. Pupils have embraced the school's encouragement to become the best version of themselves, not a second-rate version of someone else. This gives them the confidence not to be afraid of making mistakes or facing challenges. Nor are they afraid to ask for clarification or help in class, while boarders will approach sixth-form mentors or teachers in the evening for advice. Some pupils told inspectors that their view of themselves has changed thanks to the school's supportive culture of kindness and encouragement; they used to consider themselves shy and uncertain but now they speak out for themselves with assurance. Pupils approach senior leaders asking to speak to the whole school about causes close to their hearts and the confidence of the many pupils performing an extract from *Les Misérables* was as striking as the quality of the music.
- 3.15 Pupils take making decisions on a daily basis for granted. They choose how and where they best learn, drawing on their self-knowledge, and have developed good time-management skills so as to organise their work alongside their many co-curricular commitments. Younger boarders appreciate the structured prep time which helps them develop a good work ethic. In tutorial time pupils decided on the best structure for their entrepreneurship pitch and whether a focus on raising funds for equipment for Paralympic athletes would be seen as patronising. In a session on the complexities of ensuring consent, there was a thoughtful discussion about whether it was necessary to shake someone's hand if it is offered. Pupils displayed high levels of decision-making in a Combined Cadet Force activity; the senior cadets set the problem requiring the team of cadets to work together to move across the course without touching the ground. There is a marked lack of pressure to conform to a stereotype and pupils will happily choose activities different from those of their friends in order to extend their experience of all that the school offers.
- 3.16 While they hesitate to use the word spiritual to describe themselves, the pupils have beliefs and a code of values which move beyond the material. They articulate a clear understanding that many of those things which are popular indicators of success, such as celebrity or wealth, are facile. They believe that human beings need to seek for some meaning in their lives and that there is no definitive answer to what this is. For some pupils, it is found in a commitment to a religious faith, for others it is in service to something which improves the quality of life for the disadvantaged. They were deeply thoughtful after a chapel assembly which used the simplicity of the German 'Stolpersteine' memorials for those who were killed in the Holocaust to reflect on the value of all human life and the common experience of loss. Pupils are united in their gratitude for what they have, in their appreciation of beauty in music, art and nature, and in their belief in the worth of all humanity. This belief is at the heart of the school's culture, constantly reinforced by senior leaders, and underpins the pupils' dealing with one another and the activities they pursue in school.
- 3.17 Pupils' behaviour is based on a wholehearted understanding that kindness and a willingness to take personal responsibility is expected of them. They have absorbed this because there is a consistent message from school leaders that unkindness, inappropriate sexual behaviour and bullying are anathema, breaking trust within the school community. Pupils were adamant that kindness is at the core of the school and firm action would be taken immediately should bullying, harassment or discriminatory behaviour happen. This was evident both in responses to the questionnaire and in discussions. Boarders say that their house becomes another family in which they feel accepted, safe and supported. Pupils who have joined the sixth form agree that what is accepted as normal behaviour in some other schools simply does not happen here. Pupils' behaviour in lessons is excellent; the atmosphere is respectful, considerate and good humoured. During discussions in a number of lessons, pupils' comments showed their understanding of the moral dilemmas that can arise, for example when political decisions about trade and climate are appropriate for wealthy nations but adversely affect those nations which are less developed.

- 3.18 Pupils have highly-developed social skills and their ability to work effectively with others is excellent. In a UNICEF committee meeting, initiated and entirely led by pupils, the group followed an agreed agenda and listened attentively to one another before selecting projects on which they would work together to raise money to provide technology for unaccompanied refugee children so that they can access education. If a pupil wants to generate backing for a cause, the school will support and facilitate this, while leaving control and responsibility to the pupil. Friendly competition between boarding houses, such as in baking challenges, creates opportunities for boarders to work in teams and to socialise with those living in other houses. In lessons, pupils consistently work well together. They listen respectfully to their peers without interruption and remain patient should any hesitate while expressing ideas. There is an atmosphere of supportive camaraderie when mistakes are made and a clear ability to agree or disagree in courteous discussion.
- 3.19 The extent of the pupils' commitment to contributing to others in the school and the wider community is outstanding. Within school they take on numerous responsibilities, many of which were created at pupils' suggestion, for example well-being ambassadors. Pupils said they felt there was no limit to the opportunities they have to take leadership: if they believe in a worthwhile cause and want to promote it, the school will help them to do it. This is evident in the many charitable causes they support; while they are aware of their responsibility to the planet and issues of sustainability, this is less of a focus than helping people. The school has supported pupils in some outstanding efforts to raise money for different charities. Pupils swam the English Channel, some literally, some the equivalent distance, directed concerts, or went on a cycle trip to Rome. Community service actions are built into and around the curriculum. Pupils spoke with enthusiasm of the 'Make A Difference' days when they undertake community activities such as cleaning gravestones or clearing rubbish from the beach. Ongoing service activities include teaching English to refugees and volunteering at a homeless shelter. School leaders set the example of active community engagement in the school's outreach programme, including a scholarship programme to widen access for pupils from disadvantaged backgrounds. Pupils derive great benefit from working with the maintained schools with which the school is in partnership. They learn new skills as they teach Latin to primary school children or explore A-level topics with those in a sixth form college. At least equally important is that pupils learn to reflect with humility on their privileges and the responsibilities these bring. They summed up their attitude as being if an action to help others will do good and no harm, and you can do it, then you should do it.
- 3.20 A respect for others of different genders, sexual orientation, races and abilities is ingrained in the pupils. They say that while everyone is entitled to their own beliefs, any action or language which is disrespectful to another person is entirely unacceptable. They appreciate the fact that the school does not try to protect them from uncomfortable realities but faces sensitive subjects directly. They say that as a result they are being raised as a generation which is academic but also compassionate and empathetic, reflecting the school's success in meeting its aims. They have welcomed the openness with which the school has approached recent media coverage of racism and violence against women, encouraging discussions on these issues. House discussions have included topics such as neurodiversity, the psychological impact of menstruation on transgender females and the legal framework around protected characteristics.
- 3.21 Pupils are highly conscious of the need to keep themselves healthy, physically and mentally. They appreciate the opportunities to keep fit in games lessons and in the excellent sporting facilities available to them on site. At their suggestion, each house now has mental health and well-being ambassadors. They are aware that their well-being was impacted by the long periods of school closure and are sensible in searching out means to counter this, such as talking with friends or counsellors, taking physical exercise, eating properly and getting enough sleep.

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 extra-curricular activities that occurred during the inspection period, and attended house meetings and assemblies. 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

Mrs Colette Culligan	Reporting inspector
Mrs Elizabeth Thomas	Accompanying reporting inspector
Mr Philip Barr	Compliance team inspector (Head, IAPS school)
Mrs Victoria Bingham	Team inspector (Head, HMC and GSA school)
Mr Neal Parker	Team inspector (Head, HMC school)
Mr Michael Punt	Team inspector (Head, HMC school)
Mr James Slocombe	Team inspector (Principal, ISA school)
Mrs Wendy Martin	Team inspector for boarding (Former head, SOH school)
Mr Simon Leyshon	Team inspector for boarding (Deputy head of school, HMC school)