



ISI Independent
Schools
Inspectorate

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

Bellerbys College Cambridge

May 2019



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School's Details

School	Bellerbys College Cambridge			
DfE number	873/6023			
Address	Bellerbys College Cambridge Queen's Campus Bateman Street Cambridge Cambridgeshire CB2 1LU			
Telephone number	01223 652800			
Email address	nwaite@studygroup.com			
Principal	Mr Nicholas Waite			
Chair of Proprietors	Mr Mike Everett			
Age range	15 to 24			
Number of pupils on roll	169			
	Boys	91	Girls	78
	Day pupils	22	Boarders	147
	Seniors	9	Sixth Form	160
Inspection dates	30 April to 2 May 2019			

1. Background Information

About the school

- 1.1 Founded in 1996, Bellerbys College Cambridge is an independent day and boarding school for boys and girls, which educates international pupils aged between 15 and 24.
- 1.2 The school is one of three Bellerbys Colleges in the UK which are each owned by Bellerbys Educational Services Limited. The schools are part of StudyGroup which is a global educational organisation. The chair of the proprietors is assisted in the oversight of the school by an advisory board.
- 1.3 Most of the pupils board in accommodation which is provided by the school; Manor House for pupils aged under 18 and Study Inn for those who are older. Some lodge with families in their homes near to the school.

What the school seeks to do

- 1.4 The school seeks to educate young people to the highest academic standard and prepare pupils for a university education, inspired by scientific, technological and mathematical subjects and their power to shape the future. The school aims to challenge pupils to take responsibility for their learning, identify personal goals and work together within a supportive, enjoyable and friendly environment. Within an atmosphere of mutual trust and understanding, members of the international school are encouraged to value diversity and the opportunity to learn from each other.

About the pupils

- 1.5 The school educates international pupils and currently over 30 different nationalities are represented in the pupil population. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average at GCSE level and above average in the sixth form. The school has identified 29 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, all of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan or a statement of special educational needs. English is an additional language for 153 pupils, whose needs are supported through specialist lessons and by their classroom teachers. Each year, the school identifies a minority of pupils as being the most able in the school's population and the curriculum is modified for them.

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 In the sixth form, A-level results in the years 2015 to 2017 have been well above the national average for sixth formers in maintained schools.
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 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.
- 2.6 **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

- 2.7 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.
- 2.8 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. The school makes appropriate arrangements to provide long-term lodgings for some boarders.
- 2.9 **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 2–4, 6–12, 15, 16 and 20 are met.**

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

- 2.10 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.
- 2.11 **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

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 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 education, health and care plans or English as an additional language. 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.

2.15 The standard 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

2.16 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.

2.17 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

2.18 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.

2.19 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.

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.

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils show excellent levels of knowledge, understanding and skills in their scientific, mathematical and technological studies.
 - Pupils make rapid progress in developing their communication skills to a good level, developing confidence quickly in projecting and developing their points of view.
 - The range of pupils' achievements beyond the curriculum is limited, reflecting the narrow variety of opportunities available to them.
 - Pupils show excellent attitudes to their studies, working collaboratively and providing mutual support both in and out of lessons.
 - Pupils have ambitious aims for themselves and show excellent initiative in managing their learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate exceptionally high levels of tolerance, empathy and cultural understanding.
 - Pupils develop considerable self-reliance and positive attitudes to their peers to which their experience of boarding makes a significant contribution.
 - Pupils' behaviour is outstanding and they take great pride in being part of the multi-national school community.
 - Pupils show great maturity in making decisions in preparing themselves for their next steps.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider making the following improvement:
- Develop the range of activities available to pupils in order to broaden the variety of their achievements.

The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is excellent.
- 3.5 The quality of pupils' knowledge, skills and understanding is excellent in the scientific and mathematical disciplines, the key focus of the school, in which pupils use specialist vocabulary, such as 'glycolysis' and 'anaerobic' with confidence. Pupils rapidly develop the ability to communicate with each other in technical language in their scientific studies as a result of a curriculum which is specifically designed for this need along with skilful teaching which is sympathetic to the particular needs of the pupils. In the pre-inspection questionnaire, all the pupils agreed that teachers were helpful if they had problems with their work. Pupils consistently demonstrate a high level of technical skill in these areas: their practical work in science is very good and pupils are adept at working collaboratively. Across a wider range of disciplines, the quality of the pupils' achievement is good.
- 3.6 Pupils' knowledge, skills and understanding are sometimes impeded by their level of skill in the English language, but they consistently work to improve their linguistic competence and understanding which results in rapid progress in their English lessons; their assiduous and effective work successfully fulfils both the school's aims and their own ambitions. Pupils are frequently inspired to take their studies well beyond the taught curriculum through the Extended Project Qualification and the encouragement

of a wide range of visiting expert speakers from the University of Cambridge, for instance in a lecture on how cancer cells develop and migrate.

- 3.7 Pupils make rapid progress, as shown by the data from external public examinations, in many lessons and in the scrutiny of their work. The achievement of pupils with EAL in relation to their starting points, which includes a very large majority of the pupils, is higher than worldwide norms in terms of their results in IGCSE English as a second language. In the years 2015 to 2017 pupils' results at A level have been well above the national average for those in maintained schools. Boarders achieve well, as they learn to manage their time and tasks effectively in an environment which develops self-sufficiency in preparation for university study. Along with the proprietors' interest in the academic performance of the school, individual support that pupils receive promotes pupils' rapid rate of progress, including that of those with SEND. An effective system of tracking which ensures that pupils are made aware of their attainment levels and what they need to do to improve, and the excellent feedback teaching provides are also significant contributory factors.
- 3.8 Pupils' competence in communication is good. Many are highly articulate and eager to engage in mature and thoughtful discussion. Pupils demonstrate confidence in verbally projecting and defending their points of view, for instance on conservation issues and ecology, and they listen to each other and their teachers attentively. In written work, pupils express their thoughts competently, and many develop good writing skills through the pursuit of advanced individual study through the Extended Project Qualification.
- 3.9 Pupils display excellent skills in numeracy. They are able to apply numerical processes effectively, for instance in science, accountancy and business studies. Pupils are adept at interpreting data and graphs across the disciplines they study. In scientific, technological and mathematical subjects, pupils are able effectively to use percentages, statistics and data in their analyses of the tasks set. They draw conclusions and successfully evaluate trends, for example in measuring the internal resistance of a cell or in the application of the normal distribution. Pupils' work shows a high volume of mathematical work of excellent quality.
- 3.10 Pupils are competent in information and communication technology (ICT) with efficient use of commercially available programmes. Pupils who need to use ICT for further studies are proficient in using alternative programmes and software, especially in engineering and other STEM subjects. In subjects where ICT is not used a great deal the pupils readily and proficiently apply a variety of computer skills and knowledge such as word processing, blogging, data logging and collaborative working. At its best, when ICT is used in subjects it enhances the pupils' learning and experience. For example, pupils in English readily used technology to access and carry out an interactive, collaborative task on how to structure essay introductions.
- 3.11 Pupils develop strong study skills. Pupils are confident in identifying and evaluating sources, for instance the assessment of the authority, utility and currency of a source discussing the effect of multi-national production on wages in developing countries. Pupils think for themselves and are analytical in their approach, for example when discussing the theories underlying the motivational aspects of making money in an economics lesson. Pupils enthusiastically recounted many occasions in which they have taken responsibility for their ambitions and for managing their own learning.
- 3.12 The pupils perform well in science and mathematics competitions and the medics club prepares pupils well for courses at university. They have achieved local successes in a number of sports, including basketball and badminton. Some pupils also enjoy success in The Duke of Edinburgh's Award (DofE) scheme at bronze level, recently overcoming the expedition challenges during a severe storm. Pupils achieved well in a local debating competition, despite competing for the first time, and two pupils have had success in a national poetry competition, resulting in the publication of their entries. However, the focus of the school's provision is in providing opportunities for pupils to achieve in mathematics and the sciences in keeping with its core aim, and preparing pupils for university. Overall the range of pupils' achievements is more limited.

- 3.13 Pupils' attitudes to work are excellent. They work readily with others and demonstrate mutual support and excellent leadership in their studies and academic achievements. The boarding environment enables pupils to develop independent attitudes and show initiative in their learning and broader lives. The school encourages the pupils to work together and to demonstrate responsibility for their own learning and educational ambitions beyond school. As a result, the pupils are highly focused, resilient and motivated in their studies.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils' very high levels of personal development are evident throughout the school, as lessons and activities are undertaken effectively in a positive learning environment. The need for all pupils to successfully learn and converse using scientific and technical language in English with others from all over the world develops within them high levels of resilience which was seen in all areas of the school including outside lessons. Pupils build upon this resilience within their subject areas through the high-quality advice which their teachers give for to improve.
- 3.16 Boarders further develop their self-discipline and resilience in their approach to study; they are encouraged to take ownership of their time in the boarding house, organising their work, social, leisure and other domestic tasks themselves. Pupils identify the benefits of the boarding regime confidently; it is clear that they take a reflective approach to their learning and their wider lives, encouraged to do this by the school as part of preparing for university life. Boarders understand the relationship between their approach to time management and their academic, social and well-being successes. They show high levels of self-understanding when discussing their strengths or how they can improve.
- 3.17 Pupils discuss their learning, aspirations and activities confidently, both with staff and their peers. The leadership of the school ensures that an ethos of learning and self-discipline exists throughout. This is achieved by staff and pupils having shared goals and frank discussion about those goals regularly. The self-confidence of pupils, which stems from their academic ambitions and success and the support they receive from the pastoral team, is evident in all aspects of school life.
- 3.18 Pupils demonstrate high levels of self-knowledge, devising and realising their own targets for improvements in discussion with tutors. They ask appropriate questions to improve their knowledge and understanding to enhance their learning. From the outset of their time at the school, boarders, joined by those housed in lodgings, grow in self-confidence and self-esteem in a diverse environment which celebrates individuals' cultures and nationalities; for example, in international evenings where pupils host their peers at tables, each of which represents a nationality, with national cuisine served in national dress. Pupils collaborate and take ownership of such events; self-confidence is evident in the performances which follow, showcasing national culture.
- 3.19 Pupils make effective, mature decisions about their learning and their future career and understand how these decisions will affect them. They make well-informed choices on future courses and destinations enabled by a well-structured university application support programme. Boarders show considerable independence in their own learning; they learn to manage their time and are reflective about their progress. Their ability to make effective decisions and recognise the consequences of their actions is well supported by boarding life which enables them to be pro-active in deciding how to structure study, social, extra-curricular and leisure time. Learning to balance these gives boarders a strong understanding of the consequences of the decisions they take. The boarding staff prompt pupils to be reflective through regular tutorial conversations.
- 3.20 Pupils successfully explore their own spirituality through the understanding of their own beliefs and those of others assisted by the school's multi-cultural population. Boarders reflect on life beyond the classroom and engage in opportunities to develop their spirituality. A multiplicity of religious faiths is

supported through meal choices and cultural exchange events. During Ramadan, pupils had meals provided before sunrise and after sunset; several non-Muslim pupils joined in the observation in order to experience the discipline involved and consider the spiritual effects.

- 3.21 Pupils explore spiritual aspects of their lives through the well-attended Reflection Room. Pupils showed considerable empathy and improved understanding of the circumstances of others in debating the futility of war. This and similar issues are explored in the lecture programme which includes philosophical and ethical discussion with external experts and strengthens pupils' understanding. Pupils from similar religious backgrounds meet and attend local places of worship appropriate to their beliefs, effectively supported in doing so by the induction programme. Boarders have a sense of higher purpose and respect the beliefs of others; observation of Remembrance Day gave pupils a greater understanding of British values which they also considered in their own cultural and spiritual contexts.
- 3.22 Pupils have a highly developed moral awareness and act responsibly. They are fully aware of the difference between right and wrong for example in discussing the tactics of ecowarriors or in writing on the globalisation of crime. They are aware of their responsibilities towards the whole community through the respectful atmosphere which pervades the school. There are very few sanctions required and pupils are quick to apologise when late for a lesson or having forgotten a homework, although these occurrences are rare. All pupils receive a briefing from school staff and the local police when joining which enables them to understand the school rules and those of the country as a whole. Pupils are very thoughtful and respectful towards each other. Enabling each other's learning through respect was evident in many lessons. In an English lesson, pupils demonstrated a clear understanding of morality, empathising with the challenges faced by those experiencing civil war.
- 3.23 Pupils are highly collaborative in their social activities. Working and living together are intrinsic to the social dynamic in boarding, with pupils engaging readily in collaborative events. Pupils take a leading role in hosting social events such as quizzes, balls and outings where they are afforded considerable input and ownership; these events highlight the pupils' ability to work together and solve problems. They take logistical, social and sometimes budgetary factors into account and talk enthusiastically about their community. The boarding community works well and pupils demonstrate significant social awareness and understanding of the challenges and responsibilities of communal living; for example, kitchenettes in 'sets' are kept clean and tidy by groups using them and communal spaces are respected.
- 3.24 Pupils participate enthusiastically in the school community and are eager to contribute. Pupil-led committees represent the views of the pupils for both their boarding life and the academic school environment. These committees have been very effective in helping the school to make changes beneficial to the pupil body; for example, the food provided, and furniture in the learning resource centre and boarding common room. Through the pupil council pupils advise on charitable activities as well as making recommendations to the school's leadership on procedures and facilities.
- 3.25 Volunteering within the local community through the DofE is organised by the pupils and a number sit on the Cambridgeshire Student Forum; this extra-mural exchange of ideas helps the pupils consider their place in the wider educational community of the area. Through local charity work, pupils rise to the great challenge of volunteering in the local community often not long after their arrival in the UK. Pupils have recently led and participated in two significant fairs to raise money for charity. This work is fully encouraged by the school proprietor's matched fundraising initiative. Pupils are given considerable ownership in terms of budget, and theme of their stalls. This ability to personalise their contribution is an important part of their personal development; for example, some pupils sell their own artwork, and others engage in an engineering challenge to build a model aeroplane and see which goes furthest.
- 3.26 Pupils display outstanding levels of cultural understanding. Numerous activities are arranged by pupils to celebrate the cultures within the school community including cooking traditional foods and

choosing music from their home countries for school events. Respect for other cultures is shown by all pupils and there is a high level of awareness of diversity of all types. Boarders show great levels of respect for each other's cultures. They embrace the diversity of the boarding house as a strength and speak positively about the benefits of living in such a varied environment. Boarders prefer to live in 'sets' with pupils from a range of nationalities, seizing opportunities to develop their cultural understanding. Within the school there is an expectation of discussion in English but an understanding from pupils and staff alike of the need to converse in pupils' first language at some points to maintain diversity and cultural comfort. A recent celebration of Nowruz was well attended by staff and pupils and the leadership of the school recognises cultural requirements by adapting dining arrangements as required. Pupils are involved in the celebrations of British traditions and they have enthusiastically embraced British education.

- 3.27 Pupils appreciate the need to have a healthy mind and body. They identify personal health targets and achievements alongside recognising concerns for their peers should they arise. Pupils act as digital leaders in terms of online safety. Boarders have a clear understanding of how to stay safe and they show considerable maturity in their lifestyle choices. Pupils benefit from the 'Time to Talk' day, learning from external agencies about signs to look for in others with regard to mental health concerns. Pupils choose healthy options at mealtimes and take the opportunities for sport that are provided. Menus in the boarding house contribute to the balanced diet of the boarders and they make sensible decisions in how they eat outside mealtimes. Induction in the boarding house contributes effectively to boarders' self-discipline regarding nutrition and staff monitor what boarders eat at mealtimes through electronic systems. A number of pupils housed in lodgings join boarders for the physical activities provided, whilst yoga and meditation are also popular. The understanding that all pupils have of their own well-being is excellent preparation for the next stage of their education.

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 the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited boarding houses and the educational resource area. 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 Alasdair McBay	Reporting inspector
Mrs Lieze Nice	Compliance team inspector (HR director, HMC school)
Mr Ian Daniel	Team inspector (Head, ISA school)
Dr Millan Sachania	Team inspector (Head Master, GSA school)
Mr John Williams	Team inspector (Head of sixth form, HMC school)
Mr Luke Michael	Team inspector for boarding (Assistant head, HMC school)