



ISI Independent
Schools
Inspectorate

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

Bellerbys College School

October 2019



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School's Details

College	Bellerbys College London			
DfE number	203/6356			
Address	Bounty House Stowage Greenwich London SE8 3DE			
Telephone number	020 8694 7000			
Email address	study@bellerbys.com			
Interim Principal	Mrs Sarah McCurrie			
Chair of governors	Mr Mike Everett			
Age range	15 to 23			
Number of students on roll	203			
	Day students	32	Boarders	171
Students	Aged 15-16 yrs	22	Aged 17-19 yrs	181
Inspection dates	8 to 10 October 2019			

1. Background Information

About the college

- 1.1 Bellerbys College London is an independent co-educational day and boarding college for students aged from 15 to 19 years. The college was established in 1997 and moved to its current premises in Greenwich in 2004. The college is owned by Bellerbys Education Services Limited; the proprietors delegate governance to the Bellerbys College Advisory Board. A new interim college principal was appointed in September 2019.
- 1.2 Boarders are accommodated in one mixed house for students aged over 18 years, and two single-sex, houses for students aged under 18 years. In addition, five students are placed with local host families in 'homestay' accommodation.
- 1.3 Most students join the college to undertake predominantly United Kingdom (UK) university foundation courses with a few undertaking A-level courses. A small number undertake GCSEs. About 90% of the students are enrolled in one-year programmes and over 70% of the students are aged over 18 years. All students are educated in the main college building, which is in a campus where the boarding accommodation is also located.

What the college seeks to do

- 1.4 The college aims to provide excellent university preparation for international students, through strong academic teaching and support, and close links with universities. The college also seeks to build the students' confidence and to develop their personal life skills.

About the students

- 1.5 All students are from overseas; the majority are from China, Vietnam and Russia. Nationally standardised test data provided by the college indicate that the ability of the students is broadly average. One student has been identified as having special educational needs and/or disabilities (SEND) and receives additional specialist help for dyspraxia. No students in the college have an education, health and care plan or statement of special educational needs. Also, 198 students have English as an additional language (EAL), all of whom require additional support. Data used by the college has identified a number of students as being the most able in the college'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 students' 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](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 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 2016 to 2018, performance has been in line with the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for sixth formers in maintained schools.
- 2.4 The college uses its own framework to determine attainment in the foundation courses.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the students and covers the required breadth of material. The teaching enables students to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of students' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of students 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 standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of students

- 2.9 Arrangements are made to safeguard and promote the welfare of students 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. Students 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 students 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.
- 2.11 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, and 20 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 students 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 students' 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 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.
- 2.17 The standards 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 students. 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 students, including their academic development, and
- The personal development of the students.

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 students 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'.

Key findings

3.1 The quality of the students' academic and other achievements is good.

- Students' communication and study skills are good and sometimes excellent, and these skills effectively support their progress and learning.
- Students across all ages show positive attitudes towards their learning and they show a clarity of purpose, which helps ensure successful outcomes in their attainment and progress.
- Students did not always benefit from sufficiently helpful marking and assessment feedback, and the best practice seen was not consistently in evidence across all subjects.
- A small minority of students make slower progress than their peers as teaching does not consistently use appropriate strategies to meet the needs of all pupils.

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

- Students, including boarders, highly value the cultural diversity that exists within the college and they show a deep-seated respect for, and appreciation of their own, and others' cultures.
- Students throughout the college develop excellent self-confidence and self-esteem, and they learn to be highly self-disciplined and resilient.
- Students, including boarders, work effectively with each other with a natural ease, particularly when solving problems and achieving common goals.
- Students showed great maturity and enormous determination when discussing their decision to come to this country, work hard, learn English, and gain entry to a UK university.
- The involvement of the students in supporting those less fortunate than themselves is limited.

Recommendations

3.3 The college is advised to make the following improvements:

- Ensure systems to identify and support students with specific learning needs continue to be developed and embedded in all teaching.
- Ensure the standard of effective feedback to the students, primarily through marking assessment, is more consistently applied across all subjects.
- Ensure that the excellent teaching seen in many subjects is developed across all subjects through the sharing of this best practice.
- Develop and nurture stronger links with the local community to improve the opportunities for students to be involved in supporting those who are less fortunate than themselves.

The quality of the students' academic and other achievements

3.4 The quality of the students' academic and other achievements is good.

3.5 Most students at the college take one-year foundation courses linked to UK university entry, and a small minority of the students take GCSEs and A-levels. Using national data for the years 2016 to 2018, which are the most recent three years for which comparable statistics are available, the results at GCSE have been in line with, and at A-level they have been above, the national average. Results for the UK university foundation courses are not nationally standardised. However, the college's own assessment, the numbers succeeding in gaining UK university entry, and inspection evidence, indicate that these results are good and sometimes excellent. They provide the students with an effective route into their chosen universities. Results indicate that these levels of achievement continued in 2019.

- 3.6 Almost all students with EAL make good and sometimes excellent progress as a result of good support and careful monitoring. Significant early progress is made with the students' standard of English, both as a result of effective English support through specialist language teaching and assessment and simply time spent speaking English with fellow students and teachers. The senior leadership successfully guides and supports EAL teaching, which provides patient, caring support for the students. However, a few EAL students make slower progress, as their individual needs are not appropriately supported in all lessons, and tasks to match their needs are not always provided. The college has recognised the need for greater individual learning support for these students and is developing the provision for additional support. Inspection evidence indicates that, although good progress has been made, it is not yet fully embedded across all teaching. Identifying and providing appropriate support for students with other special learning needs is sound. They arrive in college with little prior information about their needs, and the severe language barriers and their relatively short stay at the college, present a significant challenge in meeting their needs. The college is, however, keen to develop support and is incorporating more robust and effective systems to address this challenge in a more effective manner.
- 3.7 Almost all students of all ages make good progress with their knowledge, understanding and skills across all the courses available. Most students board, and the contribution of boarding in developing the students' skills is significant, particularly in the early stages of the courses, where help in balancing leisure and work time and encouraging the completion of work are often a key to a student's eventual success. The challenges, particularly at the start of the year, in overcoming language barriers were usually addressed effectively by well-planned and varied styles of teaching observed during the inspection. This was seen in art when students used flashcards to help with key vocabulary, which ensured they made excellent progress in their understanding of the different types of paper used in watercolour painting. The students interviewed spoke highly of the teachers' willingness to 'go the extra mile' in their caring support, and they felt it contributed strongly to their good progress. Although much of the teaching observed was effective and supportive, this was not consistent across all subjects with some teaching failing to engage the students sufficiently to ensure their good progress.
- 3.8 Students show good competence with a variety of communication skills and the challenges regarding language barriers are, on the most part, successfully overcome. Many teachers have specialist qualifications for teaching English to foreign students and many are multi-lingual, which provides added support for the students' progress. Teachers also encourage students to help each other, particularly when the required technical language is proving difficult. As the students' English rapidly improves, their confidence increases, and their access to the course content is subsequently significantly improved.
- 3.9 Students of all ages show good and sometimes excellent numeracy skills. Many of the courses on offer, particularly the foundation courses, are mathematically based and the students use their good numeracy skills in many other areas of learning. This was observed in A-level economics where the students use their numeracy skills to analyse efficiently the profit margins for a business.
- 3.10 The students' competency in Information and Communication Technology (ICT) is secure. The many students who find speaking and understanding English quite a challenge, use their ICT skills competently to support their learning, through seeking translation of key words and when researching source material, which can be found translated into many languages. The students spoken to, felt the ICT provision was excellent and gave them easy access to good facilities, including out of college teaching hours.
- 3.11 Students throughout the college demonstrate good and sometimes excellent study skills. They are encouraged, often by sensitive and well-planned teaching, to try to use higher-order study skills. Notwithstanding language difficulties, most students responded well to this encouragement and showed some thoughtful higher-order study skills, such as when hypothesising scenarios in a business lesson. Also, in microeconomics, students were able to analyse the benefits and dangers of the palm oil industry, by successfully creating group mind maps. Boarding students benefit greatly from having

their own rooms and being able to talk through academic matters with other boarders, often in 'study groups' based in the library. The support of house parents also provides helpful oversight of those who might be in difficulty. Students generally show a strong willingness to use a wide range of sources, usually via the internet, to make sure their work reflects wider thinking. They are aware of the weaknesses inherent in drawing conclusions based on a limited number of sources. Most students are aware of their level of attainment, as well as areas of work they need to improve as a result of teachers' effective oral and written feedback. However, scrutiny of students' books and lesson observations, showed some inconsistency across subjects when students receive feedback on what had been done well and what to do to improve their work. Thus, the enhancement of students' progress through assessment is therefore not always consistently effective.

- 3.12 Students' achievements across a limited range of extra-curricular activities are good. There are a number of academic enrichment opportunities and these include courses to enhance the progress of higher achievers, such as the 'Mathematical Olympiad' challenge. These opportunities are generally well-supported, and many of the participating students feel a sense of achievement. Many students are enrolled in the local sports gym and others enjoy sports such as football at a local facility. The three Bellerbys colleges also provide an opportunity for inter-college competitions, such as football and basketball, and the students have achieved some notable success in these competitions. The students understand, however, that their prime reason for attending the college is to complete successfully the rigorous and challenging one-year university preparatory courses, whilst developing their English language skills. Inspection evidence indicated that the extra-curricular provision was appropriate, and the students spoken to indicated that they are content with and enjoy the enrichment opportunities on offer.
- 3.13 Students across all ages show positive and productive attitudes towards their learning. They frequently used their own initiative to develop their independent learning skills to enhance their progress. In interviews, students indicated that they were encouraged to think and learn for themselves through both the teaching and the ethos of the college, and this approach was evident in much of the teaching observed. This was particularly evident in the boarding community, where students were encouraged to demonstrate initiative and independence in their learning, and where working productively together in groups was an expected part of boarding life. The students felt that this independent learning developed strongly as they moved through the college, primarily due to their improved English and thus their access to the course content. Governance, leadership and management strongly support the college ethos which seeks to encourage the students to take ownership of their own learning. Clear and effective leadership encourages the staff to develop sensitively and caringly the students' good attitudes towards their learning. The students respond well to the clarity of this approach which greatly enhances their progress and their chance of eventual future success.

The quality of the students' personal development

- 3.14 The quality of the students' personal development is excellent.
- 3.15 Students throughout the college develop excellent self-confidence and levels of self-esteem, and they become highly self-disciplined and resilient. This was strongly evident in discussions with students where they showed a mature understanding of the need to adapt to living in another country, whilst overcoming their initial language and cultural differences. Students are positive in their view that the college encourages and supports the development of self-discipline and resilience in their approach. With almost all students being boarders, this self-confidence and self-esteem is further supported by the excellent attitude engendered by the college's boarding community, through its ethos, leadership and management. The outcomes for students, almost all of whom have EAL, with regard to developing self-knowledge and resilience, are excellent. All students spoken to felt that the strong relationships they had with trusted and supportive staff greatly enhanced their progress and self-confidence. In boarding, the students explained the positive benefits of the well-structured evening routines on their

work ethic and the need to be disciplined in their daily life. In their responses to the pre-inspection questionnaires, and in interviews, staff indicated that the students made rapid progress and they were often 'unrecognisable' at the end of the year in terms of their growing self-confidence, strong academic development, and they were well prepared for the next stage of their lives.

- 3.16 Students throughout the college understand clearly that the decisions they have made, and will make, are important determinants of their own success and wellbeing. The students spoke with great maturity about the decision to come to this country, work hard, learn English, and gain entry to the UK university of their choosing. The students indicated their excellent determination to make the most of the opportunities provided for them by the college. This is strongly supported by the ethos and approach of the college which encourages the students to continue to make informed and knowledgeable decisions throughout their time at the college. Inspection evidence indicates that this was fully embraced by the students as a philosophy and was reflected in the good outcomes for students in examination results, and in their success in moving on from the foundation courses to UK university degree courses. A group of students who are gifted and talented in sport and music, were clear on the efficacy of their decision to put these talents to one side for one year, in order to focus on their foundation courses. Inspection evidence, and all the students spoken to, strongly indicated that the teachers, and boarding house staff in particular, provide much needed support to the students in their decision making, through their ability to listen and understand concerns, whilst still demanding high standards in academic and self-discipline.
- 3.17 Students have a well-developed spiritual understanding, particularly of the wide range of creeds, beliefs and cultures represented by the diverse nature of the students at the college. Students spoken to, and observed in class, showed a mature and strong appreciation of the non-material aspects of life. They expressed how moved they were when on a visit to the Greenwich Meridian line, both by its significance, but also by the wonderful view from the top of the observatory. Students also spoke in a mature and informed manner about what they view as often taken for granted as a normal way of life in the UK, such as respect for others and behaviour, but they view as very different to what they might encounter back in their home countries.
- 3.18 Students develop a strong ability to distinguish right from wrong and show an excellent understanding and respect for the English system of rules and laws, which are fully reflected in the expectations of the college. Students fully accept responsibility for their own behaviour and their behaviour towards others and are willing to challenge poor behaviour and acts of unkindness. This attitude was promoted particularly successfully in the boarding approach to principles and practice. The students praised the college's induction programme, which is comprehensive and sets clear expectations for all overseas students on their arrival. Students showed a keen sense of morality, as seen in an A-level politics discussion on globalisation and its influences on an overseas conflict zone. Students spoke of their wholehearted support for the values and standards upheld by the college, and some indicated that they would like to encourage their friends and family back in their home countries to adopt these same values.
- 3.19 Students work effectively with each other with a natural ease, particularly when solving problems and achieving common goals. Students throughout the college show excellent social awareness and form good productive relationships with others. Boarders expressed a confidence in their ability to work together to create a successful and welcoming boarding community which begins with the positive and effective induction programme for new students. Students' excellent social awareness leads to newcomers of all backgrounds, creeds and cultures being welcomed and integrated successfully into the college and boarding community. This is encouraged by the supportive and engaging approach of the boarding staff, and the pervading college ethos of a caring community strongly led by governance, leadership and management.
- 3.20 Students show an excellent willingness to fulfil their responsibilities and contribute positively to the lives of others. Boarding students feel their community reflects an inclusive approach. They feel that the harmonious community in the boarding houses is due in part to this strong sensitivity towards

others' feelings, and a desire to contribute to others in a helpful and supportive manner. Students have a mature awareness of pressing global issues and concerns and show an appreciation and some support for those less fortunate than themselves, including organising student-led charity events, such as dance evenings and student versus teacher challenges.

- 3.21 Students show an excellent respect for, and value highly, the extensive cultural diversity that exists within the college. The boarding community leads the way in demonstrating sensitivity and tolerance to those from different backgrounds, cultures and traditions. A recent much praised and appreciated 'welcome' video, shown to all new arrivals during their induction programme, was created by the students themselves. This provides the new students with clarity and understanding regarding the college's expectations with respect to taking responsibility for one's own behaviour and actions, and the college rules. This video was produced in multiple languages and taught new students simple phrases in each language. In the pre-inspection questionnaire, a very large majority of the parents who responded, felt the college actively promotes values of democracy, respect and tolerance of other people, and a large majority of the students who responded, felt the college treated them fairly whatever their gender, faith, race or needs.
- 3.22 Students of all ages and abilities develop an excellent knowledge and understanding of how to stay safe. They have an appropriate understanding of both physical and mental health through a good range of related programmes and assemblies. Students can access a variety of exercise opportunities to enable them to keep healthy. Students spoken to, and inspection evidence, indicated that the meals offered in the canteen are popular and provide a good variety of nutritious food and great care is taken to meet the needs of the wide and diverse student community. Students speak happily and confidently about the need for a healthy diet, exercise and a balanced lifestyle. Senior students showed a good understanding of the influence and dangers of stress and poor lifestyle on mental health and well-being. The students' ease of communication with the staff, and in particular boarding house parents, and their willingness to talk and seek support, often through the excellent welfare office facility, much valued by the students, ensure their needs are identified quickly and then addressed through the excellent and effective college pastoral structure.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house meetings. Inspectors visited boarding houses, together with the learning support and educational resource areas. The responses of parents, staff and students to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the college.

Inspectors

Mr Richard Mannix	Reporting inspector
Mr John Gale	Compliance team inspector (Principal, Independent school)
Mr Koen Claeys	Team inspector (Headmaster, SofH and ISA school)
Mrs Niamh Green	Team inspector for boarding (Deputy head, GSA school)