



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Wellingborough School

March 2022

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 pupil		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
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		8
The quality of the pupils' academic and other achievements		8
The quality of the pupils' personal development		11
4. Inspection Evidence		13

School's Details

School	Wellingborough School			
DfE number	940/6010			
Registered charity number	1101485			
Address	Wellingborough School London Road Wellingborough Northants NN8 2BX			
Telephone number	01933 222427			
Email address	reception@wellingboroughschool.org			
Headteacher	Mr Andrew Holman			
Chair of governors	Mr Peter Tyldesley			
Age range	3 to 19			
Number of pupils on roll	851			
	EYFS	36	Juniors	200
	Seniors	461	Sixth Form	154
Inspection dates	22 to 25 March 2022			

1. Background Information

About the school

- 1.1 Wellingborough School is a co-educational day school situated near the centre of the market town of Wellingborough. Founded in 1595, the school is a charitable trust administered by a board of governors. It comprises two sections: the preparatory school for pupils in the EYFS to Year 6, and the senior school for pupils in Year 7 to Year 13. Since the previous inspection, the school has been restructured so that Years 7 and 8 are now part of the senior school and a new Chair of Governors has been appointed.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school aims to create a warm, supportive and challenging environment that promotes the health and happiness of every child and enables them to flourish. It seeks to encourage pupils to discover their potential and to decide who they want to be, equipping them with the necessary skills to allow them to tackle the next stage in their lives with confidence.

About the pupils

- 1.4 Pupils come from families with a range of professional, business and farming backgrounds, living within a 25-mile radius of the school. Nationally standardised data provided by the school indicate that the ability of the pupils in the school is broadly average for those taking similar tests. The school has identified 70 pupils as having special educational needs and/or disabilities (SEND), all of whom receive additional support for dyslexia, dyspraxia and other conditions. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for six pupils, whose needs are supported by their classroom teachers. Data used by the school have identified a number of pupils as the more able in the school's population and the curriculum is modified for them and for others with special talents in sport, music and drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [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, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2018 to 2021 confirm 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 education in the prep school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is 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 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 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.15 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.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils' knowledge, skills and understanding develop to a high level as they move through the school.
- Pupils are highly successful in a range of activities, especially in sport, the Combined Cadet Force (CCF), music and drama.
- Pupils are highly eloquent and articulate, confidently expressing their views in and out of the classroom.
- Pupils of all ages, including those with SEND and EAL, make significant progress from their starting points.

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

- Pupils develop and display strong leadership, teamwork and resilience as they progress through the school.
- Pupils' spiritual understanding and appreciation of the non-material aspects of life are excellent.
- Pupils show extremely high levels of respect for one another and celebrate the diversity within the school community.
- Pupils have a mature understanding of right and wrong and readily take responsibility for their own behaviour.

Recommendation

3.3 The school should make the following improvement:

- Enable pupils in the senior school to develop their critical thinking skills to the fullest extent by ensuring they are challenged to work at greater depth in all lessons.

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 of all ages display excellent knowledge, skills and understanding in a wide range of subjects as they move through the school. In response to the questionnaire, the overwhelming majority of pupils felt their skills and knowledge improve in most lessons. Pupil achievement in lessons and performance in their written work confirmed these views. In a politics lesson, pupils demonstrated a wide-ranging

and accurate knowledge of current affairs and, in the prep school, pupils had an excellent recall of previous work on the Victorians. Pupils often display a deep understanding of their subjects, reflecting their natural curiosity. For example, sixth-form pupils carefully and reflectively considered key themes and ideas in the American civil rights movement, demonstrating their mature understanding of context and outcomes. Younger pupils in the prep school displayed an excellent understanding of character and themes when discussing their various reading books in English. Pupils show extremely strong skills in many areas both in and out of the classroom. In design technology, for example, sixth-form pupils showed highly advanced skills in welding and woodwork and, in biology, pupils demonstrated excellent practical skills in a multi-stage test to identify chlorophyll and starch. Members of the CCF displayed excellent precision marching skills when practising for the inter-section drill competition. Throughout the school, pupils' development of knowledge, skills and understanding is enabled by teachers who are committed to helping pupils to improve and achieve their full potential.

- 3.6 The overall achievement of pupils throughout the school, including those with SEND and EAL, demonstrates excellent progress and successful fulfilment of the school's aim that all pupils should achieve their full potential. In the years 2017 to 2019, results at GCSE level were above the national average, with a third of examinations graded eight or nine. Centre- and teacher-assessed grades in 2020 and 2021 show that this performance has been sustained. A-level results in the years 2017 to 2019 were above the national average, with a third of examinations graded A* or A. Evidence of centre- and teacher-assessed grades in 2020 and 2021 show that this standard has been maintained. Over the last two years, 80% of pupils have gained entry to their first choice university, including many applications to courses with demanding entry requirements. Data provided by the school show that almost all pupils achieve higher examination results than expected for their ability, indicating excellent progress. Pupils with SEND and EAL achieve at least in line with their peers because of the support provided by specialist teachers that shows a detailed awareness of each pupil's needs. In the prep school, data provided by the school indicate that pupils are exceeding the expected levels for their age in English and mathematics. In the EYFS, almost all children are exceeding the expected age-related levels. Recent assessment data and pupils' work seen during the inspection demonstrate that pupils of all ages and abilities continue to make excellent progress. This progress is supported by staff who encourage pupils to set personal targets that are challenging but realistic.
- 3.7 Pupils reach an extremely high level of achievement in a range of physical, outdoor and creative activities. In the senior school, pupils' lives are enriched by the many opportunities provided by the school to compete in sport, to perform in drama or music, to participate in the Duke of Edinburgh's award scheme (DofE) or to join the CCF. A significant number of pupils have enjoyed national success in competitions run by the CCF. Individual pupils and school teams regularly compete successfully at regional and national level in rugby, cricket, netball and hockey. Results in science Olympiads are excellent and many pupils achieve high grades in music examinations. In the prep school, pupils benefit from a range of clubs and activities but opportunities for extra-curricular involvement are more limited. In their questionnaires, most parents of senior school pupils felt that the school provides a suitable range of extra-curricular activities and inspection evidence confirms that almost all senior pupils enjoy busy and successful lives beyond the classroom.
- 3.8 Pupils of all ages are excellent communicators. They are fluent, articulate and confident in using language to express their views in and out of lessons. In a photography lesson, pupils spoke eloquently and descriptively about their project work and, in modern languages, pupils demonstrated a natural ease and confidence when speaking French or Spanish. Sixth-form pupils used technical vocabulary expertly when describing how to measure changes in voltage. In the prep school, pupils explained mathematical methods with great clarity, demonstrating both an excellent facility in language and a strong understanding of the concepts. Out of lessons, pupils engage in conversation naturally and enthusiastically with one another and with adults, often using gentle and appropriate humour to make their point. Throughout the school, pupils are excellent listeners. For example, children in the EYFS listened carefully and then followed instructions precisely as they warmed-up for a PE lesson, and although highly excited, pupils in Year 2 listened attentively to instructions before getting ready to

perform their play. Older children also listen respectfully to one another and to their teachers, as seen in a GCSE English lesson, where pupils shared ideas supportively to achieve an enhanced understanding of American culture and values. In interviews and meetings, pupils listened respectfully to each other and were willing to modify their views as the discussion progressed. Pupils' written work often displays a high level of literacy. For example, at GCSE pupils' writing exhibited clear structure, and excellent control of language as they analysed different characters in a novel and, in the sixth form, pupils' writing for the Extended Project Qualification (EPQ) demonstrated an ability to convey ideas cogently and to argue coherently.

- 3.9 Pupils' study skills are good overall. In the sixth form, pupils often display excellent analysis and hypothesis and the ability to work independently. For example, pupils demonstrated extremely sharp analysis in an economics lesson, when they presented their research on rail privatisation, and in chemistry, pupils expertly interpreted data on nuclear magnetic resonance. In drama, pupils skilfully compared and contrasted a wide range of evidence on Hamlet to deepen their understanding of performance techniques and staging options. In a prep school music lesson, pupils skilfully analysed a difficult passage of music and, in history, they asked perceptive questions to reach an enhanced shared understanding of the motives of Victorian philanthropists. In some lessons, particularly in years 7 to 11, where some teaching was more directive and narrowly focused, pupils were not able to employ their critical thinking skills to explore ideas in depth or to take charge of their learning. As a result, their progress was more limited.
- 3.10 Pupils develop good mathematical skills and apply them competently across the curriculum. In the prep school, pupils' mathematical skills are notably strong and they possess a rapid recall of times tables, which they use effectively to solve challenging questions. Older pupils are sometimes less confident in their use of number but most are able to use their skills effectively to support their work in other subjects. For example, in psychology pupils showed a good level of numeracy when analysing statistical data and in geography younger pupils were confident in using and explaining bar charts and line graphs to good effect. In the prep school, pupils use information and communication technology (ICT) highly effectively across the curriculum. Children in the EYFS used the interactive whiteboard with great dexterity to build a puzzle, and in a Year 5 science lesson pupils used ICT resources with considerable expertise to design and produce a poster. In the senior school, pupils regularly demonstrate well-developed skills when using specialist software in photography and design technology but opportunities to develop and apply their ICT skills in other areas of the curriculum occur less frequently.
- 3.11 Pupils' attitudes to learning are excellent. They concentrate hard, question enthusiastically and are keen to improve their work and hone their skills. In almost all lessons, pupils seek to collaborate with one another instinctively to complete tasks and to reach a shared understanding. In modern languages, for example, pupils worked together purposefully and supportively to complete a challenging task involving the use of different tenses and, in drama, junior pupils helped each other to successfully devise and perform a short scene. Throughout the school, pupils are eager to improve and correct their work, as seen in a Year 5 design technology lesson, where pupils were keen to improve their finished product. In economics, pupils carefully and sensitively commented on their own and each other's analysis to reach a deeper understanding of key issues. Pupils of all ages set themselves realistic targets for improvement in their academic work and in their development of skills beyond the classroom, affirmed and supported by their teachers and tutors, who encourage them to be ambitious. When given the opportunity, pupils love to take charge of their learning and to extend their knowledge, as seen in Latin, where pupils eagerly completed challenging exercises and accurately translated complex sentences.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop notably strong self-understanding and self-belief from an early age, meeting the school's stated aim to encourage pupils to discover their potential and to decide who they want to be. This is because of the focus given to encouraging self-confidence by the school's leadership and the support provided by committed staff. In the EYFS, children tackle new challenges enthusiastically and energetically and sustain their efforts over long periods, remaining engaged in self-directed tasks. In response to the questionnaire, almost all parents felt that the school encourages their child to be confident and independent. Inspection evidence confirms this view. Throughout the school, pupils exhibit a calm and mature sense of self-confidence and pupil leaders, at various levels in the school, display appropriately high levels of self-esteem. Pupils spoke proudly and perceptively of how positions of responsibility in the CCF, in houses and as prefects in the school have helped them to develop an acute sense of self-awareness and have given them confidence to move to the next stage in life. Pupils of all ages show particularly high levels of resilience and speak of how experiences in extra-curricular activities, especially in sport, the CCF and through DofE, have taught them the value of persevering to achieve their goals.
- 3.14 From an early age, pupils have a strong awareness of the importance of making good decisions. Children in the EYFS direct their days for themselves and appreciate that their happiness depends on the choices they make. In the prep school, pupils carefully considered their results in mathematics challenges before selecting the next most appropriate task to undertake. In the senior school, pupils make mature decisions when planning their work. For example, in design technology pupils thoughtfully designed a spinning toy, balancing the challenges of manufacture with the importance of functionality. Pupils of all ages display a mature recognition of the need to make wise choices in their personal lives and in discussion most pupils felt that the school's relationship and sex education programme (RSE) helps them to appreciate the importance of respect and sensitivity in personal relationships. Senior pupils are keen to voice their opinions and to discuss them with senior leaders. Many pupils appreciate that recent changes to school routines are sensible, even if unpopular amongst some senior pupils. Although a small minority in the questionnaire felt that the school does not listen to their views, pupils have recently been heavily involved in discussing the design features of the new sixth-form centre, which is under construction, and pupils are involved in decision-making in houses, where they choose charities to support.
- 3.15 Pupils have an excellent and deep spiritual appreciation of the non-material aspects of life. Pupils of all faiths and none value the times of spiritual and quiet reflection in the school chapel and appreciate the celebration of Christian festivals throughout the year. Outside, pupils enjoy the tranquillity of the school's extensive and well-tended grounds. They relax at lunchtime in the many quiet spaces, which are filled with inspiring examples of pupils' sculpture and artwork, and with many ornamental flowers and trees. Older pupils spoke movingly about appreciating the beauty and grandeur of nature whilst on DofE expeditions and younger pupils showed a strong awareness of environmental issues through their work in lessons. Pupils are greatly supported in their personal and spiritual development by the school's chaplaincy and by the staff of the school's well-being centre, who encourage pupils to be reflective and to consider their responses to ethical and social issues.
- 3.16 Pupils of all ages display excellent moral sensibilities. In the EYFS, children play happily together, sharing resources and understanding the importance of not encroaching on others' learning activities. Older pupils have a deeply-rooted awareness of right and wrong and a keen sense of fair play. They understand the school rules, accept responsibility for their own behaviour and exhibit a profound awareness of current global issues. Of the pupils who responded to the questionnaire, almost all felt that the school expects them to behave well, though a small minority felt that pupils do not always treat each other with kindness or respect. Inspectors raised these issues in conversation with a significant proportion of pupils, almost all of whom expressed a contrary view. Pupils felt that on the rare occasions when unkindness occurs, it usually takes the form of an unkind comment or remark

that is of little lasting consequence. Pupils' behaviour in lessons, at break and lunchtimes is outstanding, including during an impromptu fire alarm. Pupils are unfailingly courteous and openly warm and friendly to one another and to visitors. These values of courtesy and kindness are modelled by committed staff, who create a strong sense of community in the school.

- 3.17 Pupils' social development is excellent. They work together extremely well, understanding how to achieve common goals and how to solve problems successfully. Pupils collaborate naturally and readily in lessons and in activities to improve their learning and to achieve shared objectives. This was demonstrated in the EYFS, where children worked together enthusiastically to run a play kitchen and, in a senior school geography lesson, where pupils collaborated supportively to achieve an enhanced understanding of rainfall patterns. Older pupils clearly enjoyed working together as they puzzled out how to erect a tent when practising for a DofE expedition, and in discussion pupils spoke proudly about the strong sense of community spirit fostered by the house system.
- 3.18 Pupils make an excellent contribution to the life of the school and, when opportunities permit, to the wider community. They embrace responsibilities from an early age with enthusiasm and a high level of understanding of the importance of serving others. Younger pupils speak proudly of their roles as 'buddies' and as anti-bullying ambassadors in the prep school. Senior school pupils in leadership roles have an extremely strong sense of service to the school community and a keen awareness of the importance of their responsibilities. Leading cadets in the CCF relish opportunities to instruct and guide younger recruits and house captains and prefects ably support the routines of the school by undertaking supervision duties. Pupil leaders also contribute significantly to the school community by modelling the school's values. For example, prefects recently devised and led a number of assemblies for younger pupils on the topical issues of racism and misogyny and on the importance of respecting each member of the school for who they are. Throughout the school, pupils are eager to lead and contribute to charitable fund-raising, such as the whole school campaign to collect and send donations to Ukrainian refugees, and the support given to the local foodbank. The support and encouragement of the school's leadership and staff for these charitable endeavours help to reinforce the strong sense of community and collective purpose in the school.
- 3.19 Pupils show great respect for all members of their school community. They readily welcome pupils of all backgrounds and show high levels of tolerance and sensitivity to those from different faiths or cultural backgrounds. Pupils spoke passionately about the importance of respecting differences and the need to accept and value people for who they are. They appreciate the PSHCE lessons that inform them about other cultures and remind them about what is and is not acceptable conversation and behaviour. Pupils' personal development is enhanced by the school leadership's encouragement of pupils from all faiths and backgrounds to lead assemblies and express their views through societies such as the diversity group and the pride society. In their questionnaire a very large majority of parents agreed that the school actively promotes values of democracy, tolerance and respect for other people, and inspection evidence confirms this view.
- 3.20 Pupils have an extremely strong sense of how to stay safe and healthy. They clearly understand the importance of maintaining a balanced lifestyle, including the value of a healthy diet and how to maintain a positive outlook. During the periods of remote learning pupils commented that they benefited from the willingness of staff to check regularly on their well-being. Pupils are highly sensitive to their own mental health needs and feel greatly supported by the work of the school's well-being centre and the willingness of the senior leaders and governors to invest in these resources to support pupils' mental health. In their questionnaire, most pupils agreed that the school encourages them to be healthy. Inspection evidence confirms that pupils relish the opportunities to take physical exercise and that they make informed choices from a nutritious lunchtime menu.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings, chapel and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Stephen Holliday	Reporting inspector
Mrs Clare Moore	Compliance team inspector (Assistant bursar, HMC school)
Mr Garry Binks	Team Inspector (Former head of department, HMC school)
Mr David Brown	Team inspector (Deputy head, IAPS school)
Mrs Elizabeth Hewer	Team inspector (Head, GSA school)
Mr James Slocombe	Team inspector (Head, ISA school)