



ISI Independent
Schools
Inspectorate

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

Luckley House School

January 2020



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School's Details

School	Luckley House School			
DfE number	872/6000			
Registered charity number	309099			
Address	Luckley House School Luckley Road Wokingham Berkshire RG40 3EU			
Telephone number	0118 978 4175			
Email address	narene.hall@luckleyhouseschool.org			
Headteacher	Mrs Jane Tudor			
Chair of governors	Mr John Richardson			
Age range	11 to 18			
Number of pupils on roll	304			
	Day pupils	285	Boarders	19
	Seniors	260	Sixth Form	44
Inspection dates	28 to 30 January 2020			

1. Background Information

About the school

- 1.1 Luckley House School is an independent co-educational day and boarding school for pupils aged between 11 and 18 years. The school is a charitable company and is overseen by a board of governors who are also company directors and trustees of the school. Luckley House originated as two separate schools for girls which merged in 1959. It first admitted boys in 2015. It is divided into the senior school and the sixth form. Boarders are accommodated in two houses on the main school campus.
- 1.2 Since the previous inspection the school has further improved its technology facilities, and the number of boys in the school has grown.

What the school seeks to do

- 1.3 Luckley House School is built on the Christian foundations of love and service. It aims to enable pupils to thrive in a secure and encouraging environment, thereby equipping each individual to be resourceful and resilient, and ready to take on life's many challenges and opportunities.

About the pupils

- 1.4 Pupils come from a range of professional backgrounds, mostly from families living within a 15-mile radius of the school and around a tenth from overseas. Data provided by the school indicates that the ability of pupils is broadly average compared to those taking the same tests nationally. The school has identified 73 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, eight of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 25 pupils, whose needs are supported by their classroom teachers, and 14 of these pupils receive additional support for their English. Data used by the school has identified 24 pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, art, drama or music.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

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

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

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015 and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have been in line with the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 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 and the school's arrangements for guardianship are suitably managed.
- 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. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

2.15 The standard relating to the provision of information [paragraph 32] and 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 good.
- Pupils' skills in using information and communications technology (ICT) are very well developed.
 - Pupils are very effective independent learners who can sustain focus on long-term individual research projects.
 - Pupils have highly positive attitudes to their work, and participate in learning with enthusiasm, both individually and as part of a group.
 - Pupils sometimes make less progress than they could when teaching and marking does not clarify how they can improve their work.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils mix well and are very supportive of each other, particularly in boarding.
 - Pupils understand and respect school rules very well and take full responsibility for their own behaviour.
 - Pupils have a highly developed appreciation of the non-material aspects of life.
 - Pupils display maturity, self-confidence and self-awareness, and readily take on responsibilities.

Recommendations

- 3.3 The school is advised to make the following improvements:
- Ensure that pupils have the opportunity to make the progress of which they are capable more consistently in all lessons.
 - Enable pupils to further develop their understanding by ensuring there is clearer guidance given on how to improve their written work.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Data provided by the school indicates that the ability of pupils, both in the senior school and the sixth form, is broadly average compared to those taking the same tests nationally. In the years 2017 to 2019, pupils made good progress at GCSE, and their results were above the national average for maintained schools. At A level, pupils achieved results broadly in line with the national average for maintained schools. At GCSE pupils consistently achieve slightly higher grades in both English and mathematics than those of the same ability nationally. The school's leadership has already identified science as an area of the curriculum where GCSE grades are lower than is expected for the same pupils. The large majority of sixth form pupils are successful in gaining admission to their first or second choice of university, often to competitive institutions and courses. The achievement of the most able pupils, and those with SEND or EAL is good overall, although in 2018 and 2019 some pupils with SEND made slower progress than their peers. There are too few boarders for their comparative achievement to be commented on in detail.

- 3.6 The knowledge, skills and understanding of the pupils are good and often excellent across the curriculum. In a GCSE history lesson for example, pupils made rapid gains in understanding of factors leading to public health improvements in the 19th century and were able to consider long-term and short-term perspectives when evaluating the impact and importance of individuals. In an English lesson, GCSE pupils displayed an excellent grasp of technical terms and a strong understanding of the historical-literary context of the text of *Dr Jekyll and Mr Hyde*. Teachers have strong subject knowledge, and they know their pupils well. This means they can plan and teach lessons which deepens pupils' understanding. In their responses to the pre-inspection questionnaires, the very large majority of parents said that the teaching in the school enables their child to make progress. In a small number of lessons, pupils' knowledge, skills and understanding develop less slowly when teaching does not fully engage pupils' attention.
- 3.7 During the scrutiny of pupils' books, inspectors found that the most effective marking provides helpful guidance in showing pupils how to improve their work. Often pupils respond to this marking, adding further points to improve the quality of their answers. However, the quality of teachers' marking and feedback is inconsistent across the school. A small minority of pupils in the pre-inspection questionnaire said that teachers' feedback and marking did not help them to improve, and they confirmed that view in discussions.
- 3.8 Pupils develop excellent communication skills. They listen attentively in assemblies, and in lessons they pay close attention both to their teacher and to the views of other pupils. For example, in a GCSE music lesson, pupils discussed a Beethoven piano sonata in a very erudite way, using some highly technical musical terms. In a lower school drama lesson, pupils used words, actions and props in novel, interesting and highly effective ways to tell stories of Ancient Greek gods and goddesses. In their written work pupils express themselves with considerable accuracy in terms of spelling, punctuation and grammar. They learn very effectively how to put forward a convincing argument in their written essays in many subjects. In a lesson on *Othello*, sixth form pupils asked highly intelligent questions, both of the text itself, and one another's interpretations of the text, showing an ability to understand complex literary language.
- 3.9 Pupils develop good numeracy skills across the school. Pupils achieve highly in mathematics and make rapid progress: in 2019, almost all pupils gained at least a GCSE grade 4 in the subject. Pupils are confident in applying their numeracy skills in other subjects. In a religious studies lesson, GCSE pupils were able to easily interpret statistical data in graphical form and draw sound conclusions about socio-historical trends on marriage and divorce in England during the 20th century. Sixth form pupils in a physical education lesson could understand and explain the units of measurement of air pressure, relating them to processes relating to breathing for athletes. When inspectors spoke to pupils, they confirmed that they felt confident in using and applying their mathematical knowledge in other lessons and subjects.
- 3.10 Pupils of all abilities develop excellent information, communication and technology (ICT) skills throughout the school. All pupils are provided with a notebook computer, which they are encouraged to use as part of their everyday learning in all their subjects. Younger pupils of different abilities in a science lesson, for example, used appropriate software effectively to deepen their understanding of sexual reproduction, while pupils in a GCSE mathematics lesson used revision programmes to help them practise their skills in preparation for a public examination. In a religious studies lesson, younger pupils with specific needs competently used word processing technology in order to make the same high rates of progress as their peers. Pupils make notes on their notebook computer in many lessons, and they told inspectors that they found this an efficient way to store and organise their work.

- 3.11 Pupils develop excellent study skills across the school. Pupils are used to working with a high degree of independence. In a GCSE French lesson, for example, pupils would get up to consult a dictionary, or look up unfamiliar vocabulary on their notebook computer before asking their teacher for help. In a GCSE physical education lesson, pupils were able to quickly identify gaps in their own knowledge following return of their mock exam results, and plan how to fill these gaps, reflecting maturely and productively on how to improve performance in future tests. Younger pupils work with independence, initiative and creativity on long-term research projects which form their homework in the majority of subjects in Years 7 and 8.
- 3.12 Pupils of all ages participate and achieve well in a wide range of extension activities to support their achievement in the curriculum, and in an extensive programme of co-curricular activities and visits. Pupils are very successful in music competitions, with pupils from the school being selected for national choirs and representing the region in a national musician of the year competition. Around 80 pupils sit external music examinations each year, with ten pupils this year achieving grade 8 and two reaching diploma level. School sports teams have achieved success in national finals in swimming and girls' cross country running. Pupils from the school compete at elite level in football, gymnastics and ice dancing. Each year pupils achieve success in the Duke of Edinburgh (DoE) award scheme at bronze, silver and gold levels.
- 3.13 Pupils' attitudes to learning are very positive throughout the school. They are highly productive in individual work, for example when tackling with enthusiasm the learning of new verbs in a German lesson. Pupils are active participants in lessons and enjoy being actively engaged in lessons and putting forward their point of view. Almost all pupils concentrate very well, and they can recall relevant learning from previous lessons very well, making sophisticated links with their prior knowledge of a topic. In a sixth form psychology class, for example, the lesson started with a card game to help pupils recall subject knowledge and terminology from the previous lesson, before embarking on new learning about explanations of schizophrenia. Pupils are very willing to work in pairs or as part of a larger group, and they show creativity and initiative in deciding how to approach their work.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils across all year groups are thoughtful, mature young people who understand themselves well. They are resilient in lessons, and persevere, even if they find tasks difficult. They are keen to improve their work and performance, and in most, but not all, subjects they are able to do this because teachers provide effective feedback on their performance. In a mathematics lesson, for example, GCSE pupils showed an excellent awareness of their ability in the subject, and a clear understanding of what they needed to improve, owing to the teacher's skilful use of mark schemes, corrections and self-evaluation sheets. In a physical education lesson in preparation for a gymnastics routine, younger pupils explored a range of movements to assess for their effectiveness in a competition. They showed a strong degree of self-understanding and could identify what was effective in their various approaches, because the well-directed lesson gave them space for creativity with frequent pauses for pupils to reflect and analyse their performance. Boarding pupils have an excellent level of self-confidence and self-assurance. They are extremely comfortable talking to adults and pupils from different cultures and age groups, and are confident, independent learners.

- 3.16 Pupils take responsibility for their own decisions and can consider them with self-awareness and maturity. Pupils told inspectors that they feel well-supported in making decisions about GCSE subject choices and are aware of the link between some GCSE choices and possible A-level options. Pupils say they have developed their recognition of the importance of planned decision making through the comprehensive careers advice and *Life Skills* programme. In lessons, older pupils show an excellent ability to choose appropriate evidence and suitable arguments to deploy in support of their views. Pupils of all ages choose from a wide range of co-curricular activities, and benefit from many opportunities to develop their leadership skills. Older pupils fulfil their responsibilities well in supporting younger ones. Boarders told inspectors they develop the confidence to make decisions on what they need do: for example, to go on a trip or not, or whether to tidy their room.
- 3.17 Pupils show a well-developed understanding of, and appreciation for, the non-material aspects of life, reporting that *Life Skills* and tutor group discussions are a key source of opportunities to discuss important topics and non-material issues. In a religious studies lesson younger pupils demonstrated an excellent grasp of complex theological concepts, having an understanding not only of technical vocabulary e.g. omnipotence, but of the spiritual significance for Christians. In a sixth form art lesson, pupils were observed appreciating the wonder of natural photographic techniques in developing photographs using the sun's ultra-violet radiation, articulately describing the visual impact with obvious personal delight at the outcomes. At the school's 'Bible and Cake' club pupils from Years 7 to 11 choose to spend lunchtime in each other's company talking about religious and non-religious matters. They play games and readily discuss theological questions. Pupils told inspectors that they take time to reflect in quiet spaces, in the library or in the woods that form part of the school grounds.
- 3.18 Pupils show excellent moral understanding and take full responsibility for their own behaviour. They appreciate the need for rules, both in school and in wider society. Pupils feel the school rules are fair, and few have any difficulty in complying with them in order to make the school a peaceful and harmonious learning environment. They demonstrate this through their extremely good behaviour in lessons and around the school, and through the courtesy and consideration that they show to others. In their responses to the pre-inspection questionnaire, almost all pupils said that the school expects them to behave well, and almost all parents said that the school actively promotes good behaviour. Pupils can recognise their own poor behaviour and voluntarily apologise where appropriate. Inspectors witnessed many opportunities in the curriculum for pupils to nurture their sense of morality, for instance when considering the ethics of 19th century public health, social responsibility in Dicken's *A Christmas Carol*, and the merits and dangers of segregation by religious faith in schools.
- 3.19 Throughout the school, pupils display strong social awareness. They collaborate very well with each other in lessons because teachers give them a suitable variety of well-structured tasks in lessons, and because pupils are mutually supportive of each other's learning. In a GCSE physics lesson, for example, when one pupil had given a wrong answer, other pupils respectfully discussed why this answer could not be correct and deduced what the correct answer was. In a religious studies lesson on the Incarnation, younger pupils readily offered one another constructively critical feedback to a written answer, showing not only their own understanding of the topic, but empathy for one another. Pupils told inspectors that they appreciate being allowed to work with friends on a topic, especially those involving sensitive issues. Pupils benefit from many opportunities to develop their social and collaborative skills, whether as part of a sports team or musical ensemble, in a school play or production, or through participation in the DoE award scheme. Boarding in particular plays a strong role in promoting pupils' social skills. Boarders enjoy being with others in the boarding house, and recently introduced strategies to help boarders to integrate, especially those with EAL, are making a positive impact on boarders' social development.

- 3.20 Pupils understand the need to contribute to the school and to the wider community. They respond well to the opportunities the school gives them to take on positions of responsibility, and pupils take the initiative in organising some school events. Pupils can act as prefects in the lower school and upper school, form captains, eco-reps and members of Forum (the school council). Scholars help younger pupils within their area of expertise so, for example, drama scholars help backstage with younger pupils' drama productions. In a sixth form tutor group, one pupil successfully ran a "No Make-Up Wednesday" and now plans to extend the idea to younger year groups and use it to raise money for charity. Pupils told inspectors that they enjoy being involved in whole-school and form-based charitable work and community service.
- 3.21 Pupils understand the importance of diversity in society, and the value of treating everyone equally, particularly in this school in which pupils come from a variety of cultural backgrounds. In the pre-inspection questionnaires, a very large majority of pupils said the school encourages them to respect and tolerate other people, and almost all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people. Pupils say that there is no hierarchy of different cultures and beliefs in the school. They say that, as a church school, Christianity is prominent but that pupils of other faiths or of none are equally welcome, and all have opportunity to express their views and worship freely. Boarders in particular have a highly tuned sense of respect for different cultures. They appreciate opportunities to celebrate other cultures and traditions.
- 3.22 All pupils know how to live healthily. They understand the importance of exercise and physical fitness and take full advantage of the range of co-curricular sports opportunities on offer. Pupils take responsibility for their own sports development in the after school 'Let them play' club. Pupils show an excellent awareness of the importance of a healthy, active lifestyle. This is supported by the school's open approach to sport that encourages all pupils to be involved at whatever level they can. Pupils know about the importance of good diet and make suitably healthy choices. In the pre-inspection questionnaires, a very large majority of parents agreed that the school encourages their child to adopt a healthy lifestyle. Pupils have a good understanding of how to keep themselves safe, including a keen awareness of the potential dangers posed by the internet, and they have a range of strategies to stay safe whilst online. Pupils are resilient, but will seek support if needed, and say they have the opportunity to discuss in lessons any matters that might relate to mental health.

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 governors, including the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Michael Phipps	Reporting inspector
Mrs Christine Rees	Compliance team inspector (Former head of boarding, HMC school)
Mrs Wendy Martin	Team inspector for boarding (Head, Society of heads school)
Mr Michael Brewer	Team inspector (Head, Society of heads school)