



ISI Independent
Schools
Inspectorate

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

St George's School Windsor Castle

November 2022

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School's Details

School	St George's School Windsor Castle			
DfE number	868/6006			
Registered charity number	1100392			
Address	St George's School Windsor Castle Windsor Castle Windsor Berkshire SL4 1QF			
Telephone number	01753 865553			
Email address	enquiries@stgwindsor.org			
Head	Mr William Goldsmith			
Chair of governors	Mr Martin Stanford			
Age range	3 to 13			
Number of pupils on roll	335			
	Day pupils	312	Boarders	23
	EYFS	69	Pre-Prep	113
	Prep	103	Senior Prep	50
Inspection dates	29 November to 1 December 2022			

1. Background Information

About the school

- 1.1 St George's School is an independent, co-educational day and boarding school. The school was founded in 1348, in Windsor Castle, to educate the boy choristers of St George's Chapel. In 1895, the school moved to a nearby building just outside the castle walls and began to accept non-chorister pupils. In 1996, the school became co-educational and introduced a pre-preparatory department.
- 1.2 The school is a registered charity with a board of governors who provide proprietorial oversight. The board includes the Dean and two Canons of Windsor *ex officio*. The current head has been in post since January 2019. The lay chair of governors was appointed in November 2018.
- 1.3 There is one boarding house with separate accommodation for male and female pupils who board on a weekly and flexible basis. Twenty-three choristers board from Sunday to Thursday.
- 1.4 Since the previous inspection, the school has announced that girls now sing alongside boys in the St George's Chapel Choir; the structure of the school is now Pre-Prep, Prep School (Years 4-6), and Senior Prep (Years 7 and 8); the Senior Prep is accommodated in a separate, dedicated building; and boarding facilities have been updated and renovated.

What the school seeks to do

- 1.5 The school seeks to ignite inquiry, instil a passion for learning and foster Christian values. Through inspirational teaching, it aims to ensure children develop the mindset and skills to navigate life's opportunities and contribute to a global society as honest, courageous and kind individuals, ready for the real world.

About the pupils

- 1.6 Pupils come from families with a range of professional and business backgrounds who live close to the school. Assessment data provided by the school indicates that the ability of pupils is above average compared to others taking the same test nationally. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, ADHD, ASD and other social skills; 32 receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 10 pupils, with two pupils receiving specialist support for their needs. The school modifies the curriculum for pupils identified as more able.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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, 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 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, 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 2022, 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 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 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. Boarders have access to a suitable programme of activities.
- 2.4 Pupils receive relationships education in the pre-prep and prep school and relationships and sex education in the senior prep 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.
- 2.5 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. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. 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 13, 17 and 21 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 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 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 3, 5–12, 15, 16 and 20 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. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 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. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standard relating to the provision of information [paragraph 32] and NMS 1 are 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, and identifying those relating to the boarding provision.
- 2.18 **The standard relating to the handling of complaints [paragraph 33] and NMS 14 are 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. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standard relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils' achievement, particularly in musical performance, is outstanding.
- Pupils' knowledge, skills and understanding develop extremely well as they progress through the school.
- Pupils are exceptionally accomplished communicators.
- Pupils' study skills are extremely well developed.
- Pupils demonstrate highly positive attitudes across all aspects of their learning.

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

- Pupils throughout the school demonstrate extremely high levels of self-confidence and self-awareness.
- Pupils demonstrate a mature sense of moral responsibility.
- Pupils develop extremely strong collaborative skills and enjoy opportunities to work and learn together.
- Pupils' contribution to their school and the wider community is exceptional.
- Pupils clearly value the inclusive, welcoming and culturally diverse nature of their school.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to build upon and extend their existing high quality core learning skills in the outdoor learning environment.

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 demonstrate excellent levels of academic achievement as a result of teachers' high expectations and nurturing pastoral care. The relentless commitment of senior leaders ensures pupils attain strong results in externally standardised tests, and their performance in senior school entrance examinations is highly successful. Tracking and monitoring procedures enable teachers and leaders to identify relative areas of weakness in the curriculum and the performance of cohorts and individual pupils,

leading to interventions being provided to support and stretch pupils where appropriate. In standardised assessments pupils make good progress over their time in the school and often rapid progress in individual subjects. Pupils with SEND make equally good progress, often from considerably lower starting points. English and mathematics assessment data provided by the school, indicate that the vast majority of pupils attain at a significantly higher level than those taking similar tests nationally. A number of pupils receive scholarships to their senior schools in recognition of their academic attainment.

- 3.6 The knowledge, skills and understanding of pupils develop extremely well as they progress through the school, benefitting from high quality resources, a challenging and engaging curriculum, and passionate teaching. Pupils are inspired to be courageous in their learning and in this respect the school successfully meets one of its aims. Almost all pupils who responded to questionnaires agreed that their teachers know their subjects well, and know how to help them learn so that their knowledge and skills improve in lessons. Pupils display an excellent understanding of how to apply previous knowledge in order to achieve a high level of success. For example, in a Year 2 swimming lesson, pupils demonstrated excellent knowledge of the techniques needed to perform breaststroke. Year 6 pupils demonstrate high levels of knowledge and understanding within their aesthetic and technological studies, for example, when making products in design technology and discussing the density of materials and thermoplastics. In science, pupils in Year 7 demonstrated excellent understanding of chemical reactions. Pupils have inquisitive minds and ask pertinent and interesting questions. Boarders, particularly choristers, feel that the routine of the boarding house enhances their ability to achieve academic progress as a result of staff being available to help them.
- 3.7 Pupils' communication skills are exceptionally well developed. They speak with confidence and need little encouragement to contribute to discussions and debates both in the classroom and beyond. In discussions all expressed their love of drama, public speaking and performing in productions and clearly enjoy seizing every opportunity they are given to develop these skills. Pupils' listening skills are well-honed, as can be observed in lessons across the school where they are respectful and engaged. Pupils are good listeners in philosophy and ethics and have regular debates where they listen to others' opinions, a skill which forms a key part of their Senior Prep learning values. From the earliest age, children enjoy reading. Pupils are able to use a sophisticated range of grammar, idiom and vocabulary to describe their ideas. For example, pupils in Year 8 discussed what characteristics a villainous and evil character might have, reading and re-drafting their writing using techniques such as hyperbole, metaphor, simile and personification. Pupils have excellent comprehension skills, as seen when they researched Ernest Shackleton. They explored the characteristics of the crew members and wrote letters of application, listing the personal qualities and understanding required to have the fortitude and resilience required.
- 3.8 Pupils display high levels of competency in their numeracy and apply their skills extremely effectively across a range of subjects. They make rapid progress in their numerical understanding because of the engaging teaching and well-planned curriculum which both supports and accelerates their mathematical development as they move through the school. For example, children in Reception analyse data to create tally charts and explore how this can be presented. Pupils in Year 6 solve word problems involving the four main operations, and more able pupils tackle extension tasks beyond the level required for the normal syllabus. Pupils in Year 7 work confidently between mixed numbers and improper fractions. More able pupils extend their working by multiplying and dividing improper fractions. Pupils in Year 8 describe integer values of inequalities on number lines with clarity and confidence and can apply their understanding when considering tolerance levels in design technology.
- 3.9 Pupils are highly adept in their use of information and communication technology (ICT). They gain generic skills through discrete ICT lessons and apply these with flair and imagination in different learning environments. For example, in Reception, children use applications to see and label their internal organs as part of a science topic, and gather data to display their findings in a bar graph online. From Year 3, pupils use their own devices as an embedded aspect of their learning to research a wide

range of topics. For example, symptoms of malaria and the use of quinine, Charles Darwin, and countries competing in the World Cup. Pupils have an exceptional grasp of cyber safety, as seen in a Year 7 ICT lesson, where they recognise phishing emails, potential dangers of fake news, and digital footprints. Pupils in Year 6 use software to create scene change music for a production of *Treasure Island*.

- 3.10 Pupils' study skills are extremely well developed because of the effective promotion of the core learning values throughout the school. Pupils learn how to approach their studies by being proactive, independent, collaborative, courageous and curious learners. Pupils in Year 7 work in pairs to identify chemical changes in science and as a result form hypotheses drawing upon each other's understanding of combustion and behaviour at an atomic level. Across all ages, pupils make rapid progress as they challenge their understanding through applying higher order thinking skills to their learning. For example, pupils in Year 6 reflect upon their theme of journeys and create collaborative pieces about equality by linking their work to their studies around LGBTQ+. In art, pupils in Year 8 draw upon a number of resources to create their *My Surroundings* project. In discussion, pupils spoke enthusiastically about making predictions in their thinking, for example in maths and science, and taking leadership of their learning, for example, in art and English.
- 3.11 Pupils' life beyond the classroom is busy, varied and highly enriched by the plethora of extra-curricular activities available to them. Senior pupils thrive on the opportunities they embrace to lead within the school. Their successful commercial radio station, *Castleside*, exemplifies this innovative and independent approach. Whilst competitive sport against other schools is a major feature of the school diary, the school's values underpin their approach to these fixtures, namely that the pursuit of excellence, teamwork and honesty rise above the drive to win. A 'sport for all' approach enables pupils to develop through a staged programme of play, participation, progression and performance through their school years. This results in highly successful sportsmen and women in a variety of sports. Performance and creativity are further developed beyond the classroom and participation in a wide range of activities is a central pillar of the pupils' experience. Pupils' individual and group performance in music is of an exceptionally high standard. Pupils regularly achieve the highest grades in external music and drama examinations. Choral singing is a major feature of school life. Choristers develop their already exceptional ability to sing as members of the choir of the Chapel of St George at Windsor Castle whilst the majority of others sing in one of three choirs available to them at school. Pupils enjoy participating in a range of performances in and out of school. Many pupils receive music scholarships to senior independent schools with competitive entry requirements.
- 3.12 Pupils demonstrate highly positive attitudes towards their learning across all aspects of school. They are conscientious and engaged in their lessons and display a genuine desire to succeed in all that they attempt. All parents who responded to the questionnaires, agreed that the school equips their children with the team-working and collaborative skills they will need in later life. Boarders enthusiastically describe their appreciation of the rich and varied activities on offer, taking every opportunity to try out new interests and engage their passions. There is a robust ethos throughout the school which successfully encourages individuality, creativity, responsibility and independence. The school's leadership recognises that these skills need to be continually sharpened in diverse situations, and is intending to develop use of the outdoor environment to provide pupils with increasing challenge. The attitudes, approach and independence of the pupils is exceptional from the early years where they are encouraged to become self-aware in the organisation of their belongings, to the upper years where pupils reflect on their personal qualities. This was demonstrated when pupils in Year 7 reflected on areas of achievement and successes, identifying opportunities to show leadership and prove their skills to themselves and others.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils throughout the school demonstrate high levels of self-confidence and self-awareness, supported by the strong pastoral care they receive from their teachers and from boarding staff. Pupils are confident that the school supports and encourages them to succeed in all they attempt and as a result they respond to challenge with enthusiasm, courage and confidence. From the youngest to the oldest, pupils are encouraged not to fear failure, but to learn from their mistakes and this ethos promotes their confidence and work ethic. Reception pupils demonstrate high levels of self-esteem, grit and perseverance in rugby when throwing the ball through moving hoops and completing circuits. Pupils are reminded through wall displays in corridors how positivity and a growth mindset support their learning and development, and apply these skills increasingly consistently as they move through the school. Boarders reported how they had overcome their initial uncertainties and developed resilience and independence, confident in the knowledge that they have the support of a strong pastoral team. The vast majority of parents who responded to the questionnaires stated that the school helps their children to be confident and independent in fulfilment of the school's aim to develop in their children the mindset and skills to navigate life's opportunities and to contribute to a global society as honest, courageous and kind individuals, ready for the real world.
- 3.15 Pupils understand the importance of making the right decisions. They know how their choices may impact on those around them as well as their own success. Pupils learn to make decisions from an early age, such as when Reception children choose their own activities, completing tasks such as role play in the doctor's surgery, bead threading, exploring colours and constructing designs with wooden objects. Boarders appreciate having opportunities to make decisions and they talk confidently about a range of issues with boarding staff. Through mechanisms which are both formal and informal, boarders feel they have a say in how the house is run. In Year 8, pupils are able to work independently on circuit boards in design technology while being aware of safety rules for different materials and when soldering. Pupils play very well together during breaktime, using the space wisely to avoid collisions and choosing different activities to engage in to develop their interests and broaden friendship groups.
- 3.16 Throughout the school pupils gain a mature awareness of their own strengths and weaknesses as they reflect on their community and their place within it. Pupils' spiritual awareness is enhanced by the strong connection to St George's Chapel, and in particular, the opportunities afforded to the choristers to perform at the very highest levels in a venue of such religious, historical and architectural significance. Boarders appreciate the strong sense of belonging to a community, describing the boarding house as a caring environment. Pupils articulate their aesthetic appreciation of their proximity to Windsor Castle and have a deep appreciation of the support they receive from pastoral team and the wellbeing hub. Pupils have an excellent understanding of world faith as a result of their exposure to a range of different religions within their peer group. This is extended through the PSHE programme and assemblies which draw upon the embedded values for learning across the school. Parents and visitors often join the school community to share their experiences. For example, during the inspection where a visitor explained the bar mitzvah ceremony within Judaism.
- 3.17 Pupils demonstrate an extremely highly developed sense of moral responsibility. All parents and almost all pupils responding to the questionnaires, agreed that the school expects pupils to behave well. Pupils understand the need to be kind towards each other and demonstrate an excellent understanding of what is right and wrong. Whilst a minority of pupils in the questionnaires disagreed with the statement in the questionnaires about pupils always being kind and respectful to each other, in discussions they explained this was related to over-exuberance in the playground and the need to extend their kindness at all times. Pupils spoke clearly about being encouraged to reflect upon any transient misdemeanours as part of the wellbeing programme. Pupils have a positive attitude towards the rules and systems within their school and speak with confidence about the kindness code. This was demonstrated when pupils reflected on the life of Malala and referred to the quote on the

corridor wall supporting their view that we all have a duty to do the right thing and change the world for the better. Boarders feel that the boarding house uses an effective system of praising and recognising good behaviour. The “secret boarder” initiative motivates them to demonstrate the very highest standards of behaviour.

- 3.18 Pupils develop strong social and collaborative skills and enjoy opportunities to work together. Pupils in Year 8 further develop teamwork skills in the annual team building days. For example, boarders help out with issues such as homesickness and getting to know routines for new boarders, understanding what it feels like to be a newcomer and showing good empathy. Pupils demonstrate a strong sense of loyalty and pride in their school. In keeping with the aims of the school, they demonstrate a passion for learning and foster Christian values. They undertake their roles and responsibilities with dedication, as they work happily together. During the St George’s Award presentation, pupils in Year 4 worked together effectively to achieve a common goal in designing a display.
- 3.19 Pupils are highly aware of the needs of others and are consistently willing to help each other in class and beyond. Through the St George’s Award pupils become aware of the challenges facing many people outside the school community. Pupils in Year 6 confidently articulated that they can make a difference doing the small things, further exploring the idea that acts of kindness are worth more than economical value, when discussing their support for a Windsor homeless project. In Year 8, pupils can opt to become subject ambassadors, utilising their spare time to help with younger pupils in the school, fostering a culture of role modelling and helping others. In discussions, pupils confirmed that their views and ideas are listened to, and well-planned opportunities exist for pupils to support others and engage effectively in a wide range of charity work.
- 3.20 Pupils strongly value the inclusive, welcoming atmosphere of their diverse school community and they speak convincingly of their understanding that everyone is unique and special. Pupils in Year 2 respect others as demonstrated by their sensitive response to the work of Amanda Gorman. They created hill paintings based on her poetry and reflected on challenges they have positively overcome in their lives. Pupils from a wide range of different cultural and ethnic backgrounds mix extremely well, notably in the boarding house. During boarder discussions, they describe a sense of respect for each other, regardless of background, and describe a deeply embedded ethos of inclusivity. In English, pupils in Year 7 were clearly interested to learn more about the troubles in Northern Ireland in the early 1970s. They asked pertinent and relevant questions to aid their understanding of the reasons behind the conflicts.
- 3.21 Pupils have an excellent understanding of how to keep themselves safe physically, mentally and online. The vast majority of parents responding to the questionnaires agreed that the school encourages pupils to adopt a healthy lifestyle and every parent stated that boarding staff understand and are responsive to the needs of their children. Pupils display competency in their understanding of how to look after themselves online, supported by discrete ICT lessons. Pupils discuss the ramifications of cyberbullying, make mature inferences, and explore what personal qualities it might take to be an upstander. Boarders have an excellent understanding of how to keep healthy, through the many sporting opportunities and extra-curricular clubs on offer. In a Year 6 food technology lesson, pupils confidently described what makes a balanced diet and healthy lifestyle. They explained that before a rugby match you might want to eat carbohydrate for slow-release energy if you want to last the duration of the match. In practical subjects, such as design technology and science, pupils clearly understand the safety elements associated with practical aspects. Pupils feel safe in their school and in discussions are grateful to the staff who support and care for them.

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 a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, evensong and assemblies. Inspectors visited boarding houses and 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 Alexander Mitchell	Reporting inspector
Miss Claire Bailey	Compliance team inspector (Head, ISA school)
Mr Mark Wallace	Team inspector (Headteacher, ISA/SoH school)
Mrs Jean Hambley	Team inspector for boarding (Deputy head, HMC/IAPS school)