



ISI Independent
Schools
Inspectorate

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

Durham Cathedral Schools Foundation

March 2023

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School's Details

School	Durham Cathedral Schools Foundation			
DfE number	840/6000			
Registered charity number	1023407			
Address	Durham Cathedral Schools Foundation Quarryheads Lane Durham County Durham DH1 4SZ			
Telephone number	0191 731 9270			
Email address	principal@dcsf.co.uk			
Headmaster	Mr Kieran McLaughlin			
Chair of governors	Mr Robert Ribchester			
Age range	3 to 18			
Number of pupils on roll	738			
	Day pupils	663	Boarders	75
	EYFS	51	Juniors	211
	Seniors	352	Sixth Form	124
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Durham Cathedral Schools Foundation was founded in 2021 as a result of the merger of Durham School and The Chorister School. The Foundation is a co-educational independent day and boarding school located on three sites, half a mile apart within the centre of Durham. Durham School, for pupils aged from eleven to eighteen, offers boarding in three single sex boarding houses. The Chorister School educates pupils from five to eleven and includes one boarding house. Children in the Early Years Foundation Stage (EYFS) and pupils aged three to seven are educated at the Bow site. The Foundation is the choir school for Durham Cathedral and is owned and governed by a charitable trust, administered by a board of governors.
- 1.2 Since the previous inspection, merger arrangements have been completed, science, design technology and library facilities have been refurbished and boarding houses updated.

What the school seeks to do

- 1.3 Within a community shaped by moral integrity and kindness, Durham Cathedral Schools Foundation aims to cultivate responsibility and ambition, to ensure that every pupil can thrive, be happy and make a positive mark in the world.

About the pupils

- 1.4 Pupils come from a variety of economic and ethnic backgrounds, with half of boarders from overseas. Data indicate that pupils' ability in the preparatory section is broadly average compared to others taking the same tests nationally. In the senior section it is above average, and in Years 12 and 13 broadly average for pupils studying A levels. The school has identified 144 pupils as having special educational needs and/or disabilities, including dyslexia, 66 of whom receive additional specialist help. Five pupils have an education, health and care plan. English is an additional language for 81 pupils, whose needs are supported by classroom teachers, with 26 receiving additional support. Data used by the school have identified 95 pupils as being more able. The curriculum is modified for them and for other pupils because of their talents in sport or music with additional arrangements for choristers.

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. 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, 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 2020 to 2022 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships education in the junior 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 pupils

- 2.7 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.
- 2.8 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

- 2.9 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 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.
- 2.11 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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for 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.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.16 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.
- 2.17 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.19 The standard relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.21 The standard relating to leadership and management of the school [paragraph 34] and NMS 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 are high achievers who excel academically and across a wide range of co-curricular activities.
- Pupils of all ages demonstrate excellent communication skills.
- Pupils confidently apply higher-order thinking skills to rapidly extend their academic knowledge.
- Pupils display excellent attitudes towards their learning, approaching their studies with purpose and diligence.

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

- Pupils are extremely self-confident and resilient: they are reflective and know how to improve their learning.
- Pupils demonstrate a highly developed moral sense, taking responsibility for their own behaviour and being sensitive to the needs of others.
- Pupils display a mature social awareness, working together with enjoyment and an excellent sense of purpose.
- Pupils of all ages are respectful of each other and understand the value of diversity in their community.

Recommendation

3.3 The school is advised to make the following improvement.

- To improve the learning experience for pupils in the senior school through more consistent access to information and communication technology (ICT) across the curriculum.

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 an extremely high level of achievement in their academic studies and through their co-curricular commitments. This reflects the successful realisation of the school's ambitious aims to cultivate in pupils a desire to succeed in all that they attempt. Pupils' attainment at A level in 2022 was strong, with almost half of results at A* to A and almost three-quarters at A* to B. This high level of attainment mirrors the centre- and teacher-assessed results in 2020 and 2021 when well over half

of results achieved were at top grades. In 2022 over half of GCSE results were graded 9 to 7. Data indicate similar attainment in 2020 and 2021 in the centre- and teacher-assessed assessments. This extremely high level of attainment is a consequence of the pupils' excellent attitudes towards their learning, supported by teaching which demonstrates a high level of subject knowledge combined with good quality resources. On entry to the senior school, almost all pupils have an ability above others taking similar ability tests nationally. Data analysed show that pupils make rapid progress in their knowledge, skills and understanding as they move through the school, most achieving higher examination grades than expected from this data. Younger pupils make similarly rapid progress, as they transition through the preparatory school. Children in the Early Years Foundation Stage (EYFS) demonstrate strong progress in the development of their motor skills and understanding of numeracy and literacy. There is no significant difference in attainment between the different groups throughout the Foundation, and pupils with SEND and EAL consistently make excellent progress over time. The very large majority of parents state in their responses to the pre-inspection questionnaire that the teaching they receive enables their children to make progress. Pupil responses corroborate this.

- 3.6 Pupils demonstrate an excellent subject knowledge and apply their understanding effectively across all areas of their learning. Children in the Nursery planting seeds, confidently explained what was needed for their seeds to grow and accurately determined the amount of soil required. In a science lesson, Year 4 pupils displayed a secure understanding of the consequences of melting ice on sea levels. Year 13 pupils discussed the premise of appropriate checks and balances to moderate the power of political leaders, drawing evidence from source documents and making cogent points. Pupils take pride in the high standards they achieve and diligently apply their skills to develop their knowledge and understanding. They are strongly supported by a well-structured, challenging curriculum and by teaching that is characterised by excellent subject knowledge, planning and awareness of the individual needs of pupils.
- 3.7 Throughout the Foundation, pupils are highly effective, confident communicators. They speak and write with confidence, expressing complex concepts clearly and sensitively. Following a visit to school by real life owls, Year 6 pupils employed well-chosen figurative language in their owl poems to describe the natural brutality of beaks and glaring eyes. Drama pupils in Year 9 effectively used vocal and physical skills to communicate their ideas to their peers. Year 10 pupils in a classics lesson, competently explained the context of Odysseus in terms of the rules of hospitality in ancient Greece. As part of science week, Year 12 pupils visited a French lesson, demonstrating excellent communication skills as they demonstrated and explained three scientific experiments to the Year 9 class. Pupils of all ages demonstrate exceptionally high levels of achievement in their written work from the careful letter formation in the EYFS to the high quality of presentation in the EPQ theses submitted by senior pupils. Pupils rapidly develop excellent communication skills, encouraged by the classroom ethos of positive interaction and the many opportunities for participating in debate and discussion. Pupils develop excellent listening skills. In particular, choristers show an exceptional capacity to heed the precise instructions involved in the creation of high-level cathedral music.
- 3.8 Pupils display strong numeracy skills and apply these competently across the curriculum. Pupils in Year 3 showed an excellent understanding of equivalent fractions, confidently using correct terminology such as numerator and denominator. In a Year 11 physics lesson, pupils using dice effectively modelled the random statistical nature of radioactive decay. They plotted results graphically, testing these to show that the curve was exponential, and accurately calculating the half-life from their graphs. Pupils in a life and wellbeing education lesson (LWE), competently drew Venn diagrams to illustrate the interaction between relationships; while Year 9 pupils in a chemistry lesson used their strong numerical understanding to calculate the mass of chlorine isotopes. Supported by the well-planned development of their numeracy skills, pupils routinely apply their mathematical understanding and knowledge to further their learning in all subjects.
- 3.9 Pupils develop good levels of competence in ICT and routinely apply their skills across a range of subjects. Children in Reception were able to subitise accurately as they played a counting game on the

class computer. Year 5 pupils demonstrated a good level of understanding using stop motion animation to create an advertisement. Year 12 pupils in a design technology lesson, effectively researched a broad spectrum of information for their art projects, ranging from parabolic arches to the use of sustainably sourced materials for fashion design. Pupils competently access lesson materials online, conduct independent research and present their work to a high standard. However, the use of ICT when it would add to pupils' learning experience is inconsistent, both across age and between subjects.

- 3.10 Pupils display extremely well-developed study skills. They confidently participate in their lessons, challenging their understanding and extending their knowledge through high levels of engagement with their subject. Year 1 pupils evaluate their literacy work, awarding green, orange or red dots to determine where improvement can be made. Portfolios completed in Year 4 demonstrate excellent levels of research, analysis of material and competent synthesis of material into effective presentations. Year 10 pupils in a geography lesson competently analysed data on population density, using population pyramids to hypothesise what age ranges of people live in urban or rural areas. Pupils are highly effective in employing their study skills, turning their mistakes into learning opportunities and rapidly broadening their academic understanding. This is strongly supported by the ethos of the school which promotes an ambition for achievement.
- 3.11 Pupils achieve at extremely high levels through participation in the school's co-curricular programme. Musically, pupils excel in individual performances and as the choir school for Durham Cathedral. Choristers display dedication and commitment as they undertake demanding rehearsals and participate in the many services of the Cathedral. Pupils perform at high standards in orchestras, ensembles and choirs. They attain high grades in a wide range of instruments in external examinations and achieve exceptional successes in music festivals. Individuals and teams achieve local and national success in a variety of academic, drama, and sports challenges and matches. Pupils gain valuable experience and life-skills through their participation in the comprehensive co-curricular programme, generously supported by the school's leaders and governors.
- 3.12 Pupils of all abilities and ages demonstrate excellent attitudes towards their learning. They are diligent, dedicated learners who work hard to succeed. Pupils successfully work with each other and with their teachers. They take responsibility for the quality of their own work and are proud of their achievements. Pupils work independently and collaboratively with a mature sense of purpose and a keen desire to do well. This was evidenced in their lessons and through scrutiny of their written work. Pupils encourage each other in their learning, demonstrating resilience and perseverance as they strive for academic excellence. Most parents in their responses stated that the school helps their children to be confident and independent, and this is evident in the focused manner in which pupils approach their learning.
- 3.13 Pupils consistently achieve at these high levels supported by a strong house structure. Day pupils enjoy the benefits of collaboration with friends in their houses. Boarders are highly appreciative of the benefits of their boarding experience, citing the rapid development of their organisational skills, the assistance they receive from academic staff and the quiet study facilities where they can work undisturbed. Most parents in their responses stated that the boarding experience enables their children to make progress. Through the house system, day and boarding pupils make rapid progress in their studies and develop their collaborative skills as they participate in house events and the wide range of co-curricular activities available for them. Their academic success is strongly promoted by the excellent facilities, opportunities and academic arrangements implemented by governors and senior leaders.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate very high levels of self-knowledge and self-discipline in their academic studies and in their lives beyond the classroom. They are well-organised and successfully combine the demands of their academic timetables with their musical commitments and a full programme of activities. As a result, they develop excellent qualities of self-esteem and confidence. These qualities are promoted by the school's strong emphasis on building confidence for life through the values of *Moral integrity, Ambition, Responsibility* and *Kindness* as the MARK of an education in the Durham Cathedral Schools Foundation. Pupils are self-reliant and reflective: they understand their own qualities and know how they can improve themselves in all aspects of their lives. Children in Reception respond positively to time given to think about what they were writing and how they could learn from their mistakes. Choristers listened attentively and responded swiftly to suggestions for improvement in their performance. Younger and older pupils displayed confidence in their ability to communicate in a foreign language, successfully tackling oral tasks with aplomb. In a Year 12 ethics lesson, pupils competently explored complex theories, demonstrating their willingness to engage with differing theories of knowledge. Boarders recognise how their boarding experiences have helped them gain resilience and self-discipline as they gain greater independence living away from home. Pupils throughout the Foundation approach their learning with the perseverance needed to succeed. Throughout the school, pupils of all abilities enjoy their engagement in the co-curricular programme, gaining self-awareness and self-assurance as they develop new skill sets.
- 3.16 Pupils understand the importance of making decisions and taking responsibility for their lives. They are aware of how their decisions affect their wellbeing and futures. In the prep school, pupils participate in the school council, making sensible decisions towards improving the school environment, for example, painting a wellbeing bench in rainbow colours in the playground. Senior pupils speak confidently and knowledgeably about their future career aspirations and the assistance they receive from their teachers. Pupils are encouraged to be unafraid of failure or of making mistakes, and as a result, they set themselves challenging academic targets and work hard to achieve them. Pupils are encouraged to make choices and decisions which they do effectively with the support of their teachers, taking full ownership of their learning and gaining self-confidence. Boarders learn to make decisions about their time management and make good use of their autonomy to progress in their academic studies and participate thoroughly in the many activities available for them. Throughout the Foundation, pupils are highly successful in balancing the considerable demands of their academic studies, music commitments and co-curricular work.
- 3.17 Pupils demonstrate a strong appreciation of the non-material elements of life and understand how these strengthen their self-awareness. They are reflective, thoughtful learners, representing their awareness of non-tangible elements through their artwork and in their classroom discussions on ethical subjects. Choristers are appreciative of the deep sense of peace they experience when singing in the Cathedral. Older pupils speak sensitively of the sacrifice of Old Dunelmians (former pupils), ninety-eight of whom gave their lives in the First World War, represented by the ninety-four steps leading up to the Chapel. as they move through the school, pupils show an increasingly deep understanding of different cultures and world religions and respond in a mature manner to a wide range of philosophical, ethical and moral questions. Year 2 pupils demonstrated empathy and understanding of food chains, writing to a local farmer to persuade him not to knock down a barn. In a Year 7 history lesson, pupils displayed a sophisticated understanding of the spiritual dimension of the lives of monks and nuns in the mediaeval period, appreciating the physical demonstration of a separation from normal life in the siting of the abbeys. Older pupils described the beneficial effect of poetry and music on mood and wellbeing, highlighting the ability of pupils to see beyond the tangible elements of life.
- 3.18 Pupils display a strong moral understanding and a clear sense of right and wrong. They understand the school's system of rewards and sanctions, recognising the importance of these in fostering a well-

run, harmonious community. Behaviour throughout the Foundation is excellent in classes and outside lesson times. In a games club, younger pupils had great fun playing board games, taking their turns sensibly and displaying excellent collaboration as the games progressed. Year 12 pupils in a geography lesson, demonstrated their understanding of moral responsibility as they discussed the spheres of influence of two superpowers following a surveillance drone incident. In their LWE lesson, Year 10 pupils displayed strong awareness of the moral corruption of those who exploit human weaknesses when producing and selling illegal drugs. Pupils undertake positions of responsibility with commitment, appreciating the training they receive as wellbeing ambassadors, anti-bullying ambassadors and mentors. The overwhelming majority of parents and almost all pupils in their questionnaire responses stated that the school expects pupils to behave well in line with the Foundation's values of responsibility and moral integrity.

- 3.19 Pupils develop excellent social skills and employ these effectively in their academic and leisure times. They develop a positive, kind attitude towards each other and a willingness to work together. This is a result of the very strong house and pastoral system. Children and pupils in Bow played happily together throughout their play times. Year 8 pupils worked effectively together to produce more complex sentences in Spanish, helping each other over difficulties. Pupils gain valuable social skills as they interact with others from different years through house competitions and fun activities. Pupils develop high levels of social awareness through the many opportunities the school offers both in the classroom and through the strong co-curricular programme, working together with a unity of purpose. The very large majority of parents and pupils in their responses are satisfied that the school enables the development of strong teamwork and social skills.
- 3.20 Pupils develop strong leadership skills as they undertake roles of responsibility within the school community. The vertical boarding and day house structure encourage supportive mixing between year groups, and pupils gain valuable leadership experience as they organise events, activities and raise funds for charities. Pupils lead house competitions in music and drama, and effectively run the house councils. Volunteers are trained to become wellbeing and anti-bullying ambassadors, successfully offering support and guidance to their peers. The pupil-led 'Bridging the Gap' group examines key issues such as drugs, alcohol and sex education and their impact on young people. Pupils state that living in a boarding environment offers them many opportunities to contribute to others. Sixth form pupils become mentors and work hard to instil an inclusive, supportive culture throughout the school.
- 3.21 Pupils of all ages are proud of the Foundation and of its welcoming, inclusive ethos. Boarding principles and aims are underpinned by the values of respect for each individual, regardless of ethnicity, culture, gender or disability and this is echoed throughout the Foundation. Pupils display high levels of tolerance and kindness towards each other, effectively supported by the strong pastoral system, the LWE programme and the MARK values espoused by the school. Some prep pupils eagerly engaged in communication through signing as part of the *Deaf Awareness* week, while others concentrated on their speeches in support of the 'Kick it Out' campaign to kick racism out of football. Pupils lead the Pride group and have been consulted in the development of the gender-neutral uniform and sports kit. Boarders enjoy living and working with others from different cultural backgrounds, gaining a deeper understanding of other perspectives and life experiences. In discussions, pupils readily demonstrated an awareness of the need for equality, diversity and inclusion, and affirmed the positive culture existing within the school. Pupils develop this keen awareness and understanding of other cultures from their peers, through the curriculum, visits from external speakers and through talks in chapel where they learn to respect each other as individuals. The very large majority of parents stated in questionnaires that the school treats their children fairly, regardless of their sex, faith or needs.
- 3.22 Pupils have an excellent understanding of how to keep themselves safe and lead healthy lives, supported by the comprehensive pastoral house system, well-planned programmes of study and their tutors. Pupils throughout the Foundation take advantage of the many sporting opportunities available to them to maintain their physical fitness and mental wellbeing, supported by experienced sports coaches and trained mental health counsellors. Pupils are encouraged to make healthy choices

through suitable menu options. Pupils know how to keep themselves safe online, receiving appropriate training through the LWE programme and discrete ICT lessons. Pupils understand the importance of a balanced lifestyle and the need to develop mental resilience. Boarders and day pupils are encouraged to discuss their commitments with house and academic staff to ensure their workload is not overwhelming. Pupils say they are well looked after, reflecting the high quality of pastoral care they routinely receive, and the excellent provision made by senior leaders.

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 and attended form meetings and chapel. 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

Mrs Pamela Johnson	Reporting inspector
Mr Patrick Wenham	Accompanying inspector (Former head, IAPS school)
Mr Christopher Emmott	Compliance team inspector (Former head, ISA school)
Mr Martin Boulton	Team inspector (High Master, HMC school)
Mr John Southworth	Team inspector (Former principal, ISA school)
Mr Nigel Lashbrook	Team inspector for boarding (Former headmaster, HMC school)
Mrs Lisa Boulton	Team inspector for early years (Deputy head, ISA school)