



ISI Independent
Schools
Inspectorate

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

Winchester College

March 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	7
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	9
The quality of the pupils' academic and other achievements	9
The quality of the pupils' personal development	11
4. Inspection Evidence	14

School's Details

College	Winchester College			
DfE number	850/6037			
Registered charity number	1139000			
Address	Winchester College College Street Winchester Hampshire SO23 9NA			
Telephone number	01962 621100			
Email address	information@wincoll.ac.uk			
Headmaster	Dr Timothy Hands			
Chair of Governors	Sir Richard Stagg			
Proprietor	Warden and scholars of Winchester			
Age range	13 to 18			
Number of pupils on roll	714			
	Day pupils	20	Boarders	694
	Seniors	408	Sixth Form	306
Inspection dates	21 to 23 March 2023			

1. Background Information

About the school

- 1.1 Winchester College, founded in 1382 by William of Wykeham, is a day and boarding school situated in the cathedral city of Winchester. Almost all pupils are male and are boarders. Members of the school's governing body, known as The Warden and Fellows, are also the trustees of the original foundation.
- 1.2 Since September 2022, a very small number of male day pupils and sixth-form female day pupils have been admitted. Scholars board in the original school buildings and other pupils, known as commoners, occupy a further ten boarding houses located close by. Separate accommodation for sixth-form female pupils provides changing and study accommodation for their use during the day. They are also attached to one of the boarding houses where they can eat in the evening and stay later if they wish.

What the school seeks to do

- 1.3 The school aims to have an international reputation for academic excellence and to offer the widest possible access to pupils capable of profiting from the education it offers. It seeks to encourage, train and form confident, enthusiastic, well-rounded young adults who have a strong ethical sense and a respect for the life of the mind, and who are at ease in their relationships with other people, whatever the circumstances.

About the pupils

- 1.4 The majority of pupils come from business or professional families in London, the home counties and Hampshire, and most compete for entry to the school from independent preparatory schools. The pupils come from a diverse range of social, cultural and ethnic backgrounds. Standardised tests indicate the ability of pupils is well above average and above average in the sixth form. The school has identified 32 pupils who receive support for special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia and autism spectrum disorder. One pupil has an education, health and care (EHC) plan. There are 122 pupils who speak English as an additional language (EAL), three of whom receive additional support. The school identifies those pupils who are 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 music and sport.

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. 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.](#)

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 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 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).
- 2.3 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 and sex education, 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 and 22 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, 7 and 23 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>Winchester College</i>	<i>National Curriculum name</i>
Junior Part	Year 9
Middle Part	Year 10
V Book	Year 11
VI Book 2	Year 12
VI Book 1	Year 13

Key findings

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

- Pupils are intellectually curious and display a great thirst for knowledge, achieving at extremely high levels in public examinations.
- Pupils are outstanding communicators who argue cogently, listen attentively, question perceptively and write fluently across all subject areas.
- Pupils are highly adept users of information and communication technology (ICT), adapting its use to their needs.
- Pupils think for themselves, hypothesise and analyse data and text independently, and collaborate highly effectively in their learning.
- Pupils develop excellent creative and performance skills in art, music and drama as they move through the school and achieve exceptionally high levels of execution.

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

- Pupils have outstanding abilities of self-reflection, are confident and resilient and demonstrate extremely strong awareness of their strengths and weaknesses.
- Pupils form strong bonds with each other and staff in their houses and work collaboratively in an open and positive manner across all aspects of their school life.
- Pupils demonstrate a strong commitment to the local and wider community beyond school, engaging in many activities with enthusiasm and determination.

- Pupils have a strong awareness of the importance of right behaviour and demonstrate this in their appreciation of and respect for the diversity of the school community.

Recommendation

3.3 The school is advised to make the following improvement.

- Enable all pupils to further enhance their academic outcomes by increasing opportunities for them to explore different approaches to learning in lessons.

The quality of the pupils' academic and other achievements

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

3.5 The excellent attainment of pupils reflects their positive attitudes, their innate driving curiosity and their zest for learning. They value learning for learning's sake and fully engage with the college's stated aim to educate individuals to be thinkers who respect the 'life of the mind'. Levels of attainment at GCSE and A level are far above the national average across a wide range of disciplines. In the years 2020 to 2022 at GCSE, on average over nine-tenths of pupils achieved grades 7 to 9. In their Pre-U examinations in 2020 and 2021 four fifths of pupils achieved the top two grades and in A Levels in 2022 over three quarters of pupils attained A* and A grades. Those identified as having special educational needs and/or disabilities (SEND) achieve at a slightly lower level than their peers but also make excellent progress from their starting points and perform at a very high level. A strong contributory factor in pupils' success is the careful tracking system which provides detailed data for each pupil on their academic performance and their well-being so that any concerns can elicit an effective response from academic and pastoral staff. Year 13 leavers go to a wide range of universities in the UK, the USA and across the world, including those with the most stringent entry requirements and the most competitive courses. The pupils' success is reflected in the very positive questionnaire responses and comments from parents on how successfully the school enables the academic progress of the pupils.

3.6 Pupils are highly adaptable and engaged learners who are excited by new knowledge and skills, especially when these increase their understanding holistically rather than within the constraints of a particular subject. A strong contributory factor to this engagement is the long-term commitment of senior leaders and governors to delivering a broad sweep of history, politics, literature and society within the subject known as 'Div'. This enables pupils to think deeply and to acquire an understanding of the way in which societies develop and change. Pupils gain expertise in detailed analysis, cogent argument and careful listening in these lessons and then transfer these skills to their other curriculum subjects with ease. Sixth formers in their Div class were highly engaged in a discussion about the effectiveness of the prison system which used the writings of Dante as a starting point. In A-Level philosophy, pupils discussed complex philosophical ideas with confidence, listening to each other's ideas with care and developing their thinking further.

3.7 Across the whole curriculum pupils gain knowledge, skills and understanding effectively and make rapid progress. Pupils' linguistic skills in ancient and modern languages are extremely strong, as are those of enquiry as evidenced in science and mathematics across all age groups. Pupils develop their creative skills in abundance in music, art and drama; their examination work in art shows high levels of skill in pursuing a long term project to its visual conclusion; outstanding musical performances demonstrate the exceptional calibre of musicians within the pupil body; dramatic performance of an extract from Macbeth and its innovative gender-swapping showed high levels of engagement with the play and an understanding of how to make an effective performance. In the best lessons seen, pupils' learning was positively enhanced by highly skilled and effective teaching. However, in a small number of lessons, especially in younger year groups, teaching was observed to be overly didactic so that opportunities for pupils to explore different approaches to their learning were limited.

- 3.8 Pupils are outstanding communicators. They listen to each other with respect and understanding and contribute orally in lessons using sophisticated language and appropriate terminology. They engage in conversation at every opportunity whether informally over lunch with their peers and staff or with the many visiting speakers from all walks of life. This effectively fulfils one of the college's aims to promote conversation as 'the lifeblood of education'. Pupils demonstrate their linguistic skills in many ways by, for instance, participating in the Latin speaking contest and speaking and writing confidently in modern European languages. Pupils write fluently and can structure an essay answer in response to careful and consistent guidance given by teachers as they move through the college. They also take up any opportunity for public speaking or debate on a wide range of topics and are confident and assured when questioning each other or teaching staff. They instinctively use their communication skills to clarify and expand on any points being made, thus improving their understanding and that of their peers. In GCSE history pupils hypothesised eloquently on the possible course of action Poland could have taken towards the end of the cold war and in a Div lesson sixth formers engaged fully in a heated debate about the political ramifications of lock-down parties for members of the government at the time.
- 3.9 Pupils display outstanding mathematical skills throughout the school. They apply their numeracy skills in many different subjects and also enjoy the challenge of solving a complex problem, persevering and using different approaches to reach a positive conclusion. Many pupils are excited by the setting of difficult mathematical challenges and are also well able to apply techniques learned to their science, economics and geography work. Younger pupils successfully identified differences between histograms and bar charts, working collaboratively to share their learning.
- 3.10 Following an initiative by school leaders and governors, all pupils in the school use their own tablet computers to complete, organise and store their work and they are highly skilled at making effective use of information and communication technology (ICT) to support their learning. They appreciate that they can access course content and work set wherever they are and that their submitted work is returned to them rapidly and with detailed comments to enable their further progress. Pupils across the age range can create work, take feedback, manipulate data, prepare and deliver presentations and plan and design projects with ease. In design and technology (DT), art and music they use ICT seamlessly to expand the possibilities of their creative ideas.
- 3.11 Pupils have many opportunities to develop their study skills and they seize them with enthusiasm, reflecting their outstanding attitudes to learning. In this they are supported highly effectively by housemasters and staff in their boarding houses who give up their time willingly to discuss and challenge their ideas, encourage their curiosity and help them organise their time. Pupils hone their research skills and those of synthesis and analysis by producing their own researched essays for the extended project qualification (EPQ) on diverse topics such as music therapy, dementia care, the production of stem cells and the expulsion of Jews from Spain. The largely boarding environment of the college means that pupils can fill their days with a wide variety of academic and other interests which stimulate them. Pupils make the most of these opportunities in the many societies which they join and run. These include subject based, technological, creative and recreational societies such as play reading in French and German, bell ringing, debating, computer programming, clay pigeon shooting, the Christian union, astronomy, environmental issues and physics problem solving. In their pre-inspection questionnaires both parents and pupils made very positive comments about the extra-curricular activities on offer in the college, recognising the contribution they make to the pupils' all-round success. Such all-round success is in line with the school's stated aim to create well-rounded young adults.
- 3.12 Across a wide spectrum of academic, sporting and creative activities pupils achieve excellent results both in teams and individually at regional and national level. Cricket and football teams are highly successful, and the female pupils have already played their first football match. Results in all the science and mathematics Olympiads have been outstanding in recent years with many pupils achieving gold awards and some being selected for UK teams to engage in the International

Olympiads. Two teams are in the final stages of the Earth Prize 2023 for their work on environmental issues. In sport there are regional and national successes in rowing and athletics and the fives teams recently won the West of England championships in every age group. Musical pupils have achieved choral and organ awards at their chosen universities and there are currently 25 pupils in school who have been awarded music diplomas for instrumental and vocal performance. Pupils enter and are successful in national competitions for poetry and prose writing, art and science and several pupils are currently shortlisted for the award of an Arkwright scholarship for engineering.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils are confident, resilient and demonstrate high levels of awareness of their strengths and weaknesses. They are ambitious for their own success but not afraid of failure, regarding setbacks as opportunities to explore other possible ways of working. They exhibit high levels of appreciation of the college's unique history and the opportunities it provides for them to learn in the company of others who share their common goals. Pupils are self-disciplined and committed to the ethos and stated aims of the college. They feel able to grow into the people they wish to be and reflect intelligently on experiences, decisions and events that have brought about that growth. The recently arrived sixth-form female pupils appreciate that they can develop new aspects of their personalities at the college. They have enthusiastically embraced new sports, including Winchester college football, and activities such as the close harmony singing group, chapel choir, drama performance and rowing in an eight with male pupils. They say that it is possible to do anything in this environment, the only stipulation being that you should try your hardest.
- 3.15 Pupils feel exceptionally well nurtured within the house system. They value their houses as the fundamental, family-like structures which support their busy school lives. Here they carry out meaningful conversations, eat their meals, spend much time on their academic work and enjoy relaxation with friends, all in the knowledge that they will be effectively supported by their housemasters and all the staff. They manage the day-to-day demands of school life successfully in this busy environment where great efforts are made to enable gifted pupils to fit in all their various commitments. Decision making and management of their time comes naturally to them and, although they acknowledge the busyness of their days, they are extremely positive about the opportunities such a rich palate of activities and events affords them. Pupils say they are well supported in plans for their future and that they are provided with many options, such as apprenticeships as well as more traditional university routes in the UK and abroad.
- 3.16 Pupils are highly aware of the history which surrounds them in the school; they appreciate that many generations have enjoyed the beautiful grounds, the choral tradition and close links with the cathedral and are very aware that there is more to life than the acquisition of material possessions. Their spiritual sense is often under-stated but in many cases is expressed in their intense concentration when producing visual work or performing for others. Those attending such performances say they are uplifted by them. Pupils say that being in chapel is always a reflective experience and that it feels like a moment for them just to be themselves. They feel part of a worshipping community and say that spirituality in all its forms is a strong presence for them. Those with more well-defined religious beliefs have many opportunities to develop them in the chapel, the Christian union and in the many faith circles for different faiths. In tutor time pupils discussed an article about the decline of the Church of England and the role which spirituality plays in their lives with insight and sensitivity; those in a sixth form Div lesson reflected with empathy on the war in Yemen and its appalling impacts on ordinary people. Pupils think deeply and translate their thinking into positive action to inform themselves about the global issues facing their generation such as climate change, refugees and poverty. Many are strongly invested in initiatives to create a more sustainable world.

- 3.17 Pupils have a highly developed awareness of the importance of right behaviour. They identify strongly with the school's ancient motto that 'Manners Makyth Man' and understand its significance in helping them form their attitudes to others. Pupils build co-operative, considerate and supportive relationships, respect the school rules and understand the necessity to build a community which is based on high standards of behaviour and tolerance. They are clear that support as well as sanctions will be provided in their houses if they get things wrong and that conversations held will often be the most important and helpful response. They instinctively show respect for systems of rules and are aware that adults and other pupils notice their behaviour. The arrival of sixth-form female pupils, initiated by the governing body, has been a catalyst for the college to examine its use of male dominated language and pupils have willingly amended their language appropriately. Female pupils say that they are accepted by their male peers and that male behaviour towards them has been highly respectful. Pupils engage enthusiastically with ethical issues and can apply theoretical ideas in different contexts to further develop their understanding of what is good.
- 3.18 Pupils live and learn together in a community that allows them to develop socially and build positive relationships with those around them. They are highly effective collaborators who enjoy working in teams across many different aspects of school life such as in the very large selection of sports on offer, the combined cadet force (CCF), The Duke of Edinburgh's Award (DofE) scheme, and in many clubs and activities. Pupils grasp opportunities for social development with enthusiasm, setting up their own societies, taking on leadership roles within their houses and representing the pupil body on the relatively new school council. Here pupils relish opportunities to discuss issues brought to them by their peers. In the pre-inspection questionnaires a minority of pupils disagreed that the college listened to their views about the school. Inspection evidence partially supports this view. There are many structures in place for pupils to express their views formally and informally and they do so readily, but a few pupils say that the quieter voices amongst the pupil body are not always heard. Female pupils are very clear that their views have been listened to carefully since their arrival. Council minutes scrutinised provide a detailed record of all items raised, such as compulsory chapel and more social events between houses and with other schools. The college's response to them is detailed, well recorded and appropriate. Pupils themselves can change the way council representatives are elected if they choose to do so. Most pupils in their pre-inspection questionnaires said that they are happy at the college.
- 3.19 Pupils make outstanding contributions to the lives of others beyond the college. They value these contributions enormously whether they are at the local riverbank for a re-wilding scheme, a local care home or one of the college's linked primary schools. More than 300 pupils are involved every week. They engage in highly innovative projects such as *Classics in the Community* where pupils teach Latin to local elderly people. Pupils exercise initiative in thinking up possible projects and then carry them through with determination. They teach English online to Syrian refugees in Lebanon, work at the night shelter for the homeless at the cathedral and help with a theatre group for the disabled. They have raised a large sum for charities chosen by them by carrying out a music marathon consisting of 24 hours of musical performance and organising a peloton bike ride from the school to Ukraine which raised enough money for two ambulances.
- 3.20 Pupils appreciate and celebrate the diversity of their community. They demonstrate sensitivity and tolerance to those of different backgrounds and traditions and are highly accepting of neurodiversity and of pupils who may be questioning their sexuality or gender. Those who have been part of the college for several years say that attitudes have noticeably shifted towards a greater awareness of the importance of respecting difference in all its forms. This year this shift has been even more marked with the arrival of female pupils who have different perceptions of the college community. Pupils value the opportunities they have within personal, social, health and economic education (PSHEE) to listen to challenging external speakers on a variety of issues such as racial injustice and the prevalence of inappropriate sexual behaviour towards women in society. They engage positively in discussions on aspects of relationships and sex education (RSE) such as healthy and less healthy relationships and the use of language in their tutor hours and in PSHE lessons. In many cases these sessions are pupil led.

3.21 Pupils lead extremely active lives in the college, participating enthusiastically in an extensive variety of sports and physical activities. They display remarkable equanimity about balancing their academic aspirations and determination to work hard with their desire to be involved in as many activities as possible and in many cases to take the lead in them. Pupils are fully aware of the online world and the challenges it creates for them as these are effectively addressed in PSHEE and other curriculum areas. They understand how to report any concerns they have of a safeguarding nature. There are systems in place to regulate their use of mobile devices and pupils accept these as a necessity. Pupils are keenly aware that sometimes they feel under pressure, but they recognise the value of the support available to them for their mental and physical health in the medical centre and are also appreciative of in-house support from matrons. Pupils understand the need for a healthy diet. In their pre-inspection questionnaires, a minority of pupils responded negatively to the school's provision in this area. Inspectors took meals in every house and found the food to be sufficient and of good quality. The school prioritises dining in house and a familial feel to all meals which somewhat reduces choice compared to a central canteen system.

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 Warden and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended chapel. Inspectors visited boarding houses and 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 Kate McCarey	Reporting inspector
Mr John Southworth	Compliance team inspector (Former principal, ISA school)
Mr Richard Lynn	Team inspector (Head, ISA school)
Dr Emily McGhee	Team inspector (SENCO, HMC school)
Mr James Passam	Team inspector (Headmaster, SofH school)
Ms Louise Belrhiti	Team inspector for boarding (Former assistant head, HMC school)
Ms Julie Chatkiewicz	Team inspector for boarding (Vice-principal, GSA school)
Mrs Karen Pickles	Team inspector for boarding (Former senior housemistress HMC/IAPS school,)