



**ISI** Independent  
Schools  
Inspectorate

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

**The Purcell School**

**May 2022**

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## School's Details

<b>School</b>	The Purcell School			
<b>DfE number</b>	919/6239			
<b>Registered charity number</b>	312855			
<b>Address</b>	The Purcell School Aldenham Road Bushey Hertfordshire WD23 2TS			
<b>Telephone number</b>	01923 331100			
<b>Email address</b>	info@purcell-school.org			
<b>Principal</b>	Mr Paul Bambrough			
<b>Chair of governors</b>	Dr Bernard Trafford			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	184			
	<b>Day pupils</b>	44	<b>Boarders</b>	140
	<b>Seniors</b>	88	<b>Sixth Form</b>	96
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 The Purcell School is an independent co-educational day and boarding school located in Bushey, Hertfordshire since 1997. It is a company limited by guarantee, governed by its directors. The school is one of four specialist schools in England supported by the Government's music and dance scheme. There are three boarding houses situated on the school's campus. Two provide co-educational accommodation for pupils in Years 7 to 9 and Years 10 to 13 respectively, with the third boarding house for female boarders in Years 10 to 13.
- 1.2 The current chair of governors was appointed in September 2021.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to provide young musicians of exceptional promise, irrespective of background, a supportive school environment which is intended to equip them with the self-confidence, adaptability, maturity and perspective to sustain their professional development and personal fulfilment throughout their lives.

### About the pupils

- 1.5 The majority of boarders are British citizens. The international boarders come from countries within Europe but also from many nations around the world. Nationally standardised tests indicate that the ability of pupils in the senior school is above average and that of sixth-form pupils broadly average compared to those taking the same tests nationally. Entry to the school is dependent upon musical ability and musical potential and pupils of all ages are significantly above average in this respect. The school has identified 43 pupils as having special educational needs or disabilities (SEND) of whom 39 receive extra support from the school. One pupil has an educational or health care (EHC) plan. Of the 32 pupils who speak English as an additional language (EAL), 31 receive support for their English.

## 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 2015, 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 senior school, the school's GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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.
- 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. Any prefect system operating in the school is suitably managed.
- 2.7 The standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 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 and access to a programme of activities. 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, and the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 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 14 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 5 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 standards 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 standards relating to the handling of complaints [paragraph 33] and NMS 18 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 standards relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

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

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

**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' musical achievements and performances are of the highest standard and they are extremely well prepared to pursue their musical studies at conservatoires or universities.
- Pupils' attainment and progress are excellent.
- Pupils are highly articulate and display extremely advanced communication skills.
- Pupils' attitudes to learning are exemplary; they demonstrate excellent initiative and independence, as shown in the high levels of dedication and commitment to their musical studies.
- Pupils demonstrate highly developed study skills.

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

- Pupils are mature, insightful and perceptive beyond their years.
- Pupils demonstrate high levels of perseverance in practice, self-confidence in performance and self-understanding of how they might improve that are extremely mature for their age.
- Pupils deeply respect and value diversity within their school and show an excellent appreciation of their own and other cultures.
- Pupils contribute extremely positively and willingly to the school and boarding community and society more broadly.

#### Recommendation

3.3 The school should make the following improvements:

- Strengthen pupils' application of their information and communication technology (ICT) skills more widely 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 The school is highly successful in fulfilling its ambitious aim to enable young musicians of exceptional promise to achieve excellence in the study and performance of music. The standards of musicianship achieved by the pupils are outstanding and well beyond age-related expectations.

3.6 The level and quality of pupils' knowledge, skills and understanding are excellent, particularly in their musical endeavours. Pupils are very effective learners and achieve highly in creative pursuits. The



many musical concerts, workshops and masterclasses observed during the inspection demonstrated that standards are exceptionally high, epitomised by the 'Maths is Music... Music is Maths' celebration concert. This concert featured outstanding individual and original musical compositions created by the pupils. Other examples of musical excellence include the playing of a violin solo by Telemann which displayed exceptional technical skill and stylistic awareness. In a sixth-form music lesson, pupils demonstrate sophisticated skills in chorale writing and highly developed harmonic understanding, utilising passing, auxiliary and chromatic notes as well as suspensions with fluency. Very advanced skills were evidenced in a concert featuring Romantic chamber music, whilst in a piano masterclass pupils responded to matters of style and interpretation with great maturity. Younger pupils in an aural activity, accurately notate complex rhythms in compound time and readily identify types of seventh chords, cadences and modulations. In line with the school's ambitious aims, these extremely high standards are a result of the commitment of the school's leadership to promoting musical excellence.

- 3.7 Pupils achieve highly in music but achieve high standards in their other academic work also. Assessment data provided by the school, lesson observations and pupils' work show that pupils throughout the school make excellent progress across most areas of learning and at all age and ability ranges. Provision for those with special educational needs and/or disabilities (SEND) and English as an additional language (EAL) is highly effective, ensuring that these pupils also make excellent progress in line with their peers. In the years 2018 and 2019, results at GCSE were excellent, being well above national averages. In 2021, over three-quarters of results at GCSE were at grades 7 to 9 and in 2020, over four-fifths were at grades 7 to 9. In the year 2018 and 2019, results in external examinations at A level were very good, being well above national averages. In 2020 and 2021, approximately two-thirds of results at A level were at grades A\* to A for both years. Achievement is evident through the considerable success pupils have in gaining places to study music at conservatoires, a large majority having gained scholarships to do so. This success is also reflected in those pupils gaining places at universities with high entry requirements. Pupils attain highly because of the excellent leadership of musical and academic provision. Boarders identify the considerable and timely support they receive from the learning support team as being integral to their level of attainment and progress.
- 3.8 Pupils are proud of their achievements across a wide spectrum of academic life. All pupils throughout the school are deeply engaged in the learning process both musically and academically. For example, Year 10 pupils actively sought time with the inspectors to demonstrate and discuss the high-quality artwork they had produced, showing high levels of self-knowledge and ownership of their learning. Older pupils in a music technology lesson display their excellent subject knowledge when discussing microphone placement and set-up following a recording practical activity. In a science lesson, older pupils demonstrate excellent recall of prior knowledge in their articulate responses to questions relating to organic molecules and crude oil distillation. Younger pupils in a mathematics lesson were able to explain with ease their understanding of improper fractions. In the pre-inspection questionnaire, a small minority of pupils disagreed that their teachers' feedback and/or marking helped them to improve. Inspection evidence from the pupil discussions and scrutiny of written work supports this view.
- 3.9 Pupils are highly articulate and display extremely advanced communication skills. In the pupil discussions with the inspectors the level of balanced debate was extremely high. Pupils were articulate and expressive in a very thoughtful way even when disagreeing with other viewpoints. Linguistic skills seen in a GCSE German lesson were notably strong with pupils speaking fluently and eloquently in the native language, enriching their sentences with a broad range of vocabulary. Pupils aural skills are highly developed. They act as enthusiastic audience members in all the concerts observed by the inspectors during the inspection. Following solos in a performance class, pupils spoke intelligently about the music they had just listened to and in an informed way made suggestions on how to improve the performance. Younger pupils in a history lesson spoke fluently and with understanding, pose questions and debate coherently the position of Mary Queen of Scots and the plots on her life. Pupils commented on how the small class sizes and the regular opportunities to introduce their musical

performances help develop their strong oral skills. In written work, senior pupils were seen to demonstrate fluency and depth in their history essay writing.

- 3.10 Pupil attitudes to learning are exemplary; they demonstrate excellent initiative and independence, as shown in the high levels of dedication and commitment to their musical studies and practices. Their willingness to collaborate with their peers and staff, is evident in every area of school life. Pupils are well motivated, take responsibility for their own learning and have very high expectations of themselves. Pupils celebrate their own and each other's success with genuine warmth and generosity. Younger pupils work co-operatively with their peers on the composition competition (COMP COMP) project, rehearse each other's pieces and discuss matters of programme planning and presentation. In a GCSE English lesson, pupils worked collaboratively with much sense and sensitivity when discussing the nuances of the poem being studied. Boarders routinely take leadership in their learning, balancing formal academic and musical commitments with their own ambitious projects. For example, the recent 'Concert in a Day', saw boarders write, rehearse and perform an entire concert in one day.
- 3.11 Pupils of all ages and abilities demonstrate excellent numeracy skills and knowledge and an appropriate level of competence in the use of ICT. They demonstrate a very high ability in mathematics lessons to confidently apply their learning to problem solving tasks. The use of mathematical language by pupils of all ages in the programme notes of the 'Maths is Music' collaborative concert was sophisticated in its quality, content, in-depth analysis and personal reflection. Pupils use ICT confidently across a range of subjects to support and enhance their learning. As they progress through the school, pupils use software to give effective presentations in German and to undertake web-based research in a number of subjects. In music technology, ICT is the basis for all notated compositions and senior school pupils demonstrate much skill in their tasks where they add reverb, equalisation and compression to original soundtracks. A small number of pupils in their interviews with inspectors suggest that ICT is not widely used throughout the curriculum. Inspectors found that pupils do not apply their information and communication technology (ICT) skills as widely as possible across the curriculum.
- 3.12 Achievements in music are exceptionally high with both day and boarding pupils regularly enjoying outstanding success in major national and international music competitions and awards in composition. They gain places in the country's most distinguished youth orchestra, such as the National Youth Orchestra. This very high level and quantity of success is supported by specialist tuition from specialist instrumental teachers, access to extensive facilities and the extremely supportive whole-school community. Academic achievements outside of the curriculum include several medal winners in both the Intermediate and Senior UK Maths Challenges. In a recent national poetry writing competition, Year 9 pupils were selected to have their work published in the final anthology.
- 3.13 Pupils demonstrate highly developed study skills. They thrive in an environment where they are encouraged to be highly motivated and ambitious, especially in their music-making. In the questionnaire, a very large majority of parents felt that the school equips the pupils with the study and research skills they need in later life. Inspection evidence bears this out. Older pupils in a music lesson, following discussion on Weber's opera *Der Freischutz*, made detailed notes on aspects of harmony, orchestration, characterisation, as well as the function of singspiel. In a history lesson focusing on the upcoming sources paper, Year 13 pupils are highly engaged, spontaneously contributing in-depth questioning and offering logical and challenging arguments that enhance the learning experience for all.

### **The quality of the pupils' personal development**

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 In line with the school's aims, pupils of all ages and abilities demonstrate excellent levels of self-understanding, confidence and resilience. They have a notably strong understanding of who they are and who they want to become. The considerable amount of practice that pupils put into their

instrumental and vocal studies demonstrate very high levels of self-discipline. In a music lesson, younger pupils were enabled to self-reflect on the rehearsal process for the composition competition and discuss ways in which they could improve their work, resolve and prevent problems and reflect on their strengths, weaknesses and challenges encountered. In discussion with the inspectors, pupils spoke of self-knowledge that is well in advance of their respective ages, understanding what is required of them to achieve their own ambitious aims. Older boarders articulated the resilience they have developed through performance which underpins their musical and academic journeys and how they benefit from the freedom and flexibility in devising their personal study and rehearsal schedules. The excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, school governors and staff to providing high levels of pastoral support.

- 3.16 Pupils are mature for their age and exhibit highly developed social awareness both in and out of the classroom. They are respectful of staff and of their peers, interactions being positive, honest and open, reflecting the strength of community that exists in the school. Pupils work together extremely well in lessons and around the school and display much enjoyment in the many opportunities for engaging in group work and paired activities. This is particularly strong in their music-making. Pupils work collaboratively in chamber music ensembles, listening intently to one another and communicating sensitively to produce performances of the highest calibre. In a personal, social, health and economic (PHSE) lesson, senior pupils fully engaged in paired work on the 'respect@purcell' topic of healthy lifestyles and relationships and displayed a very thoughtful and mature approach to the lesson content. This expectation of collaboration which exists at all ages throughout the school helps pupils develop into considerate and empathetic young people. The school fully meets its aim to produce team players who are adaptable and embrace challenge.
- 3.17 Pupils show excellent respect for their own and other cultures. They value diversity, and exhibit sensitivity and tolerance towards those from different backgrounds and traditions. This was seen in lessons and is evident in the varied friendship groups within the school which adds to the visible healthy community spirit of care and respect. The multicultural and multifaceted population throughout the school and the systems that operate within it are all highly effective in enabling the pupils to recognise, develop their understanding of, and celebrate the difference in others within the school community. Much of this understanding and respect comes from the pupils' common bond of their love of music. To mark 'Black History Month', older pupils organised and performed a concert entitled 'Roots' to promote racial awareness. Younger pupils in a performance class discuss with maturity and clarity, the imbalance of gender in composers, following a set of performances composed exclusively by male composers. The pupils are at ease and tolerant with each other, supported by the leadership having created a culture of openness, integration and acceptance, particularly in the boarding houses.
- 3.18 Pupils have a strong social conscience and an excellent awareness of their social responsibilities to others and the wider world. They contribute effectively and willingly to the school community and their peers' school experiences. Pupils are aware of issues relating to inequality and express this effectively through individual and whole-school fund-raising charity work. Pupils make invaluable contributions to the local community through the community outreach programme. They regularly perform in local care homes and help teach music in local primary and special needs schools. They often create and stage impromptu musical events such as the recent concert raising money for Ukraine and a music charity. The school's concert series, which is offered free of charge to the public, makes a significant cultural contribution both regionally and nationally. Examples include the annual concert in Watford colosseum for all the primary schools in the area and the recent performance at the Holocaust Memorial Concert and the London Museum of Art opening concert. Pupils show kindness and consideration towards one another with older pupils, especially in boarding, being caring and supportive role models. They welcome and respond to the many opportunities for them to share their musical talents and act as mentors to each other. Pupils clearly gain fulfilment from their roles on the school and boarding councils and as school and house prefects, commenting positively about their leadership roles within the school.

- 3.19 Pupils of all ages have an excellent understanding of spirituality, strong sense of belonging and an appreciation on non-material aspects of life. They are thoughtful and contemplative through their meditation opportunities. They maturely discuss and explore the philosophical aspects of yoga during this activity. Music is appreciated by the whole school community and the very great pleasure pupils take in all the many concerts and performances speaks of their strong aesthetic awareness. They speak openly and with mature wisdom, the joy, awe and wonder that they feel in music-making. These were seen in their infectious involvement and support of all the musical activities observed by the inspectors. Art portfolios are rich with examples of pupils actively attempting to capture the non-material, abstract, and ineffable. Highly developed artistic skills sit alongside explanatory pieces that show how pupils attempt to reflect feelings, moods, and emotions, as well as the extent to which they are inspired by other artists and the world around them.
- 3.20 Pupils' moral understanding is excellent, and they take full responsibility for their own behaviour. They have a strong moral compass within their fully integrated community and a clear and strong awareness of right and wrong. For example, in a tutorial session focusing on relationships and sex education (RSE), senior school pupils articulately debated complex topics such as emotional manipulation, peer pressure, setting healthy boundaries and managing the expectations of others. Pupils show respect for rules, both in school, in the boarding houses and in society at large. The school community is harmonious and in line with the school's aims. It has a strong desire to work towards the common goal of musical and academic success and fulfilment. Pupils listen to one another with sense and sensitivity and offer mature, insightful and perceptive advice in response to moral quandaries such as consent.
- 3.21 Throughout the school, pupils of all ages are resilient and have excellent decision-making skills. They appreciate with clarity that the daily choices they make are key to their success and well-being. Pupils are given the freedom to use free time to best effect in organising their own practice timetable, providing them with a sense of responsibility and independence which they utilise wisely. In a GCSE art lesson, pupils made thoughtful and reflective choices around medium and technique that reflect a keen understanding of how they can produce the most favourable artistic outcomes. During the course of EAL lessons pupils focused on improving written accuracy and impact, older pupils chose a topic for persuasive writing on the theme of environmentally friendly living. The resulting essays show a clear understanding and knowledge of how choices made regarding how we live, have a significant impact on the world around us. Pupils have taken decisions for the benefit of others, such as petitioning leaders and influencing changes to the catering suppliers and additional seating provided around the school grounds.
- 3.22 Pupils of all ages know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages, particularly in terms of diet, exercise, online safety, and a balanced lifestyle. Pupils in the senior school take part in regular physical exercise and the sixth form pupils have options to do so. In response to the questionnaire, a small minority of parents and pupils felt the school does not provide a suitable range of extra-curricular activities and that there is not a suitable balance of free time and activities during boarding time. Inspectors found that pupils are fully aware of the need to offset academic work and musical practices with time away from these to safeguard good mental health but find it hard to do so.

## 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 and assemblies. 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

Mr Michael Evans	Reporting inspector
Mrs Amy Fleming	Compliance team inspector (Deputy head, ISA school)
Mr Daniel Phillips	Team inspector (Director of music, HMC school)
Mr Michael Brewer	Team inspector for boarding (Head, SofH school)