



ISI Independent
Schools
Inspectorate

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

Milton Abbey School

March 2023

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School's Details

School	Milton Abbey School			
DfE number	838/6015			
Registered charity number	306318			
Address	Milton Abbey School Milton Abbas Blandford Forum Dorset DT11 0BZ			
Telephone number	01258 880484			
Email address	info@miltonabbey.co.uk			
Head	Mrs Judith Fremont-Barnes			
Chair of governors	Dr Ian Bromilow			
Proprietor	Council of Milton Abbey School			
Age range	13 to 18			
Number of pupils on roll	191			
	Day pupils	35	Boarders	156
	Lower school	99	Sixth form	92
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Milton Abbey School is a co-educational boarding and day school situated in north Dorset. Founded in 1954 as a boarding school for male pupils, it became fully co-educational in 2014. The school is an educational charity governed by its trustees. Since the previous inspection, a new head was appointed in September 2018.

What the school seeks to do

- 1.2 The school's aim is to provide pupils with a transformational learning environment in which challenge is high and pressure moderate, to enable pupils to achieve their academic potential and develop skills required for future success. The objective is to ensure that every pupil is known, understood and respected, that pupils' diversity and differences are celebrated, such that they grow into confident people who respect others, have kindness as their cornerstone, and give of their best in all they do.

About the pupils

- 1.3 Pupils come from families with a wide range of backgrounds. Most pupils board and come from the UK. Around a third of pupils come from overseas. Standardised data indicate that the ability of pupils on entry is below average for pupils taking the same tests nationally. Pupils follow a curriculum that is adapted to meet their individual needs. In addition to GCSEs and A levels, the school offers a range of vocational courses. The school has identified 130 pupils as having special educational needs and/or disabilities (SEND), including dyslexia, dyspraxia, ADHD and speech and language needs, 62 of whom receive specialist support. Six pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 35 pupils, all of whom receive specialist support. Data used by the school have identified a further 31 pupils who have a particular talent in sport, music, drama or art, for whom the curriculum is modified.

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 does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 The school's GCSE, A-level and vocational BTEC examination 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 The school ensures that 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 Suitable arrangements are made to safeguard and promote the welfare of pupils in areas such as making referrals to local agencies and listening to children. In these areas, actions taken pay due regard to current statutory guidance. However, not all adults who come into contact with children have received the required regular safeguarding update training in line with statutory guidance. Also, the school's identified independent listener was not known, or easily accessed by boarders, and boarders did not feel comfortable talking to them. This represents a failure to safeguard pupils and boarders.

- 2.11 The standards relating to welfare, health and safety in paragraphs 6 and 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 3, 5–7, 9–10, 12, 15, 16 and 20 are met, but those in paragraphs 7 [safeguarding] and 8 [safeguarding of boarders] and NMS 8 and 11 are not met.**

Action point 1

The school must ensure that all staff receive regular safeguarding update training in line with statutory guidance [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1].

Action point 2

The school must ensure that the identified independent listener is known, easily accessed by boarders and that boarders are helped to feel comfortable to contact them [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1, 11.1 and 11.4].

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 has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and that they actively promote the wellbeing of the pupils. Leadership and management of boarding does not ensure that the required policies and records are maintained and effectively monitored. The standards relating to safeguarding and safeguarding of boarders have not been fully implemented.

2.21 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

Action point 3

The school must ensure that those with governance, leadership and management responsibilities, demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards and the national minimum standards for boarding schools are met consistently, and that they actively promote the wellbeing of pupils [paragraph 34(1)(a), (b) and (c); NMS 2.1, 2.2, 2.4, 2.5 and 2.6].

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>School name</i>	<i>National Curriculum name</i>
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Middle sixth	Year 13

Key findings

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

- Pupils, including those with SEND, make excellent academic progress from their initial starting points.
- Pupils demonstrate excellent oral communication skills; they are highly articulate and express themselves eloquently.
- Pupils learn to be highly independent in their approach to work and understand the need to take responsibility for their own learning.
- Pupils' information and communication technology (ICT) skills are excellent and often exceptional; their use of ICT is seamless and integral to their learning.
- Pupils achieve great success through their wholehearted participation in the co-curricular life of the school.

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

- Pupils have excellent self-understanding and a well-developed sense of self-worth.
- Pupils demonstrate a strong sense of right and wrong and speak up when they see injustice.
- Pupils take responsibility for their own behaviour and are quick to challenge their peers if they show any intolerance of others.
- Pupils are excellent collaborators and effectively work together to achieve common goals.
- Pupils demonstrate notable appreciation and respect for people from different religions and cultural backgrounds.

Recommendation

- 3.3 The school is advised to make the following improvements.
- Enable pupils to further develop their self-management by building upon the excellent examples already set by those pupils who challenge intolerant behaviour.

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 make rapid progress over time and their attainment at A level, GCSE, and BTEC is strong, relative to their starting points. Examination results from 2022 show that approximately one-fifth of A-level results were graded A or A*, and over a tenth of GCSE entries achieved the top three grades. Whilst this level of attainment is below national results, over two-thirds of pupils have a special educational need. The school's approach of ensuring that every pupil follows a bespoke curriculum suitable for their needs, clearly supports pupils to achieve results well above those expected for their abilities. In 2022, almost one-third of BTEC level 2 entries and over half of level 3 entries gained top grades D* or D. The centre-assessed and teacher-assessed GCSE, A-level and BTEC results in 2020 and 2021 show similar outcomes for pupils. In response to the pre-inspection questionnaires, most pupils agreed that teachers know how to help them learn. Teaching challenges pupils at an appropriate level, and pupils respond to this. Through its 'learn differently' strategy, the school identifies and builds upon individual pupils' aptitudes in an exciting and creative manner. Pupils feel empowered to achieve, thus fulfilling the school's ambitious aims.
- 3.6 Pupils, including those with SEND, demonstrate high levels of knowledge, skills and understanding, often above those expected for their ages. They accurately use subject specific vocabulary and readily draw on previous learning to develop their understanding further. For example, in a Year 12 English lesson, pupils discussed with keen insight the use of the caesura to control the speed of reading when considering the way poets use language in intelligent and empathetic ways. Pupils are highly creative and can apply their creativity to excellent effect. For example, artwork, fashion exhibits, design technology (DT) coursework and creative media projects, demonstrate outstanding skill. In a craft-making activity, pupils worked hard to develop further their needle skills through sewing, tapestry and embroidery. Their work displayed a high level of precision. Pupils show high levels of physical expertise across a diverse range of sports, such as golf, polo, rugby, horse riding and triathlon. They show strength and stamina when working outdoors on the school's farm, managing the animals and agricultural land with great fortitude.
- 3.7 Pupils, including those with EAL, are extremely articulate and display highly developed oral communication skills. Pupils of all ages develop excellent listening skills and this is a real strength. In a history lesson, pupils in Year 10 responded with pace and accuracy to quick fire verbal questions about the *Treaty of Versailles*, sharing their understanding and explaining in detail the process of the political scene at that time. Whilst most pupils are able to express themselves well in writing, some pupils with SEND struggle with their written communication. Tailored individual support provides those pupils with strategies to help overcome their difficulties and pupils work hard to improve their writing skills. Pupils successfully use their personal devices to express themselves clearly. They type and dictate answers with speed and accuracy rather than struggle to write by hand.
- 3.8 Pupils' numeracy skills are well-developed for their abilities. Pupils of all ages are highly competent in their use of numeracy across the curriculum. In mathematics, pupils in Year 9 demonstrated excellent application of number work when designing the layout of a theme park and costing out their business plans. In economics, pupils in Year 12 accurately analysed data they had researched from the internet. They used graphs to illustrate and debate the merits of economic growth. In an equine management lesson, pupils in Year 13 measured and weighed a Shetland pony with great precision. They compared

the measurements with the pony's previous weight then carefully adjusted how the pony's diet should be changed.

- 3.9 Pupils develop excellent ICT skills and use personal digital devices adeptly to enhance their learning. Pupils confidently manage and submit their work through the school's ICT systems. Pupils' use of ICT and their application of subject specific software is seamless. For example, pupils produce highly sophisticated work in digital creative media to edit animated film clips. In DT, pupils in the sixth form use computer aided design and machine cutting software to create unique prototype chairs as part of a coursework project. In a Year 10 music lesson, pupils demonstrated great competence in the use of digital audio software to create, record and notate melodies as a starting point for their composition module.
- 3.10 Pupils possess a wide range of study skills which they apply successfully across a range of subjects. In a mathematics lesson, pupils in Year 9 explained how they had successfully investigated the relationship between the circumference of a circle and its diameter. They accurately measured a variety of cylinders then used the results to determine the ratio pi. When performing mathematical calculations pupils recognise their own mistakes and successfully amend their answers accordingly. In a biology lesson, pupils in Year 11 multi-tasked as they simultaneously listened carefully, read questions and wrote answers whilst watching a video. Pupils of all ages demonstrate excellent powers of analysis and readily make predictions and test hypotheses. In a DT lesson, pupils in Year 11 analysed polymer materials and made predictions as to how they would react to heat or to being cut. In art, pupils in the sixth form analysed the techniques used in paintings of famous artists. For example, they considered Matisse's reasons for using the colour blue to express grief, then used their findings to develop their own work in a similar style.
- 3.11 Pupils demonstrate overwhelmingly positive attitudes towards their learning. As pupils progress through the school, they become independent thinkers and develop inquiring minds. Pupils reflected maturely on how independent research skills are an important factor in developing their confidence as learners. Pupils explained how they use their initiative in their learning. For example, in film studies pupils chose to produce a film clip about a local hostel for homeless people in order to raise awareness of the issue. Pupils are resourceful and take leadership in their learning as they discover and embrace new opportunities. In a fashion design lesson, pupils spoke of how a recent trip to a London fashion house had inspired them to research and develop further ideas for their own progressive clothing designs. Pupils are natural collaborators and grasp every opportunity to work with their peers. They rise to the challenges presented to them and are not afraid to ask pertinent questions when seeking a solution for themselves. In questionnaire responses, a very small minority of pupils stated that they did not find lessons interesting. Lesson observations confirmed a very small number of pupils did occasionally go off task, but in most lessons pupils were fully engaged. Pupils are inspired and energised by the variety of activities they are exposed to within the co-curricular programme. In a basketball activity, pupils worked independently and conscientiously to improve their ball and court position skills. In a triathlon activity, pupils worked with determination and diligence to increase their stamina and core strength whilst training in the swimming pool.
- 3.12 Pupils' individual and collective achievements are excellent, and wide-ranging. This is in part due to the great emphasis that senior leadership puts on pupils' participation in co-curricular activities as part of their holistic education. Pupils are often recognised at national level for their exceptional achievements in their vocational studies, for example, in performing arts, entrepreneur studies and digital creative media. More able pupils experience success in a range of academic disciplines and competitions such as the UK Maths challenge and the science Olympiads. Pupils regularly perform in concerts as members of choirs and ensembles. Individual pupils give recitals and achieve success in nationally assessed music examinations. Pupils achieve highly when acting on stage in drama productions and school musicals. Pupils are highly successful in sport, with the most talented representing their county in, for example, hockey and rugby, competing nationally in equestrian sports and playing at a semi-professional level, for example, in football. By the end of Year 13, pupils have

achieved in a wide range of disciplines and in line with the school's aims, have developed an array of skills required for future success. Many are successful in gaining places at a range of universities both in the UK and abroad, as well as apprenticeships and vocational training and employment.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate excellent self-understanding. They exhibit robust self-will in their learning and confidently embrace challenge. Pupils are naturally self-reflective. They are acutely aware of their strengths and weaknesses and understand how to make strides to further improve themselves. Pupils approach failure with great maturity and appreciate that determination and resilience help develop their characters. Pupils display excellent levels of self-discipline in how they approach their work, and strive to complete assignments to the best of their ability. Pupils build upon the beneficial relationship between the support provided by teachers and their own work ethic when completing tasks independently. This is due in part to the innovative, personalised and highly-structured 'capability' programme which focuses on study skill development.
- 3.15 Pupils demonstrate high levels of maturity when making decisions at key moments in their lives. Pupils show a sense of responsibility for the ownership of these decisions, and willingly accept support from staff. When discussing their futures, pupils show a responsible approach to both their personal aspirations and relationships. Pupils understand that the decisions they make within their learning are important. In a fashion lesson, pupils in Year 13 reflected on the importance of the rationale for their design and choice of materials when producing their final garments. They explained that their decisions would influence the quality of their final portfolio and consequently, their prospects of a successful application to higher education. Pupils are ambitious about the careers they wish to pursue, for example, in engineering, law, fashion design and countryside management, as well as setting up their own businesses.
- 3.16 Pupils have an excellent appreciation of the non-material aspects of life. In particular, they spoke of the beauty and calm of the school abbey, of enjoying the services and of how attending them creates time and space to reflect on life. Pupils spoke of their love of nature and the countryside and of how the school grounds and woodlands that surround them inspire their creativity. They recognise that outdoor experiences such as regularly working with animals on the farm, creates a powerful sense of wellbeing. Pupils enjoy yoga sessions in boarding which allow for relaxation through meditation and mindfulness exercises. Pupils appreciate the nurturing family atmosphere of the school and the close-knit nature of the boarding houses which give them a feeling of belonging and peace. Pupils value the deeper understanding of religious beliefs they develop as a result of the topics covered in religious studies lessons.
- 3.17 Pupils have a well-developed sense of right and wrong and appreciate the need for laws within a peaceful society. They understand and maturely reflect upon, the necessity for school rules and respect the sanctions and rewards system. Pupils value their involvement in the recent review of the school's behaviour policy. Pupils' behaviour when moving round school is excellent and they are polite and considerate of others. Whilst behaviour in the overwhelming majority of lessons is excellent, occasional misbehaviour challenges teaching and disrupts learning. Pupils are intolerant of their peers' poor behaviour and seek to restore the harmonious atmosphere they value so much. In questionnaire responses, most pupils agreed that the school expects pupils to behave well and that the school sorts out poor behaviour. Pupils respond positively to senior leaders' emphasis on the development of pupils' self-management skills.
- 3.18 Pupils show a high level of respect for the happy and welcoming school community. Friendships are strong and pupils support one another regardless of age or gender. Pupils are encouraged through personal, social, health and economic education (PSHE) lessons and house meetings to understand others' views and the need to be sensitive to one another. Pupils recognise that the close-knit nature

of the school, and in particular their boarding houses, contribute greatly to their personal growth and development. Relationships between boarding houses are positive and inter-house competitions are strongly supported by all pupils. Pupils of all ages collaborate extremely well in the boarding houses, activities and lessons. Older pupils act as buddies enabling younger pupils to settle quickly when they join the school. Pupils embrace teamwork and understand the power of working as one to achieve a common goal. This is central to how they approach their sport, music and drama, and pupils spoke with pride of working together in houses when preparing for events such as house music.

- 3.19 Pupils have a strong understanding of the benefits of making positive contributions towards the development of the community, both in school and within wider society. They raise money for a number of charities, for example, a children's hospice and cancer research. Pupils participate in the annual cross country race, raising money most recently for a local young people's mental health charity. Pupils show strong support of doing good to help others less fortunate than themselves. They relish the opportunities the weekly Round Square activities give them to offer their time in service to others. Pupils value the community service they do as part of The Duke of Edinburgh's Award scheme and the many other opportunities they have to volunteer their services, for example, helping out at a local primary school, serving in the school tuck shop or acting as a mentor to younger pupils.
- 3.20 Pupils are fully accepting of others' cultures and languages and this is a strong feature of the school community. The family approach to community supports a seamless integration of different cultures and pupils of different nationalities. This helps pupils to develop a visible, healthy respect for each other in terms of cultural understanding. They grasp any opportunity to explore and deepen their understanding of cultural and religious differences. Pupils embrace diversity. Their strong commitment to the school's equality, diversity and inclusion (EDI) approach is supported by senior staff and the work of the pupil-led committee. Pupils recognise that topics discussed in PSHE develop and expand their understanding of the diversity and differences of others. In a PSHE lesson, pupils in Year 12 showed strong respect for different viewpoints, and the need for sensitivity and tolerance, when discussing with great maturity the topic of transgender identity.
- 3.21 Pupils maintain a balanced and healthy lifestyle. Pupils spoke of how participating in activities keeps them physically and mentally healthy. They recognise that doing activities they enjoy helps them to de-stress, brings inner happiness and promotes positive wellbeing. Pupils also recognise that the food choices they make are crucial for maintaining good health. In the questionnaire responses, a minority of pupils expressed a dissatisfaction with the quality of the food on offer. Inspection evidence, including discussions with pupils and sampling lunches, did not support these concerns. Pupils choose their meals from a variety of salads and hot options, and fruit and healthy snacks are always available to them in the boarding houses. Pupils feel safe in school and show a healthy understanding of how to stay safe online. They spoke of the many avenues available to them should they wish to speak with someone if they have a worry or a concern. In questionnaire responses, the overwhelming majority of parents agreed that the school safeguards their children effectively.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended an abbey service 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

Ms Adrienne Richmond	Reporting inspector
Miss Kaye Lovejoy	Compliance team inspector (Former head, ISA school)
Mrs Karen Pickles	Team inspector for boarding (Former senior leader, HMC school)
Mr Stephen Yeo	Team inspector for boarding (Former head, HMC school)