



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Cambridge Arts and Sciences Ltd (CATS and CSVPA)**

**September 2022**

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### School's Details

<b>College</b>	Cambridge Arts and Sciences Ltd (CATS and CSVPA)			
<b>DfE number</b>	873/6022			
<b>Address</b>	Cambridge Arts and Sciences Ltd 1 High Street Chesterton Cambridge Cambridgeshire CB4 1NQ			
<b>Telephone number</b>	01223 314431			
<b>Email address</b>	registrar@catscambridge.com			
<b>Principal</b>	Mr Dominic Tomalin			
<b>Proprietor</b>	CEG Colleges Limited			
<b>Age range</b>	13 to 24			
<b>Number of pupils on roll</b>	286			
	<b>Day pupils</b>	28	<b>Boarders</b>	258
	<b>Seniors</b>	41	<b>Sixth Form</b>	245
<b>Inspection dates</b>	21 to 23 September 2022			

## **1. Background Information**

### **About the school**

- 1.1 Cambridge Arts and Sciences Ltd consists of CATS Cambridge and its sister school, Cambridge School of Visual and Performing Arts, CSVPA. Both schools are co-educational, international schools, located on three sites in the city of Cambridge. Both schools offer day and boarding places, with one boarding house on the CATS site and a second a short walk away from CSVPA.
- 1.2 The schools are owned by CATS Global Schools, the trading name of Bright Scholar (UK) Holdings Ltd, which has six schools in the United Kingdom and one in Boston in the United States. The directors of CEG Colleges Ltd (the proprietor) form the governing body with the Chief Executive Officer as the chair. The schools offer a range of courses: CATS primarily GCSE, A-level and the CATS University Foundation Programme; and at CSVPA foundation and further education courses for the arts. The current principal was appointed in 2019.

### **What the school seeks to do**

- 1.3 The aim of the schools is to encourage all pupils to realise their potential, fostering independence and maturity in order to prepare them for their futures as global citizens.

### **About the pupils**

- 1.4 Pupils come from many parts of the world, including the UK. Many nationalities, family backgrounds, faiths and cultures are represented. The very large majority of pupils are boarders.
- 1.5 Nationally standardised tests indicate the ability profile of the senior school and of the sixth form is below average. No pupil has an education, health and care plan. Eight pupils have been identified with special educational needs and/or disabilities and all receive specialist help. There are two hundred and fifty-two pupils with English as an additional language, (EAL) two hundred and forty-seven of whom are receiving support. The school has identified nine pupils of high ability 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 and A-level results in the years 2019 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 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, and admission and attendance registers are maintained, as required. 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, and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 Some pupils board in a house which is neither adjacent to nor reasonably accessible from where main meals are provided. These boarders report that they are sometimes dissuaded from attending mealtimes as a consequence of the journey. The school does not have appropriate measures to monitor any non-attendance at meals and address the consequent risks. This represents a failure to safeguard the well-being of boarders.
- 2.11 The school's approach to risk management does not systematically consider the risk to pupils' well-being. In particular, the school does not routinely monitor which boarders have eaten main meals and consequently the risk to some pupils' well-being has not been considered.

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

### Action point 1

The school must ensure that pupils are not dissuaded from eating healthily because of the journey from their accommodation to where their meals are provided [paragraphs 7(a) and (b), 8(a) and (b); NMS 6.2, 8.1 and 8.2].

### Action point 2

The school must ensure that it routinely monitors which boarders have eaten main meals by systematically considering the well-being of pupils in its approach to risk management [paragraph 16; NMS 9.3].

## PART 4 – Suitability of staff, supply staff, and proprietors

- 2.13** 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.
- 2.14** 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

- 2.15** 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.
- 2.16** The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4 and 7 are met.

## PART 6 – Provision of information

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

## **PART 7 – Manner in which complaints are handled**

- 2.19 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.
- 2.20 **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**

- 2.21 Due to the remoteness of where meals are provided from the most distant boarding house, the proprietor does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met. They do not actively promote the well-being of all pupils. The risk to boarders' well-being is not systematically considered. Leadership and management of boarding do not ensure that the required policies and records are maintained and effectively monitored.
- 2.22 **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 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 all pupils, notably those in the most distant boarding house [paragraph 34(1)(a), (b) and (c); NMS 2.1-2.8].**



### 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.
- More able pupils perform particularly well in public examinations.
  - Pupils from overseas rapidly acquire very good communication skills and technical language as a consequence of their application to study.
  - Pupils have excellent attitudes to learning.
  - Pupils carry out a very wide variety of independent work, both individually and collaboratively, to an exceptionally high standard.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are confident, thoughtful and outward looking as a result of the supportive atmosphere of the community.
  - Pupils have an excellent understanding of the value of diversity and the worth of cultures from throughout the world because of the international nature of the community.
  - Pupils readily initiate activities and take on positions of responsibility.
  - For most pupils, opportunities to be physically healthy in terms of diet and exercise are good.

#### Recommendations

- 3.3 The school is advised to make the following improvements.
- Increase the attainment of pupils by ensuring that teaching encompasses approaches suited to pupils of a wider range of ability more frequently.
  - Support pupils to develop a health life-style by ensuring that the food provided is of a greater quality and variety, and monitoring their eating habits.

#### 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' attainment at GCSE in 2022 was strong with a fifth of results achieving the top grade and the number of results achieving grades 9-7 in line with national averages. Similarly, at A level, the number of results achieving the top grade was above the national average in 2022 and four-fifths of grades were A\*-C. These results represent excellent progress for the more able pupils and are good overall.

This performance was mirrored in the centre- and teacher-assessed grades in 2020 and 2021. Data analysed suggest almost all pupils attain grades higher than expected for those of their ability.

- 3.6 In the last three years, over half of the pupils have gone on to their first-choice destination with the majority of leavers studying at highly selective universities and prestigious courses in the performing and visual arts. A great deal of this is due to the success of the leadership and governors' development of the college's distinctive university foundation programmes which have enabled many pupils to access higher education who would have otherwise found it difficult to do so.
- 3.7 Pupils' learning in the areas of mathematical, scientific and social sciences and the visual and performing arts is excellent. Pupils maintain a high rate of progress in lessons when the pace of teaching is brisk. Pupils respond particularly well to skilful questioning by teachers, and this enables pupils to overcome difficulties in starting answers when speaking in an additional language. For example, pupils were challenged to discuss recent learning about Italian history and responded well to the teacher's prompts at sticking points. Similarly, pupils' written work is thorough and shows development of knowledge and skills that are excellent for learners working in an additional language. More able pupils synthesise knowledge effectively and demonstrate higher-order thinking skills when given suitable opportunities. Pupils performing *Macbeth* were strong in their performance work and articulate and focused in their delivery. Pupils' understanding of the importance of referencing of sources is excellent. All parents who responded to the pre-inspection questionnaires agreed that teaching at the school enables their children to make progress.
- 3.8 Most pupils are very competent communicators and are given the space to develop their communication skills in class especially during the lively debates and discussions that take place. Equally, pupils' interactions in boarding have a significantly positive impact on their communication skills where pupils are often using their second or third language. All pupils successfully develop their ability to express themselves regardless of their competence in English. They display excellent listening skills and listen to the views of their peers with respect. Excellent written communication is seen in poster displays where pupils explain the findings of their project work. The governors have successfully responded to the recommendation of the previous inspection by investing resources in the English language programme which has improved pupils' access to the school's education.
- 3.9 Pupils have well developed numeracy skills and apply these successfully in other areas of learning. For example, pupils applied their knowledge of percentages and fractions successfully in the difficult context of calculating uncertainties in a Year 12 physics class. They readily demonstrate their competence in numeracy through the manipulation of algebraic equations in science and in accurate measuring in fashion. They understand how data may be represented as charts for clearer understanding. Numeracy is used less frequently by pupils who study the performing arts although, even in these subjects, pupils appreciate the need to be able to divide and multiply when studying graphic art and design.
- 3.10 All pupils are expert users of information and communication technology (ICT). Devices are routinely used by the pupils to enhance learning and collaboration in lessons notably to access their lesson materials through the school's learning platform. They are adept users of a very wide range of programmes for different purposes. Pupils explore social indicators very competently and learn about the role of geology in the creation of coastlines using appropriate software. They use their mobile devices with consummate ease and are proficient in using word processing, spreadsheet, presentational and organisational software and in using ICT for research purposes. Pupils regard the use of music recording and publishing software as an integral part of their successful learning. Pupils are aware of the need to evaluate critically all sources of information on the internet carefully and how to stay safe online.
- 3.11 Pupils' study skills are excellent as seen in class and in their work. Pupils are used to speaking and articulating their own ideas and thoughts despite the fact that for many their spoken English is developing. In a theatre studies class, pupils articulated complex ideas about how drama has changed

since the time of the Ancient Greeks but the reasons that drama exists have remained the same. Across the school, the norm is for pupils to have and offer an answer even if it is wrong rather than to offer no answer at all. In this way, pupils use higher-order skills and hypothesise and synthesise ideas. Pupils are adept at extracting, collating and presenting information as seen in a science class where pupils researched industrial processes. Pupils apply the techniques associated with the 'learning to learn' and 'learning power' programmes introduced by the leadership of the college, and these skills and learning behaviours are commonly seen around campus. There are many excellent examples of projects carried out by the pupils displayed around the school. These cover in depth topics from *'Will economic integration through the Belt Road Initiative accelerate the internationalisation of China's Renminbi?'* to *'How did the jellyfish become immortal and can we make use of it?'*. This work shows a great depth of knowledge and demonstrates higher-order thinking skills. It is clear that pupils have spent a great deal of time and effort researching their specialist topics before hypothesising on possibilities and outcomes. In the questionnaires, almost all parents agreed that the school equips their children with the team working, collaborative and research skills they need in later life.

- 3.12 Outside the classroom, pupils have competed successfully in a good range of activities. In recent years, they have been national champions in robotics and quizzing, national finalists in debating and regional finalists in the Young Enterprise Award. Pupils frequently win awards in arts competitions. Pupils take advantage of collaborating with Cambridge University; for example, work showcasing pupils' original ideas in sustainable architecture has been displayed in a local museum. In the sciences, pupils' work on a mobile phone cover was commended in a national competition, they have won awards in national chemistry competitions and have been highly placed in a national cryptography competition. They compete successfully with other schools in volleyball and football and achieve notable success in poetry recital competitions.
- 3.13 Pupils demonstrate excellent attitudes toward their learning. They come to lessons prepared and take an active part in activities. They are reflective learners and gain much from analysing their work and taking the initiative to take steps to improve. Older pupils have a great capacity for initiative and independence in their work. The best pupil work is very well organised and shows determination to act on feedback. For example, work in physics was very thoroughly curated and extensive corrections and improvements were common in chemistry. Pupils show creativity and initiative in working with others across media, for example, in a recent collaboration between animation and architecture pupils. Boarders collaborate on shared goals eagerly. They enjoy working towards common goals and view teamwork as a vehicle to effective achievement for all. They are keen to further the knowledge, understanding and enjoyment of material by not only attending the many clubs that the college runs, but also by suggesting and leading new activities. Pupils readily embrace the spirit of *'Turn up, Try hard, Be kind, Smile!'* which is advocated by the leadership.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils have a high level of self-understanding demonstrated by their aspirational approach to their learning and the co-curriculum. They develop self-confidence, resilience, and independence in line with the successful realisation of the aims of the school. This is because of the supportive community and the strong pastoral system which enables the pupils to flourish and grow. They show determination to achieve and are pragmatic about their own levels of understanding, showing maturity in their realistic approach to their understanding of their own self-knowledge and expectations. They quickly learn to appreciate that failure is temporary, and that attainment is of secondary importance to achievement. Pupils are eager to be involved in all aspects of the life of the school and reticence from some is quickly overcome, often helped by the encouragement of their peers. Excellent relationships between pupils and teachers, and amongst the pupils themselves, create an environment which allows pupils of all ages to grow in self-confidence in preparation for the next stage in their lives.

- 3.16 The pupils' ability to make positive decisions with regard to their learning, personal development and relationships is excellent. This is facilitated by the self-reflective nature of the school within the formal curriculum, in structured lessons and the many opportunities for the pupils to receive feedback and have informal discussions with staff. Pupils are prepared to attempt challenging tasks within a supportive environment, knowing that if mistakes are made this can be a learning experience. For example, in a chemistry lesson, pupils with no experience of practical work made copper sulphate with minimal but appropriate support, gaining confidence in their practical skills throughout the process. One of the most important decisions that pupils make is to study in an international community in order to advance their education, improve their English and be better equipped with their knowledge, newly developed learning style and skills when they apply to various universities in the UK and globally. Consequently, pupils are highly motivated to make the right decisions to ensure that they are on the right path to achieve their goals and also to ensure their progress in their studies.
- 3.17 Pupils have a strong appreciation of the more spiritual aspects of life. Boarders' approach towards dealing with very diverse views and perspectives in their community is very philosophical. They try to see other people's perspectives and reflect on their own viewpoint to try and understand the differences. At the same time, they recognise extreme and damaging views and challenge and condemn them. Pupils regularly articulate wonder and emotion effectively and recognise acts such as kindness and compassion as a vital component of being a good human. Pupils express their joy of learning eloquently but also demonstrate it through their attitude in lessons. They stated that in the performing and visual arts they learn to find beauty in everything around them and, in turn, this has inspired pupils in the work they produce. Pupils relax and reflect in the faith room and in quiet spaces around the school and grounds.
- 3.18 Pupils' moral compass is very strong, and they have unfailingly impeccable manners. Their interactions with each other, in and out of the classroom, are based on a mutual trust and understanding but they are not afraid to challenge views or behaviours that are not acceptable. Pupils appreciate that because their community is so international, a 'common ground' is vital for positive outcomes overall. In a sociology lesson, pupils discussed competently an 'achieved' and 'ascribed' status in different societies and could draw a link between a high and low status, dignity and responsibility. Pupils are clear that the school community is guided by a common understanding of what is right and wrong. This is because the school advocates kindness, common sense and positivity. Pupils are very positive about behaviour and respect at the school. They are keen to 'look out' for each other, as was reported by one Ukrainian pupil who said she became very unhappy when the war began, but friends rallied around and supported her such as by raising money.
- 3.19 Pupils' social development and collaboration are excellent. They have a natural sense of inclusion and highly developed social skills. They work collaboratively, encouraged by teaching that promotes the sharing of ideas, correcting each other's responses and sharing good practice. Most of the time, pupils are seen working together with enthusiasm, effectively, engaging in constructive discussions and sharing a sense of achievement from completing tasks successfully. Pupils feel supported, respected and accepted by their peers and staff which contributes to a collegiate atmosphere. The relationships between teachers and pupils are based on a mutual trust and there is a strong sense of 'being on the CATS journey together'. The house system supports competitions and a range of social and cultural mix which enables further emphasis on supportive and collaborative relationships. Much of this has been as a result of the governors' investment in and focus on the activities programme since the previous inspection. Pupils benefit from meaningful connections for their own emotional support; a friend who can listen to them and strong human connections minimise the stress in their life. Boarders collaborated last year to arrange a prom which was evidently a tremendous success.
- 3.20 Pupils have developed a strong sense of helping others in the school community and contributing towards a harmonious, caring atmosphere, and they readily avail themselves of the opportunities for them to become involved in the wider community. Pupils are acutely aware that there are others less fortunate than themselves. Many volunteer in local charity shops. They stress the importance of

needing to see the bigger picture to know their place in society. They show a great sense of responsibility to those in need, such as in working together to bake cakes, which they sold to raise money for the children of Ukraine, and by making jewellery to be sold to raise money for a school in Cambodia. Pupils take part in charity walks and support the neighbouring home for elderly people.

- 3.21 International and cultural diversity is at the core of the CATS community and all pupils show their tolerance, sensitivity, respect, acceptance, and a sense of pride in belonging to it. Pupils have a keen interest in differences and celebrate them. Pupils feel safe to be who they want to be knowing that although other pupils may have different views to them, they are allowed to hold and express their own. This is encouraged by the comprehensive personal, social and health education (PSHE) programme, and the support offered to pupils through the strong pastoral system ensures that all pupils feel valued and respected. Pupils lead special assemblies for Black History, World Reading Day and International Men's and Women's Days. In the accomplished display in the reception area, pupils have chosen a bird from each other's countries to represent as art pieces. In the questionnaires, all parents agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.22 The pupils show a good understanding for maintaining a healthy lifestyle, both physically and mentally, and have both peer support and adults to turn to if needed. In the questionnaires and in discussions with inspectors, pupils said that they strive to eat healthily but that the choices in the dining hall are limited and do not always promote healthy eating. In addition, they sometimes choose not to take the balanced main meals provided by the school due to the distance from their accommodation to the dining room. Although the school responded positively to the recommendation regarding food in the previous inspection, there is still scope for improvement in the context of other excellent provision. Pupils are confident that they know how to stay safe online and boarders reported that being in the boarding accommodation allows them to discuss on-line issues and dangers before making mistakes. In the questionnaires, all pupils agreed that the school is a safe place to be.

## 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 house meetings. Inspectors visited boarding houses. 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 Alasdair McBay	Reporting inspector
Dr Ruth Weeks	Accompanying inspector
Mr Nick Cox	Compliance team inspector (Deputy head, HMC school)
Mr Anthony Nelson	Team inspector (Director of studies, ISA school)
Ms Elena Hesse	Team inspector for boarding (Vice principal, ISA school)
Mr William Norton	Team inspector for boarding (Head of department, HMC school)
Mrs Karen Pickles	Team inspector for boarding (Former housemistress, HMC and IAPS school)