



ISI Independent
Schools
Inspectorate

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

Hereford Cathedral School

February 2020



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School's Details

School	Hereford Cathedral School			
DfE number	884/6004			
Registered charity number	518889			
Address	Hereford Cathedral School Old Deanery The Cathedral Close Hereford HR1 2NG			
Telephone number	01432 363521			
Email address	hmpa@herefordcs.com			
Headmaster	Mr Paul Smith			
Chair of governors	Rear Admiral Philip Wilcocks			
Age range	11 to 18			
Number of pupils on roll	546			
	Day pupils	528	Boarders	18
	Seniors	407	Sixth Form	139
Inspection dates	25 to 27 February 2020			

1. Background Information

About the school

- 1.1 Hereford Cathedral School is a selective, independent co-educational day and boarding school for pupils aged between 11 and 18 years. There has been a school associated with the cathedral since at least 1384, traditionally educating the cathedral choristers. The teaching facilities are housed in fourteen listed buildings that are grouped around the cathedral. Since the previous inspection the school has moved from providing homestay boarding with the opening of a newly refurbished boarding house located nine miles from the school.
- 1.2 The school is a charity and limited company, overseen by a governing body.

What the school seeks to do

- 1.3 The school aims to offer each pupil an opportunity to develop every aspect of his or her potential and moral values within a community in which they work cooperatively and feel valued. It seeks to listen to the views of parents and provide a balanced and challenging curriculum, a wide range of extra-curricular opportunities, and give priority to teaching and learning of high quality and a high degree of personal care.

About the pupils

- 1.4 Pupils are drawn from a wide catchment area around the Herefordshire and the Welsh borders. There are also a number of international pupils. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 186 pupils as having educational needs and/or disabilities (SEND), including dyslexia and other conditions, 144 of whom receive additional support. No pupil has an education, health and care (EHC) plan. There are 25 pupils for whom English is an additional language (EAL) 23 of whom require additional support for their English. The curriculum is modified for the most able pupils in the school's population, and also for other pupils because of their special talents in sport and creative and expressive arts.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools ('boarding NMS'). It also comments on the progress made by the school in meeting the compliance action points set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management, together with the NMS covering the same areas. 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 full regulations 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 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 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 standard 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 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 and 20 are met.**

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

- 2.10 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.
- 2.11 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

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.

PART 6 – Provision of information

2.14 A range of information is variously 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.

2.15 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.

PART 7 – Manner in which complaints are handled

2.16 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.

2.17 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 The standard 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.

- In externally standardised tests and examinations, attainment is above that average compared to those taking the same tests nationally.
- Most pupils make appropriate progress in relation to the average compared to that of pupils taking the same test nationally.
- Some pupils use Information Communication Technology (ICT) to enhance their knowledge, skills and understanding. ICT is not used effectively across the curriculum to enhance learning.
- Pupils demonstrate good study and basic skills as they move through the school. Most can plan and organise their work effectively, work independently and in groups.
- Pupils achieve well in areas beyond the academic curriculum. Their group and individual achievements in activities including music, games, drama and clubs are excellent for their age.

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

- Pupils show excellent levels of self-understanding and spirituality for their age.
- The behaviour of pupils throughout the school is exemplary. They demonstrate excellent moral and cultural understanding.
- The majority of pupils appreciate a variety of factors when making decisions. They have a strong awareness of how to stay safe and what is required to be physically and mentally healthy.
- Pupils' social development and collaboration are excellent. Pupils make an excellent contribution to the school, the local community, and the wider world.
- Leadership of boarding is in the early stages. School staff are not yet involved fully in supporting boarding in order that it contributes strongly to all pupils' personal and academic achievements.

Recommendations

3.3 The school is advised to make the following improvements:

- Develop academic leadership at all levels, with a focus on implementing strategies to maximise the progress of all pupils.
- Implement a coherent tracking system in order to monitor the progress and attainment of all pupils.
- Ensure that marking is consistent, timely, and provides clear guidance in order to promote pupils' achievement further.
- Develop the use of ICT across the curriculum in order to strengthen learning.
- Develop further the leadership and management of boarding and support from main school staff in order that boarding contributes strongly to all pupils' personal and academic achievements.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The majority of pupils, including boarders, achieve in accordance with the school's aim of offering each pupil an opportunity to develop every aspect of his or her potential, a balanced and challenging curriculum and a wide range of extra-curricular opportunities. The vast majority of pupils gain places at university, with most achieving their first choice. Those responsible for governance and leadership contribute strongly to the school's ethos of ensuring that all pupils are valued and encouraged to achieve their best. The vast majority of parents responded positively to the pre-inspection questionnaire, stating that the school is governed, led and managed well.
- 3.6 In externally standardised tests and examinations, attainment is above average compared to that of pupils taking the same tests nationally. Although still positive, actual grades against externally standardised indicators for GCSE have progressively declined since 2017, with a variation of performance across departments. A-level outcomes are in line with externally standardised indicators. Most pupils, including those with SEND and EAL, make appropriate progress in relation to the expected outcome for pupils of similar abilities. Identification and additional support based on the analyses of data of pupils with SEND are in the early stages of development and yet to be implemented consistently across the school. This has impacted the ability of learning support and mainstream staff to raise the attainment of pupils with SEND even further. The school has a range of standardised and qualitative data available. Some departments use these data to analyse pupil attainment and progress, to plan challenging lessons, and to implement appropriate strategies to raise attainment. Leadership and governance have initiated and supported tracking and data analyses in order to identify trends in attainment, the provision of additional support and targeted interventions in order to raise attainment to the highest levels. However, a strategic overview of academic achievement is in its early stages and yet to involve coherent and consistent tracking of pupils' progress and attainment.
- 3.7 Pupils throughout the school demonstrate good levels of knowledge, skills and understanding. Their learning is enhanced by access to a wide curriculum, extensive extra-curricular opportunities, appropriate resources and a positive learning environment. Some lessons are insufficiently matched to the ability of pupils. This combined with lack of challenge, reduces the progress and attainment of some pupils across the ability range. Most marking is not against clear success criteria with guidance as to how to improve and achieve challenging targets. This sometimes restricts the progress of pupils and their levels of attainment. Some pupils use ICT competently to develop their knowledge, skills and understanding across the curriculum. For example, in science pupils use spreadsheets to produce graphs of rate of reaction, in design technology pupils use coding programs, and in music pupils use technology for composition. However, ICT is not used effectively across the curriculum to enhance learning.
- 3.8 Pupils develop good knowledge of biology, chemistry and physics. As pupils move through the school they grow in confidence as scientists and are able to conduct practical investigations independently. For example, pupils from Years 7 to 13 enjoy developing their practical skills in dissection club. In a sixth form chemistry lesson, pupils demonstrated extensive knowledge of the physical and chemical properties of halogens using appropriate scientific vocabulary. Most pupils demonstrate a good understanding of key historical events and periods in Britain and the wider world. For example, older pupils studying the Treaty of Versailles presented viewpoints from different perspectives, taking into account a range of strong opinions expressed at that time. In geography, pupils demonstrate excellent understanding of countries, continents and geographical features. For example, pupils studying for GCSE demonstrated excellent understanding of a particular theoretical model when studying economic change in Nigeria. They competently organised examples and non-examples to deduce key factors for consideration.

- 3.9 The physical development and skills of pupils are well-developed. They take part enthusiastically in a range of sports including netball, cricket, rounders, rugby, fencing and hockey. In music pupils demonstrate excellent skills in composition, appreciation of music and performance. For example, sixth form pupils successfully use a formula to compose pieces based on mathematical concepts including symmetry. A range of musicians were observed performing to a very high level. During the Ash Wednesday Eucharist service at the cathedral, the choristers sang challenging choral music to an outstanding level. In religious education pupils understand and appreciate a range of religions and the impact of religion on themselves, their community and the world, as exemplified by sixth form pupils studying orthodoxy and orthopraxis. Their sharing of thoughtful reflections on how religious beliefs can impact daily life and the reasons for practising religious rituals extended the knowledge and understanding of the whole group to a high level.
- 3.10 Pupils are effective communicators, both orally and in writing. In a wide range of lessons and during discussions, the vast majority of pupils were observed listening respectfully and engaging positively with their teachers and with each other. International boarders develop their linguistic skills in English to a high level particularly through discussions with other pupils, staff and the community. Reading and writing standards are high and oral presentation skills are excellent. For example, younger pupils studying poetry from the First World War effectively analysed emotions evoked from their own poetry through the use of a wide range of strong adjectives. During discussions, pupils commented on how writing speeches and presenting them to the class and wider audiences enables them to improve their communication skills. Pupils demonstrate good pronunciation and fluency when communicating in additional languages. Those studying French and Spanish in the sixth form can read, understand and extract information from written passages from a variety of authentic sources including magazines, newspapers and books. They can plan and write longer pieces in the form of emails, letters and essays. They converse with good confidence, fluency and pronunciation supported and encouraged by teachers who communicate with them in their chosen language, whilst supporting their understanding in English when required.
- 3.11 Most pupils achieve good levels of numeracy, with a small minority not attaining in line with their ability. Pupils are set for mathematics when they enter the school on the basis of an internal test. The use of standardised data and information from other schools is not in place, so that work planned within the sets does not always build upon prior knowledge with the next steps needed for rapid progress and high attainment. Most pupils can apply their mathematical knowledge and skills when problem solving in other subjects. For example, during discussion, older pupils described how they used their mathematical skills in economics to plot supply and demand curves, and in a sixth form biology lesson pupils calculated the growth of tumour cells using a relevant mathematical formula.
- 3.12 Pupils demonstrate good study skills as they move through the school. Most can plan and organise their work effectively, work independently and in groups. For example, older pupils study additional texts which develop their skills in research and analysis. By the end of Year 13 they can analyse, synthesise and hypothesise to a good level so that their conclusions are based upon an understanding of what is fact and what is opinion. Most pupils are actively involved in lessons with some asking thought-provoking questions that require thinking beyond the literal. They have good concentration and persistence. Many are quick to recall relevant information and make perceptive links. They can argue and reason logically challenging their own understanding. A recent focus on providing pupils with opportunities to be independent has enhanced their ability to research using a variety of sources including the library.

- 3.13 Pupils achieve well in areas beyond the academic curriculum. Their group and individual achievements in activities including music, games, drama, clubs and societies are excellent for their age. For example, a number of pupils studying design and technology have won prestigious engineering competitions. Pupils have been regional finalists for the English-speaking Union's public speaking competition and a high number of pupils achieve distinction in Associated Board of the Royal School of Music (ABRSM) and London Academy of Music and Dramatic Art (LAMDA) examinations, with success in international competitions such as Eisteddfod. Most pupils have a positive attitude to learning, take a pride in their work and are highly motivated to succeed.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school successfully fulfils its aim to enable pupils to feel valued, work cooperatively and to develop moral values within a strong community. Leaders, governors and staff are dedicated to nurturing each pupil in order to develop the skills, resources and dispositions which enable pupils to thrive personally, socially and emotionally.
- 3.16 Pupils show high levels of self-understanding for their age. During discussions in personal, social, health and emotional education (PSHE) pupils discussed openly the potential impact of perceptions of body image on self-esteem. They debated at an exceptionally mature level, the impact of social media and peer pressure on how they feel about themselves. This ability to self-reflect with an objective awareness of their strengths and weaknesses is also evident with regard to their academic work, as evidenced by older pupils who confidently criticised their essays discussing ways to improve, supported by positive criticism from teachers and fellow pupils. Pupils adapt very easily to new situations. They show strong perseverance when faced with obstacles, as exemplified by the boarders who live in the new off-site boarding house. They speak strongly with regard to how boarding has helped them to develop their self-knowledge, self-confidence and resilience. By the time they leave the school, pupils have matured and developed the skills necessary for the next stage of their lives.
- 3.17 The majority of pupils are able to appreciate a variety of factors such as when making decisions as a result of opportunities provided within lessons and school life to make choices. Most pupils are able to manage their time well and set themselves challenging targets. During discussions pupils stated strongly that teachers do not make decisions for them. Pupils who spoke to the inspectors said that they appreciate how teachers give them the materials and advice which help them to make well-informed decisions. Boarders make mature decisions about the use of their time during weekends, effectively balancing free time and study time. Sixth formers stated that making choices that support their health and well-being are amongst the most important decisions that pupils can make.
- 3.18 Pupils display mature levels of spirituality and an excellent appreciation of the non-material aspects of life. During discussions pupils spoke at a high level about mind and spirit and the importance of valuing the non-material aspects of life such as friendship, kindness and giving to others. They stated strongly that religious studies help them to understand and appreciate other peoples' faiths, beliefs and opinions. They spoke movingly about how giving to others and doing their best enabled them to have spiritual experiences at a deep level. These attributes are underpinned by the school's values and opportunities for reflection which are incorporated into the PSHE curriculum, the wider curriculum, assemblies and church services. The development of spirituality is embedded throughout the school and exhibited by pupils, through their taking part in events such as the remembrance service, entering the annual National Association of Teachers of Religious Education (NATRE) spirited arts competition, and PSHE extended project work which demonstrates spiritual understanding at a high level. Pupils stated during discussions that they develop their spirituality through communal singing, attending chapel, services and performances. They asserted strongly that the school community is inspired by the ancient cathedral situated at the centre of the school.

- 3.19 The behaviour of pupils throughout the school is exemplary. They demonstrate excellent moral understanding and readily accept responsibility for their own behaviour. Almost all parents and pupils who responded to the questionnaires agreed that the school encourages pupils to behave well. Discussions with pupils and scrutiny of records indicate that school staff support pupils in strengthening their self-discipline, taking into account their age and individual circumstances. During discussions older pupils stated that they have a moral responsibility to set a good example. They reflected deeply about issues such as fairness and how responses to behaviour may be adjusted according to a person's needs and circumstances.
- 3.20 Pupils' social development and collaboration are excellent. They were observed collaborating with each other in pairs and groups during lessons, clubs and activities in order to achieve common goals. Boarders develop strong relationships, greatly appreciating the opportunity to make friends with pupils from other countries. Older pupils demonstrate excellent qualities of leadership, successfully promoting the aims and ethos of the school. During most lessons, pupils use constructively the many opportunities given for paired and group work. They give honest feedback with an awareness of the feelings of others. They are able to discuss sensitive issues maturely and openly, as exemplified during a PSHE lesson where pupils discussed sexual relationships, contraception and the potential impact of teenage pregnancy. Pupils around the school were observed engaging with each other positively and respectfully. Older pupils enjoy the privilege of socialising in the sixth form café stating that such opportunities enable them to prepare well for university and later life.
- 3.21 Pupils stated during discussions how deeply they appreciate the circumstances of those less fortunate than themselves. They value the school's culture of outreach to others through supporting a range of charities including a local foodbank and the Christmas box appeal for children in Romania. Pupils make an excellent contribution to the lives of others within the school, the local community and wider society as a result of the many opportunities the school provides for them to contribute individually, as part of a team and as leaders. Younger and older pupils are keen to take on leadership roles and responsibilities including becoming monitors, peer mentors and house captains. The Duke of Edinburgh's Award scheme (DofE) and Combined Cadet Force (CCF) enable the majority of pupils to make a significant contribution to society. For example, cadets parade on Remembrance Sunday as part of Hereford's civil service and pupils are elected for leadership roles which include junior mayor, lord-lieutenant's cadet and sitting on youth councils. The active service of choristers is highly valued by the cathedral and the local community.
- 3.22 Pupils have a highly developed awareness and appreciation of their own and other cultures which is evident during discussion and in work seen in PSHE, geography, history and religious studies. Their understanding of British society and that of others is enhanced through the study of a wide range of cultures and religions including Sikhism, Islam, Buddhism and Judaism. Boarding and the admission of international boarders has enabled pupils to appreciate first-hand globalisation and the culture of others. Leadership of boarding is still in the early stages and although boarders enjoy welcoming staff guests to the boarding house, school staff are not yet fully involved in supporting the development of boarding in order that it contributes strongly to all pupils' personal and academic achievements. The equality forum led by pupils enables them to deepen their understanding of society through discussion of issues such as racism and sexuality. Pupils speak enthusiastically about how the annual trip to Kenya enables them to deepen their awareness of others through supporting a school and its local families. Those who have volunteered to be street pastors have experienced first-hand how they can be faced with need and show strong appreciation that they are capable of acting to make a positive difference to the world. Almost all parents and most pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.

3.23 Pupils have a mature understanding with regard to keeping safe and knowing what they need to do to be physically and mentally healthy. During discussions, pupils spoke confidently about the need to have a balanced lifestyle which includes being outdoors, restricting screen time, having sufficient sleep, and relaxing. Pupils select healthy food and snacks from the wide range provided by the catering service. Male and female pupils take part in a range of sports and are physically active at breaktimes. Pupils notice when somebody needs help and are swift to offer support. They are aware that their friends may share concerns with them and know when these concerns need to be passed on to a member of staff. Almost all pupils who responded to the questionnaire said that they knew how to stay safe when online. A culture of care and concern combined with diligent monitoring by pastoral leadership supports the personal development of all pupils including those who have worries or concerns. As they move through the school, pupils mature into thoughtful, caring young people who are keen to contribute to all aspects of society.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, chair of the education committee and safeguarding governor and observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors attended house and form meetings and a church service. They visited boarding houses and the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Dr Pat Preedy	Reporting inspector
Mrs Christine Rees	Compliance team inspector (Former head of boarding, HMC school)
Mr Lee Glaser	Team inspector (Headmaster, HMC school)
Ms Anna Peak	Team inspector for boarding (Deputy head, HMC school)