

SHERBORNE



ISI INSPECTION REPORT

*Quality of pupils' academic and other achievements &
the quality of pupils' personal development*

'EXCELLENT'

ISI Inspection 2023

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

Sherborne School

March 2023

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School's Details

School	Sherborne School			
DfE number	838/6006			
Registered charity number	1081228			
Address	Sherborne School Abbey Road Sherborne Dorset DT9 3AP			
Telephone number	01935 810426			
Email address	enquiries@sherborne.org			
Headteacher	Dr Dominic Lockett			
Chair of governors	Lt. Gen. David Leakey			
Proprietor	Sherborne School			
Age range	13 to 18			
Number of pupils on roll	585			
	Day pupils	37	Boarders	548
	Seniors	347	Sixth Form	238
Inspection dates	7 to 9 March 2023			

1. Background Information

About the school

- 1.1 Sherborne School is an independent boarding school for male pupils, the majority of whom are full boarders. It was founded by King Edward VI in 1550 and is a charitable trust, overseen by a board of governors who are the trustees. Since the previous inspection a new chair of governors has been appointed, the dining hall has been refurbished and the redevelopment of the sports centre will be completed in 2023. In April 2021, Sherborne School merged with Sherborne Preparatory School, the two schools remaining as distinct entities but under a single board of governors.

What the school seeks to do

- 1.2 The school aims to provide an outstanding, all-boys boarding education in a community that is based on Christian values. It aims to support and challenge all pupils and give each of them the confidence to excel and achieve their personal best. All pupils are encouraged to develop a strong sense of identity, an ability to think and learn for themselves, great integrity and a commitment to leadership and service. The school aims to develop compassionate and considerate young men equipped with the skills and values that allow them to make a valuable contribution to society and the wider world.

About the pupils

- 1.3 Pupils come from a wide area across the UK along with a small number from abroad. Data provided by the school indicate that the ability of pupils is above average compared with other pupils taking the same test nationally. The school has identified 172 pupils with special educational needs and/or disabilities (SEND) of whom 84 receive specialist support. There is one pupil in the school with an education, health and care plan. There are 84 pupils identified as having English as an additional language, 28 of whom receive additional support. The curriculum is modified for those pupils identified as the most able.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, National Minimum Standards for Boarding Schools](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided.

- 2.2 The school's GCSE and A-level results in the years 2018 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 standards relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 3, 5–12, 15, 16 and 20 are met.**

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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 19 and 22 are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

PART 6 – Provision of information

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 **The standards relating to the provision of information [paragraph 32] and NMS 1 are met.**

PART 7 – Manner in which complaints are handled.

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 **The standards relating to the handling of complaints [paragraph 33] and NMS 14 are met.**

PART 8 – Quality of leadership in and management of schools

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 **The standards relating to leadership and management of the school [paragraph 34] and NMS 2 are met.**

3. Educational Quality Inspection

Preface

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

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

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>Sherborne School</i>	<i>National Curriculum name</i>
Third Form	Year 9
Fourth Form	Year 10
Fifth Form	Year 11
Lower Sixth	Year 12
Upper Sixth	Year 13

Key findings

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

- Pupils demonstrate an excellent level of knowledge, skills and understanding. Their intellectual curiosity and enthusiasm for learning is enabled by high-quality teaching in nearly all lessons leading to excellent examination results.
- Pupils are erudite, listen with respect and can present ideas coherently and with enthusiasm.
- Pupils have excellent study skills. They are analytical thinkers, well-organised and will readily hypothesise.
- Pupils make excellent use of information and communication technology (ICT) as a tool for learning and a means of organising their work across all subjects.

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

- Pupils are confident and resilient individuals and are well prepared for the next stage in their lives.
- Pupils have a well-developed sense of community, work well with others in lessons, and have a strong affinity to the school.
- Pupils have a deep understanding of personal responsibility and their role in supporting others with kindness and respect.
- Pupils show an excellent level of maturity in their relationships with each other and the staff and demonstrate respect and tolerance for all.

Recommendation

3.3 The school is advised to make the following improvement.

- To ensure that all pupils are motivated to reach their full potential by offering consistent challenge in all lessons.

The quality of the pupils' academic and other achievements

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

3.5 Pupils have excellent levels of knowledge, skills and understanding. They have a thirst for knowledge and are well supported in this by the strong subject knowledge of their teachers. They show a genuine desire to succeed and do well and they are encouraged to work beyond the confines of the curriculum and to develop their knowledge and skills further in the many extension activities available.

3.6 Pupils are highly effective at applying the skills and knowledge that they learn in lessons to enhance their understanding. In a chemistry lesson Year 11 pupils were able to test their understanding by working out the structure of 2-Methylbut-2-ene, using their prior knowledge of structure; in a history lesson Year 9 pupils used their knowledge to confidently identify the messages in three cartoons on the downfall of the Ottoman Empire. Pupils are capable of working by themselves and reflect effectively on their own progress in order to highlight areas on which they need to focus. For example, in a Year 13 Spanish lesson progress was analysed by working through a marked essay and looking at areas to improve using the examination board mark scheme as a guide. In a small number of lessons, the lack of challenge lowers the aspiration of the pupils.

3.7 Pupils' attainment at GCSE in 2022 was strong with two-thirds of results achieving the top grades, 9–7. Pupils attained equally strongly at A level, where two-thirds of grades were A to A*. This performance was mirrored in the centre- and teacher-assessed grades in 2020 and 2021 at A level and shows improvement at GCSE. The school's assessment data suggest almost all pupils attain grades higher than expected for those of their ability on entry, and that pupils with SEND or EAL achieve in line with their peers. This high level of attainment is a consequence of the pupils' excellent attitudes to learning and the support and positive re-enforcement provided by their teachers. Pupils with SEND or EAL benefit from teaching that reflects a well-informed awareness of their individual needs that translates into specific planning. In the pre-inspection questionnaires, the vast majority of parents agreed that the school was well governed and led, and that the pupils' high level of attainment reflects the successful fulfilment of leadership's aim that all pupils should achieve their personal best.

3.8 Pupils are excellent verbal communicators and are always keen to engage in discussion and debate, encouraged by the high premium placed on oral skills by their teachers. They listen carefully and respectfully to the views of others and respond appropriately. Pupils feel confident and comfortable contributing to lessons and are at ease even if they give an incorrect answer as the response from both teacher and peers is that this is a further opportunity to learn. Their excellent speaking and listening skills are honed through effective teaching and enhanced by opportunities to speak in public, in assemblies, in debating club, reading in chapel, in house and school plays and in talks to parents, for example Year 12 pupils have addressed parents on revision skills.

3.9 The pupils' grasp of subject specific vocabulary is excellent and encouraged in class by an attention to detail in terms of spelling and pronunciation. For example, in a Year 10 Spanish lesson pupils extended their vocabulary related to the topic of holidays in a competitive quiz with a focus on the correct pronunciation. They acquire an excellent knowledge of specialist technical language. In a Year 11 geography lesson pupils used correct scientific terminology in a lively debate about the use of crude oil and non-renewable energy sources. Pupils develop their communication skills further in drama and music lessons through opportunities to present their emotions through lyrics and performance. In a Year 9 drama lesson, pupils imaginatively used physical skills, when acting out two truths and a lie and in a Year 9 music lesson, pupils expressed their emotions by composing, performing and

annotating their collaborative clapping song. Written work demonstrates competence in creative, poetic and descriptive tasks and is of a consistently high standard as seen in sixth form extended essays on *Hamlet* and in presentations written for the Extended Project Qualification (EPQ) on such topics as *Could a space elevator be our revolutionary system of getting to space?*

- 3.10 Pupils are very numerate and, in some cases, highly so. They develop their skills and make good progress through the regular reinforcement of basic mathematical concepts. Year 12 pupils showed an excellent understanding of measures of spread, on finding the range and interquartile range of African bush elephants. Those in Year 9 showed excellent skills when looking at inequalities, the pupils were engaged throughout, asking and answering challenging questions. The use of numeracy in other subjects enables pupils to develop their knowledge, as seen in physics in Year 10 where pupils made rapid progress, completing calculations that increased in difficulty, combining concepts and rearranging equations to achieve solutions. In computer science, pupils in Year 10 showed an excellent understanding of algorithms, using their understanding to populate trace tables. Mathematics competitions and challenges are well promoted, and pupils respond enthusiastically and successfully to these opportunities to further develop their skills and passion for mathematics.
- 3.11 Pupils have excellent skills in information and communication technology (ICT). Pupils are proficient in using a range of software to support their learning, making daily use of online platforms to store notes and to present and receive feedback on assignments. In a Year 9 classics lesson, pupils confidently used their ICT skills to research online for primary and secondary resources to use in their chosen project and Year 12 pupils made excellent use of an online resource in creative media producing and editing their own film.
- 3.12 Pupils develop strong study skills during their time in school. Teaching embeds the skills required to analyse, hypothesise and synthesise knowledge and encourages pupils to develop their thinking skills so that they understand rather than just recall information. Pupils in lessons are encouraged and supported by their teachers to think beyond the curriculum with a consistent approach of positive reinforcement. Pupils are able to reflect and critically evaluate their and others' performance and work. They are independent thinkers who have the confidence to research and investigate their own areas of interest and they embrace debate and discussion with their peers and teachers. Pupils work well under instruction or independently and apply their skills in challenging and engaging lessons, and by undertaking qualifications such as the EPQ in the sixth form. In a Year 11 art lesson pupils displayed excellent study skills in their ability to plan, evaluate, analyse, and synthesise their final GCSE art pieces and in an EAL lesson in Year 12 pupils showed excellent levels of concentration when working together looking at sentences from their last essay in pairs and correcting their answers.
- 3.13 In the questionnaire responses an overwhelming majority of parents agreed that the school equipped their children with the team working, collaborative and research skills they need in later life. Pupils state that in lessons when they ask for help, they are encouraged and supported to think for themselves and work out the problem, so developing their skills. Boarders explained to inspectors how their study time helped them to improve their learning, and how they appreciated the support offered in the evenings when completing their work.
- 3.14 The achievement of pupils both in and out of the classroom is excellent. Academic ambition is reflected not just in grades but in performance in a wide range of competitions, including debating, modern foreign languages, computing, economics and history, and in Olympiads in computing, science and mathematics. Sports teams consistently achieve success in regional and local competitions, with a large number of pupils selected to represent the county in a variety of sports. Many pupils achieve bronze, silver and gold awards in The Duke of Edinburgh's Award scheme (DoE). Pupils participate in many musical activities through choirs, orchestras, bands and ensembles and enjoy success in ABRSM examinations and in the ATCL performance diploma. The pupils' achievements are supported by the extensive co-curricular programme that the boarding environment allows, and an ethos where the pupils are encouraged to take all opportunities offered to develop their interests and discover their passions and talents.

- 3.15 Pupils have a very positive attitude to life at school. They appreciate all the help and support that they are given and their excellent approach to study contributes much to their success in examinations. They settle to work quickly and with enthusiasm, asking insightful and challenging questions to enhance their understanding of topics studied. There is a sense of great enjoyment and satisfaction in the vast majority of lessons and activities observed. Pupils take pride in their work and in the after-school clubs and activities as seen in the robotics club and the Turing Virtual Reality Project. The pupils recognise the value of their achievements within a lesson but, when asked, can also reflect and give a clear analysis of their longer-term goals.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils have a strong moral code and a deep understanding of their responsibilities as members of the community in school and in the wider world. They are courteous and respectful of others shown by the maturity of their interactions with their peers and staff. In line with the school's aims, they are compassionate and considerate young men. Pupils understand the importance of taking responsibility for their own development academically and pastorally, and they value the support of others. They are self-reflective and are aware of their strengths and weaknesses. Regular and open dialogue between staff and pupils builds resilience within an environment where challenge is welcomed and encouraged. Pupils are willing to take risks and mistakes are seen as ways to improve. In a Year 13 PE lesson pupils showed clear appreciation of what was required to develop their presentations, and ideas for improvement were willingly offered and accepted. In discussion pupils spoke of the value of being part of a boarding community as preparation for future life and the importance of the co-curricular programme in providing opportunities for them to develop confidence and skills outside the classroom. Pupils with SEND develop their self-confidence equally well and are aided in this by learning support staff who work closely with house masters and tutors to ensure personalised support is in place. Pupils grow in confidence because of the excellent level of pastoral care, pupil and teacher relationships, and relationships amongst the pupils themselves.
- 3.18 Pupils are confident in their decision-making and are prepared to attempt challenging tasks within a supportive environment. The close friendships they form serve as a constant sounding board for their own ideas and potential decisions. They value the supportive relationship they have with house masters and tutors, who act as both a source of advice and as excellent role models. Pupils state that they receive excellent guidance from the school in their decision-making through the wellbeing programme and assemblies. For example an assembly on choice ranged from choosing to listen through to lifestyle choices and was clearly appreciated by the pupils present. Pupils speak highly of the work of the careers department in providing guidance on a one-to-one basis and of the value of talks by visiting speakers and careers events, which enable them to make informed decisions about their future. Activities in CCF and DoE are pupil-led, enabling the pupils to make a direct link between their decisions and the consequences of those decisions.
- 3.19 Arrangements for ensuring pupils have influence on school life are well developed and effective. Pupils are confident that their views are considered seriously and point to improvements which have been made such as in the quality of food. The joint pupil pastoral forum with the local girls' school is highly appreciated and provides a forum for discussion of wider issues.
- 3.20 The school has a calm and purposeful atmosphere. Pupils say that they value and are uplifted by the beautiful buildings around the central abbey. The chaplaincy plays an important role in the life of the school. Chapel services are attended by all on the understanding that they do not have to take part but listen with respect and the chapel provides a physical place for quiet reflection which is appreciated by the pupils. In a sixth-form assembly the pupils responded without exception to a request to concentrate their thoughts by listening in silence, generating a palpable feeling of spiritual reflection in the room.

- 3.21 Pupils are respectful of and value other cultures and religions. All pupils learn about world faiths in religious studies lessons. In a Year 10 lesson on Buddhist practices pupils showed great empathy when discussing times when they showed compassion towards themselves and others. Pupils' highly advanced development of spirituality is seen in the range of art works displayed around the school and in their ability to consider ethical matters, as evidenced in extended writing in history, theology and English and in discussions. In a religious studies lesson Year 9 pupils maturely discussed the moral and ethical dilemmas surrounding the death penalty as opposed to incarceration.
- 3.22 The behaviour of the pupils is excellent throughout the school. Pupils are able to distinguish right from wrong and take responsibility for their own behaviour. There is a culture of kindness and respect which is embedded in the daily life of the school. This is supported by the clearly defined high expectations of all members of the community.
- 3.23 Pupils enjoy each other's company and have excellent relationships with their peers and all staff around school, working willingly with others either as part of a team or as a leader. They are proud to be part of a supportive community based in their houses. Pupils are highly appreciative of the pastoral support offered in their houses by house masters, matrons and cleaners and the academic support given by their tutors, academic staff and prefects.
- 3.24 There is a strong collaborative ethos that threads through school life. For example, in a French lesson where Year 10 pupils worked in pairs to identify unfamiliar vocabulary related to food and sports, sharing ideas and then competing with other pupils in the class; in a mathematics lesson where Year 11 pupils worked together to solve a problem; or in boarding houses where pupils work together on the house council. Pupils develop leadership skills through activities in lessons, in undertaking roles as prefect, head of house and committee positions and in extracurricular activities such as team sports, CCF and DoE.
- 3.25 Pupils say they value their relationships with individuals and groups and they make a positive contribution to the school and local community. They support charities not only through donations but by their actions, for example in the support of a mobile ambulance scheme where pupils provided IT support by developing a booking system, and in the recent sleep out in support of earthquake victims. Pupils regularly read in a local primary school, and they work with pupils from other schools through the CCF and the Model United Nations, sharing their ideas and skills. Pupils take an active part in the local community visiting senior citizens, performing in weekly lunchtime concerts in the local church and participating in the junior town council.
- 3.26 Pupils have a strong understanding of the importance of tolerance and respect for all. Their interactions in school with staff and other pupils are courteous and based on mutual respect on all sides. Pupils appreciate the strong supportive bonds created by boarding life. In the questionnaire, a small minority of pupils said that pupils were not kind to each other, but in discussion it became clear that these views were concerned with small one-off incidents, very quickly dealt with. Boarders and day pupils have a durable loyalty to each other and the school. Pupils take pleasure in opportunities to learn about the cultures of their fellow pupils and societal issues, through presentations in assemblies such as on Black Lives Matter and in an assembly on International Women's Day, where the struggle for equal opportunities for women was outlined and received respectfully and with interest. Pupils advocate that the school is one community, welcoming to all, pointing out the school's quick and appropriate response to an incident involving racist language; its accommodation of the worship routines of other faiths; the building of a multi-faith room for common worship; and the provision of Halal alternatives at all meals.
- 3.27 Pupils feel safe in the school environment, both physically and emotionally. They are confident that any concerns that they might raise related to issues in school or outside school will be listened to and dealt with appropriately and discreetly. The balance of academic and sporting opportunities is excellent, and pupils say they can exercise choice to achieve a level of commitment that suits them individually. Pupils learn about the importance of a balanced diet in science and in wellbeing lessons

and they are encouraged to make sensible choices from the healthy range of foods available at mealtimes. Pupils have a well-developed understanding of mental health and balance in life; topics which are frequently addressed through the school's wellbeing programme. Mental health support is provided through specially trained staff in the medical centre and through the strong pastoral system in the boarding houses. Pupils throughout the school have been trained as listeners, and senior pupils support younger pupils pastorally and academically in the boarding houses. Pupils speak highly of the wellbeing programme and the regular surveys that are undertaken which take their views into account. In responses to the questionnaire the overwhelming majority of parents and pupils feel that the school is a safe environment. The school's leaders have successfully embedded an ethos of respect, support, kindness and openness across the school in line with their aims.

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 chapel 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

Dr Ruth Weeks	Reporting inspector
Mrs Amanda Kirby	Compliance team inspector (Former head, ISA school)
Mrs Angela Clancy	Team inspector (Former head of department, HMC school)
Ms Claire Parker- Wood	Team inspector (Deputy head, ISA school)
Mr Clement Donegan	Team inspector for boarding (Deputy head, HMC school)
Mr Andrew Selkirk	Team inspector for boarding (Former deputy head, SOH school)



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