



Focused Compliance and Educational Quality Inspection Reports

Newcastle School for Boys

January 2022

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School's Details

School	Newcastle School for Boys			
DfE number	391/6014			
Registered charity number	503975			
Address	Newcastle School for Boys The Grove Gosforth Newcastle upon Tyne NE3 1NH			
Telephone number	0191 2559300			
Email address	enquiries@newcastleschool.co.uk			
Headmaster	Mr David Tickner			
Chair of governors	Mr Tim Care			
Age range	3 to 18			
Number of pupils on roll	371			
	EYFS	31	Juniors	89
	Seniors	192	Sixth Form	59
Inspection dates	25 to 28 January 2022			

1. Background Information

About the school

- 1.1 Newcastle School for Boys is an independent day school based in Gosforth to the north of the city of Newcastle upon Tyne. The school was formed in 2005 following a merger of two preparatory schools. The school has since expanded to include a senior school and sixth form, located adjacent to one another. The junior school, which includes the Early Years Foundation Stage (EYFS) setting, is located just over half a mile from the senior school and sixth form sites. The school is a registered charity directed by a board of governors.
- 1.2 During the period March to August 2020, all the schools remained open only for children of key workers. During this period of closure the schools provided remote learning materials for all pupils.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.6 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades in 2021.
- 1.7 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.8 The school's aim is to provide a supportive environment in which its pupils may reach the highest levels of individual academic progress and achievement and become individuals of excellent character.

About the pupils

- 1.9 Pupils come from a range of professional and business backgrounds from families living in and around the city of Newcastle upon Tyne. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior schools, including the sixth form, is above average for those taking the tests. The school has identified 68 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, autism spectrum disorder and dyspraxia, all of whom receive specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 28 pupils, of whom very few need additional help with their English. The needs of the remainder are supported by their classroom teachers. Data used by the school have identified 24 pupils as being the most able in the school's population; their needs are met within the school curriculum and through a range of extra-curricular activities.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. 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. 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](#) and [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2020 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2020 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

PART 6 – Provision of information

2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and for parents only a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.17 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 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.

2.21 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

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

- Pupils have excellent attitudes to learning and considerable willingness to participate across all areas of learning.
- Pupils are highly adept at overcoming SEND to support their learning and progress.
- Pupils' achievement is excellent as they make significant progress relative to their starting points including those with SEND and EAL.
- Pupils achieve highly in, and greatly enjoy, a range of activities beyond the classroom.
- Pupils in all sections of the schools are articulate, self-confident and assured in communication, including with each other and adults.

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

- The pupils are highly successful in achieving the school's aims to create a supportive and caring community.
- Pupils fully appreciate the importance of diversity and value it highly.
- Pupils demonstrate excellent levels of self-confidence, self-awareness, resilience and self-esteem.
- Pupils develop extremely positive relationships with each other and with staff.
- Pupils mix extremely well across all schools, being highly supportive of one another due to the strong community and family ethos feel of the schools.

Recommendation

3.3 In the context of excellent outcomes, the school might wish to consider the following improvement:

- Ensure that pupils' achievement is further enhanced by sharing the best practice evident in the most successful teaching.

The quality of the pupils' academic and other achievements

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

3.5 The excellent attainment overall of pupils of all ages, including those with SEND or EAL, demonstrates excellent progress and successful fulfilment of the school's aims. Results in GCSE, A level and more recently vocational diploma courses have been consistently good and demonstrate significant

improvement over a three-year period from 2016 to 2019 overall. Centre-assessed grades in 2020 and teacher-assessed grades in 2021 showed this performance to be sustained. In the EYFS, most children are exceeding the levels expected for their ages and attainment is also excellent in the junior school. Results for pupils with SEND and EAL show that they achieve in line with their peers meaning that in a number of cases they considerably exceed expectations. This is as a result of carefully monitored interventions for these groups, together with good quality small group and one-to-one support. Sixth-form pupils benefit greatly from a well-established link that involves shared teaching with a local school for female pupils. This has enabled the range and diversity of courses on offer to be increased, allowing pupils access to teaching on both school sites. Pupils' attainment in the sixth form has been raised significantly following the introduction of vocational-style courses, as evidenced in progress assessment data. This is as a result of careful strategic guidance by leaders to enable pupils to best perform to their abilities across the spectrum of sixth-form options. Pupils' high aspirations are met in their success in gaining places at universities both in the UK and overseas.

- 3.6 Pupils' attitudes to learning are excellent. They take pride in their work and show initiative and independence, whilst being keen to work collaboratively. These attitudes are a significant factor in pupils' excellent attainment. This is evidenced in pupils' work. Junior, senior and sixth-form pupils showed inspectors evidence of independent learning in both written and electronic forms. They showed the skills they had employed to tackle challenging homework, appropriate to their competency levels. For example, sixth-form extended project qualification (EPQ) projects show high quality individual work such as producing an original 30-minute musical composition. Pupils used sophisticated study and research skills to produce arguments for and against proposed EPQ project titles. Younger pupils demonstrated their increasing competence over time such as in drawing hand and facial features. Pupils' progress is further supported successfully by an online homework platform which has enhanced the accessibility of homework and given pupils an increased level of autonomy in taking control of their workload. Pupils also take good advantage of academic after-school clubs in both the senior and junior schools such as for science, technology and mathematics, and a reading club. Younger pupils emulate staff and sixth-form pupils who act as role models in terms of their enthusiasm for learning in and beyond the classroom. The ready access to teaching and pastoral staff for advice and support enables pupils to benefit directly in their work and this is reflected in their levels of achievement.
- 3.7 Pupils throughout the school, including in the EYFS, respond well to the balanced curriculum. They demonstrate effective learning skills because the work they are given is matched to their ability and appropriate support and challenge are offered in teaching. Senior school pupils, for example, are able to cross-reference topics using their information and communication technology (ICT) skills, in mathematics, physics and geography. Data scrutinised during the inspection demonstrated that in cases where pupils require support with their progress, suitable and targeted interventions are having a significantly positive effect on their progress. Pupils of all ages spoke positively about their learning experience. They commented that in most teaching they are encouraged through interesting and sometimes provocative discussions to explore beyond the bounds of the syllabus. In the pre-inspection questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that a great deal of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. However, some teaching in the junior and senior schools lacks these features, limiting the ability of the pupils to exercise control over their learning and develop their own ideas. More able pupils across most curriculum areas achieve at a particularly high level since open-ended opportunities, including those of a mathematical and scientific nature, provide additional challenges for their abilities.
- 3.8 Communication skills throughout the junior and senior schools, including the sixth form are a strength. This is due to a shared culture and enthusiasm for public performance, as seen in music making, choirs, drama productions and in debating. In the EYFS, children make good progress in communication in response to encouragement in teaching which uses language well to facilitate learning. In the senior school, pupils have enhanced their speaking skills by passing the oral endorsement qualification as

part of their English GCSE course. Pupils in a Year 7 Spanish lesson were able to successfully challenge inaccurate translations due to encouragement from the teacher to use the appropriate target language, the praise given, and their keen desire to succeed. Pupils make effective use of the ICT available, supplemented by access to a range of virtual learning systems as seen in Year 9 science workbooks. Junior school pupils, from Year 1 to Year 6, regularly and effectively make use of ICT devices which greatly enhances their creative and research skills, for example in creating music. Pupils' use of, and competence in, ICT has improved significantly during the lockdown periods, as seen in the pupils' highly effective use of online learning resources. Pupils study skills are of a high standard, ranging from detailed notetaking through to high quality research projects of varying age complexity. Pupils in GCSE science were able to successfully hypothesise the likely structure of a DNA strand. In the junior school, Year 6 pupils successfully used high-order skills to research the topic of the validity of 'fake news'.

- 3.9 Almost all pupils demonstrate excellent numeracy skills due to engaging teaching that presents mathematical concepts through practical activity and in some cases games. For example, Year 7 pupils successfully used a word puzzle to produce sophisticated equations. Pupils apply their skills effectively to solving problems and have an excellent knowledge of mathematical terminology in response to the excellent subject knowledge evident in teaching. Junior school pupils take part in the times table 'rockstar club', whilst pupils in Year 7 and 8 enjoy 'numeracy ninjas' in tutor time, all of which successfully promotes the pupils' interest and enthusiasm for mathematics. In the senior school, pupils explained how they feel confident in using mathematics in other subject areas; to generate spreadsheets in business studies; to undertake titration calculations in chemistry and in economics to calculate and graph averages. This is as a result of staff meeting the individual needs of the pupils through careful selection of activities; suitable interventions in class support those who find numeracy more challenging.
- 3.10 Pupils' achievements in external competitions, in gaining other academic distinctions beyond examinations, and their success in sport, drama, music and the arts are at particularly high levels. Pupils enjoy physically challenging activities, such as the pre-school fitness training sessions and adventurous training, and benefit from the wide-ranging sports and outdoor programmes available, which both challenges and increases their levels of physical fitness and competitive nature. Pupils in both the junior, senior and sixth-form sections of the school achieve much success in local, regional and in a number of cases national sporting competitions. Pupils in the junior and senior schools achieve great success in their contribution to the school chamber choirs, giving external performances of high quality, and in the collaboration with Newcastle Cathedral. This allows pupils to contribute successfully to the cathedral choir and in some cases to the choral scholars programme. Additionally, older pupils, from Year 10 upwards, take part in the Duke of Edinburgh's Award (DoE) scheme, some continuing to achieve at silver and gold award levels. In the performing arts, as well as notable music and drama awards, the close link with a local school enables annual mixed-gender productions. The success of which pupils felt significantly raised their levels of achievement in such performances. Pupils' high levels of participation and success in extracurricular provision is promoted by their enthusiasm to represent their school together with the encouragement given by staff and leaders and the provision made available by the governing board.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 The school is highly successful in meeting its aim to provide a supportive environment in which pupils can become individuals of excellent character. The pupils across all schools respond positively to the high standards and expectations set by the leadership, including the governors, and staff and there is a strong sense of community and shared focus. The sixth-form pupils have a significant impact on the ethos of the school, most particularly in their role in assisting with younger pupils. A number of parents

in the questionnaire commented positively on the quiet confidence instilled in the pupils and how the pupils really do live up to the values of the 'character compass' guidance on school behaviour.

- 3.13 Pupils of all ages are highly self-confident without being overbearing. They show notable resilience. Pupil discussions confirmed that they have a very clear and objective understanding of how to improve their own learning and performance both academically and in co-curricular activities. Year 10 pupils demonstrated a strong focus on the importance of the school's 'character compass' values in a 'Reflection Fridays' session. They reflected profitably on the past week, reviewing the success of their learning and, in a number of cases, the impact of their behaviour on others. This reflection process enables pupils to increase their self-awareness, focus their moral responsibilities and better focus their learning and behaviour. Older pupils commented that their leadership roles as senior prefects, sports leaders and as members of the character ambassador programme helps them develop a strong sense of self-worth and responsibility. For example, sixth-form pupils have the confidence to initiate activities, such as setting up and running a drama club for younger pupils, with minimal need for teacher support. Children in the EYFS develop well through daily opportunities to choose activities and challenges within open-ended tasks. Pupils in the senior school relish the idea of undertaking a challenge and the developmental opportunities which it affords them, for example through their participation in outdoor adventurous activities. Sixth-form pupils develop decision-making skills well through the freedom they have to choose the most appropriate courses for their individual needs. They show a high level of awareness of the implications of their choices. In adapting to the demands of different course options, the pupils recognise the value of self-directed study time as well as becoming more responsive learners.
- 3.14 The spiritual value of togetherness is highly celebrated and has been particularly appreciated by the pupils in the lockdown periods over the previous year, through remote learning pastoral activities. Younger pupils in the junior school share their knowledge and understanding of their faith with their peers. Muslim and Christian share experiences, such as the significance of the Quran, to gain a deeper understanding of tolerance and becoming more accepting of each other's cultures. Pupils in the senior school and sixth form have access to a prayer room and the rights of pupils who need to fast are respected and understood. Pupils' local work with charity shops, hospices and with foodbanks highly promotes pupils' sense of social responsibility and their willingness to help people less fortunate than themselves. All pupils relish opportunities to engage in long-haul trips when they are available. The service element of many of these involves experiences such as the collection and distribution of sports equipment and raising of funds for the host schools and their local communities in countries such as Costa Rica and India. Pupils say that such activities deepen their spiritual understanding and enable them to better appreciate the non-material aspects of life. A senior school outdoor special assembly on the Holocaust during the inspection presented a very moving spectacle which involved both pupils and staff. This was complemented by the quiet and deeply respectful attitude of the pupils as they participated in the proceeding, reflecting the strong moral values of the pupils, a highly respected part of the pupils' 'character compass'.
- 3.15 Pupils form very positive and productive relationships with each other and their teachers, irrespective of culture or background. They fully support and emulate the values of the pupils' 'character compass', appreciating and gaining from the school's family approach to building successful relationships. Pupils benefit from reflective and restorative practices which enable them to maintain supportive and purposeful relationships. Pupils at all levels demonstrate a very keen sense of fair play and justice, challenging injustice where they encounter it. The effective PSHE programme, which pupils say raises their values and expectations, enables them to influence others appropriately. This is as a result of the pupils' clear understanding of their behaviour and their 'character compass' responsibilities, evident in class and when moving around the school. A minority of pupils in the questionnaire disagreed that pupils are kind and respect one another. Pupils in discussions confirmed that most of the time pupils do treat each other kindly and with respect, a view confirmed by behavioural records. They further commented that when pupils are occasionally unkind to each other, the support which is always provided for the pupils enables them to develop positive behaviour. Pupils develop moral awareness

through input as part of the school council to the content of a number of school policies, including the anti-bullying policy. Pupils have evaluated this and as a result have been influential in making a number of changes to the school's sanctions tariff. They see this role as giving them a degree of ownership of such policies. As a result, they feel they have had some responsibility for ensuring that fair pupil systems operate throughout the schools. The very large majority of parents responding to the questionnaire acknowledged that the school actively promotes good behaviour and the overwhelming majority of pupils agreed that the school encourages them to behave well. Inspection evidence supports this view.

- 3.16 Pupils are highly socially aware, and this is a strength of the school. They provide much support for their peers, both academically and in terms of wider skills. This is a consequence of the school culture, combined with the values of the 'character compass' which promotes easy relationships and social confidence. At sixth-form level this is also promoted successfully in the joint courses with the neighbouring school which provides a co-educational working atmosphere, in an otherwise single sex school. Children in the EYFS take turns and share in the use of resources in lessons and outdoors, encouraged by their teachers to negotiate ideas, resolve conflicts and work collaboratively together in social situations. Pupils in the senior school greatly enjoy the company of sixth form students who deliver tutor group sessions to Year 7 and 8 pupils, as well as attending after school prep sessions to assist them with homework tasks. Pupils talk enthusiastically about their experiences of the DoE programme and the spirit it engenders and the leadership opportunities that it offers. Pupils of all ages have a keen sense of diversity issues as a result of a well-balanced and age-related relationships and sex education (RSE) programme. Tutor group meetings and personal, social and health education (PSHE) lessons demonstrate that pupils have a good understanding of matters relating to relationships and cultural issues of race and gender. Pupils accept readily that it is natural to be different as far as sexual orientation is concerned.
- 3.17 Pupils have a high level of appreciation of how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. In the junior school, pupils spoke of the caring nature of the staff and that they are always there to help them, even if a problem did not relate to school, such as 'stranger danger' and keeping safe online at home. Pupils raise their level of alertness and become more safety conscious as a result of the school's well-developed pastoral regimes. Governors have recognised the need for additional welfare support due to the pandemic and as a result various targeted initiatives are in place in conjunction with the school counsellor and pastoral teams to ensure that support for pupils' well-being remains a priority. Pupils in the senior school and sixth form understand that individual sports and physical activities extend their skills and that a healthy lifestyle is beneficial to mental health and well-being. Year 9 pupils successfully debated a variety of mental health issues. As a result, they developed appropriate strategies to overcome such issues, including accessing appropriate support mechanisms. Healthy eating habits are encouraged throughout the school, supported by talks given by the catering department. Junior school pupils take part in cooking sessions with the catering staff, which enhances the pupils' understanding of a healthy diet. In the pre-inspection questionnaires, a very large majority of the parents and pupils felt that the school provides a safe and healthy environment with appropriate supervision. Inspection evidence supports these views.

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 and the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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

Mr Tony Halliwell	Reporting inspector
Mr David Scott	Assistant reporting inspector
Mrs Caroline Wood	Compliance team inspector (Deputy head, GSA school)
Mrs Alison Claire Hewitt	Team inspector (Former head, GSA school)
Mrs Amanda Kirby	Team inspector (Head, ISA school)