



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Immanuel College

June 2019



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School's Details

College	Immanuel College			
DfE number	919/6231			
Registered charity number	803179			
Address	Immanuel College Elstree Road Bushey Hertfordshire WD23 4EB			
Telephone number	020 8950 0604			
Email address	enquiries@immanuelcollege.co.uk			
Headmaster	Mr Gary Griffin			
Co-Chairmen of governors	Professor Anthony Warrens and Mr Edward Misrahi			
Age range	4 to 19			
Number of pupils on roll	681			
	Boys	358	Girls	323
	EYFS	11	Preparatory	116
	Seniors	453	Sixth Form	101
Inspection dates	25 to 27 June 2019			

1. Background Information

About the school

- 1.1 Immanuel College is a co-educational day school for pupils aged between 4 and 19 years and situated in Bushey, north west of London, in the 11-acre grounds of Caldecote Towers. A board of governors are trustees and directors of the school's charitable company and undertake the proprietorial responsibilities.
- 1.2 Since the previous inspection, a new headmaster has been appointed. A larger dining room has been built and the school library relocated and refurbished.
- 1.3 The school was founded in 1990 by the late Chief Rabbi Lord Immanuel Jakobovits to fulfil his vision of an educational establishment that affirms orthodox Jewish values and practice in the context of rigorous secular studies. The school is divided into three sections: the preparatory school, for pupils aged 4 to 11; the senior school, for pupils to the age of 16; and sixth form.

What the school seeks to do

- 1.4 The school aims for the highest standards of academic excellence in both Jewish and secular studies. It further aims to produce students who are thoroughly at home in both contemporary society and the full range of their Jewish heritage and are potential leaders in all spheres of contemporary life.

About the pupils

- 1.5 Pupils come from a range of backgrounds, mostly from British families living within a five-mile radius of the school. Data provided by the school indicate that the ability of the pupils in the senior school is above average and in the sixth form below average compared with pupils taking the same tests nationally. The school has identified 272 pupils as having special educational needs and/or disabilities (SEND), which includes dyslexia and dyspraxia. Two pupils have an educational health and care (EHC) plan. English is an additional language (EAL) for three pupils, who receive one-to-one support. The curriculum is modified for pupils identified as being the most able or talented in particular areas.

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. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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.

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 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. 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. 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](#) and [Early Years Foundation Stage Statutory Framework](#).

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 uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2015 to 2017, performance has been well above average for maintained schools and IGCSE results are above world-wide norms.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been well above the national average for sixth formers in maintained schools.
- 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 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.
- 2.12 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

2.13 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.

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

PART 6 – Provision of information

2.15 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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.

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

2.18 The standard relating to the handling of complaints [paragraph 33] is 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 well-being of the pupils.

2.20 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.

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 excellent.

- Attainment in public examinations shows that pupils make rapid progress during their time at the school.
- Pupils, including those with SEND and EAL, develop and demonstrate high order age-related skills, knowledge and understanding that enable successful transition to the next stages of their learning.
- Pupils' progress is strongest when the level of challenge is high, when they take independent responsibility for their own learning, and when they can benefit from detailed feedback in their books.
- Pupils involved in activities beyond the classroom secure excellent achievement.

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

- Pupils demonstrate a strong appreciation of the non-material aspects of school life and in parallel an excellent spiritual understanding, built upon strong Jewish values and heritage, and respect for religious and cultural differences.
- The majority of pupils exhibit an excellent sense of community through respectful relationships with peers and adults.
- Pupils across the whole school show self-confidence and a well-developed awareness of moral issues.

Recommendations

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

- Enable pupils to further accelerate academic progress through more regular and consistent marking, feedback and target setting at all ages.
- Enable pupils to maximise the development of their learning skills and achievement by supporting them by a more consistent application of an effective behaviour, rewards and sanctions policy.

The quality of pupils' academic and other achievements

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

3.5 Immanuel College pupils demonstrate an excellent level of attainment in accordance with the school's aim to promote academic excellence in all areas of education. This is a result of the ambition of the leadership to achieving high standards in all aspects of Jewish and secular school life. Pupils of all ages acquire excellent levels of understanding and knowledge in the majority of lessons and demonstrate high levels of performance and creativity in their extra-curricular activities. In the years 2015 to 2017, the most recent two years for which comparative data is available, performance the results in GCSE examinations have been above the national average, in IGCSE examinations higher than worldwide norms and in A-level examinations above the national average and further improved attainment in the last academic year.

- 3.6 Children in EYFS develop excellent skills in literacy and numeracy that prepare them for a smooth transition to the preparatory school. This successful development is maintained throughout the preparatory school. Pupils are therefore successful in entrance examinations to senior schools, enabling an overwhelming majority to succeed in gaining admission to the senior school. Pupils benefit greatly from well-established formal assessment and tracking systems, which enables them to make informed decisions to improve their attainment. Rapid progress is generally the result of high teacher expectations, the provision of challenge and elements of independent learning in most lessons. Pupils with SEND or EAL make very good progress and consequently achieve standards in line with or above those of their peers. In Jewish studies for example, younger pupils with SEND achieved a clear understanding, quickly identifying suffixes in Hebrew text and translating them into English. They benefit greatly from enriched support from specialist staff through one-to-one and small group support sessions. Pupils in the senior school sensibly make use of lunchtime academic support clinics, recognising these enhance understanding, enable progress in lessons and support examination success. More able pupils, 'Higher starters', make excellent progress and successfully respond to challenging work in a large majority of lessons. For example, in a senior school English grammar lesson additional stretch work enabled pupils to progress at their own rates as they analysed the effectiveness of their writing in order to improve their first draft of work. Pupils achieve offers and scholarships at colleges, universities and on courses with demanding levels of entry, supported by enrichment "Kick-Start" programmes.
- 3.7 Pupils use sophisticated language confidently, as observed in GCSE music, where they were very able to articulate the process of original musical composition with accurate technical vocabulary. Pupils in Reception distinguished in clear language different dinosaurs whilst they were playing feeding them outdoors in the sandpit. Pupils are attentive, applying knowledge, reason thoughtfully and logically. In interviews, they expressed enthusiasm for being able to discuss and debate ideas freely in and out of class on a wide range of subjects such as how to be eco-friendly. In an assembly, house captains encouraged pupils to voice opinions and discuss school issues such as rewards and sanctions. Literacy is very strong; pupils are avid readers, fully utilising the newly refurbished library which is well stocked with a wide range of fiction and non-fiction books. This reflects the commitments shown by the parents and governors to resource the school and provide suitable learning opportunities for the benefit of all pupils. Pupils express appreciation for opportunities for quiet reading and independent research. They enjoy the opportunity to share their work with their peers, as in a preparatory school English lesson, pupils confidently read out their creative writing pieces to the class. Pupils of all ages successfully take part in local and national speaking and reading competitions.
- 3.8 Pupils have very good numeracy skills, applying them successfully to a wide range of subjects. For example, in science a GCSE physics lesson pupils were able to convert to standard units and use a formula to calculate unknowns, successfully applying their mathematical skills. Pupils effectively utilise tablet computers in lessons and competent skills in coding such as in a senior school lesson, pupils used their knowledge of Boolean algebra to code question statements and relate the questioning to real life situations. In GCSE and A-level art and media course work pupils showed excellent information and communication technology (ICT) skills in creating video and graphic designs of exceptional quality. Pupils in Reception learn through programmed times tables games in mathematics, preparatory and senior pupils use ICT to research and write about events in Jewish history in Jewish studies.

- 3.9 Pupils are enthusiastic and determined learners, willingly prepared to take risks, enjoy the different styles of teaching and to rise to challenge when offered. Senior school pupils spoke confidently of their achievements in their Extended Project Qualification (EPQ) projects, including planning and performing their own research. Pupils demonstrate a resolute sense of purpose, moving calmly to their lessons. They quickly settle and display an eagerness to learn and be involved in discussion and questioning. Pupils respond willingly to guidance and self-reflect in lessons as exemplified in when younger pupils used mathematical techniques to review their work. Preparatory school pupils seize the opportunity for further reflection as a consequence of regular marking approaches that engage and involve, but marking in the senior school is less regular and less detailed. These observations of written work correlate well with pupils' own responses to the questionnaires. The school leadership is aware of this inconsistency and are reviewing the effectiveness of marking across the school. Pupils express their enjoyment of independent research projects for homework and being allowed to choose how to personally approach them; for example, senior pupils have the 'Independent Project' and choose topics to present at the end of term.
- 3.10 Pupils are very confident public performers and participate enthusiastically in the performing arts. They avidly engage and effectively demonstrate good musical talents through active involvement in the orchestra, music ensembles and choir. Pupils achieve national awards in music and drama. Pupils develop good skills in frequent school productions, most recently *Annie* and *Oliver*; and backstage, in stage and costume design, making props for the productions and controlling lighting and sound. These experiences lead to some pupils taking courses in theatre and drama. Many pupils find pleasure and achieve personal and academic success in creative work and are encouraged to develop their interest and talent in drawing, painting, textile design and media, leading pupils to take linked courses at colleges and universities. Pupils show good skills in a range of individual and team sports. Recent Preparatory school football and netball teams regularly win their respective district leagues. Success is also achieved by individuals in athletics, swimming and cross-country running. Pupils enthusiastically explained some of their class and extra-curricular achievement displayed on poster boards throughout the school; also proudly displayed are examples of work that include coding, eco concerns, biographies of Jewish leaders and heroes, art and design work and script in Mandarin and Hebrew. A substantial number of senior pupils greatly benefit from their participation in the Duke of Edinburgh (DofE) award scheme, achieving bronze, silver and gold awards. A small minority of parents voiced their concern that the school does not offer a suitable range of extra-curricular activities, in interview pupils voiced their concern that most extra-curricular activities take place during the lunch break and this limits their choice. The school's leadership is reviewing the timing and structure of activities to enable wider participation.

The quality of the pupils' personal development

- 3.11 The quality of the pupils' personal development is excellent.
- 3.12 Extremely high levels of self-confidence are demonstrated by all pupils with an excellent understanding of how to progress. All ages of pupils show personal pride in the quality of their work, and their ability to experience and benefit from tasks inside and outside the classroom. Pupils throughout the school are not afraid of being wrong and consider a failure as a learning opportunity. They react positively to challenges and occasional setbacks, thus develop strong resilience and self-confidence which enables them to respond successfully to the choices appropriate to their age and stage of development. Pupils who recently joined the school report that the welcoming and supportive ethos enabled them to make a very confident start to their school life. Pupils in the questionnaire, and an overwhelming majority of parents, agree that the school helps to develop confidence and independence. The strength of family and togetherness which is clearly apparent in the pupils reflects the commitment of the leadership to creating an aspirational and supportive ethos built upon Jewish values, to which the pupils readily respond.
- 3.13 Pupils are well prepared to face the challenges of living in modern Britain due to the strong provision of personal, social and health education (PSHE) and mindfulness training. Pupils demonstrate genuine understanding of the consequences of their own decisions for their success and wellbeing. They feel that they are generally encouraged to make decisions. Across the whole school pupils employ sensible and productive use of their free time, with the support of teachers and heads of section, the pastoral system and the Jewish learning centre (The Beit) making informed decisions regarding their option choices, career pathways and choice of extra-curricular activities. EYFS children become confident to select resources, activities and make decisions, and take this with them into Year 1. Pupils in Year 10 could explain and demonstrate their decision-making regarding progress to A-levels based on teacher guidance, choice of subjects and now the appreciated taster days for A-level subjects. All pupils in the preparatory and senior schools appreciate and respond positively to the examination support they receive, understanding that participating in additional study sustains progress and can increase success. Pupils successfully engage in making decisions that enhance their skills and learning opportunities in and out of the classroom, such the effusively described visit to Amsterdam by Year 8 pupils and Year 10 pupils who visited Israel last year, who discussed their experience of culture, history and the historic roots of Jewish tradition and values. Year 12 expressed appreciation of their visit to Poland during which they were able to reflect and gain cultural understanding and historic perspective.
- 3.14 Pupils have a strong appreciation of the non-material aspects of life through active participation in the performing arts and sport throughout the school. They show excellent and genuine appreciation of how kindness and tolerance make for a better family-based community. Pupils utilise and appreciate quiet reflection in the Synagogue and Jewish learning centre, and during prayer and quiet time in tutorial and assemblies. An excellent GCSE and A-level art and media exhibition comprised of striking work on topics from mental health, magic, wildlife scenes and the formation of triplet babies, through to the Holocaust. A compassionate discussion between senior pupils about a GCSE piece of artwork about a patient with a brain tumour was indicative of the caring and thoughtfulness that pupils show throughout the school. Pupils express great appreciation in the acclamation of their successes in weekly year group and settings assemblies, celebrating awards for individual achievement and acts of kindness.

- 3.15 Pupils generally exhibit respect for school rules and the form rules that they have agreed, they also understand that individuals are responsible for their own actions. They actively support each other and in the senior school prefects help monitor behaviour. Pupils are highly confident in articulating their acceptance of responsibility for their own behaviour, stating that games need rules, or they are unplayable, and that learning can be disrupted by poor class behaviour. Pupils display great kindness, empathy and show thoughtful consideration for one another. They are eager to help and support their peers; for example, by instinctively opening doors, addressing adults respectfully and acting as role models in the preparatory and senior schools. In interview pupils voiced that teachers give rewards and sanctions generally fairly, but some were more generous than others, this was reflected in their questionnaire with a small minority perceiving unfairness.
- 3.16 Pupils demonstrate an excellent understanding that individual success is not the only factor in their development and that co-operation can result in better outcomes, as in a preparatory school quiz club which required children to work in teams to answer questions on a broad range of subjects as quickly and efficiently as possible. They adopt strong skills in working together as members of the school community as exemplified in the open mic night event to raise monies for charity, reception children sharing materials and toys during free play, preparatory year group pupils co-operatively rehearsing their play and pupils in the senior school running the fund-raising tuck shop and the successful collaboration to complete levels of the D of E awards. An overwhelming number of parents in the questionnaire indicated that the school helps to develop strong teamwork and social skills, however; a small minority of pupils did not agree, in interviews no pupil raised this as an issue and inspectors noted that co-operation was excellent at all ages. Throughout the school, pupils eagerly and successfully participate in carefully planned group tasks in and out of their lessons. Children in Reception develop good relationships with each other, as in EYFS children working together to find correct food to match shopping list, showing good negotiating skills and helping each other during cutting and sticking activities. In Years 9 to 11 pupils on the DofE work co-operatively together through the challenges set to gain self-esteem and their awards. School performing arts productions further evidence the excellent achievement through collaboration. Pupils learn effectively about, and understand, the democratic process and experience the use of their vote; for example, mock elections, they vote for school council representatives in their forms and decide on the sponsorship of charities and the manner of fundraising, they are also taking part in the rewards and sanctions review and their voice is being used to shape the new policy.
- 3.17 Pupils in the preparatory school relish the opportunities afforded for leadership as monitors, guides and buddies. Roles as head of house and sporting team captains are available to preparatory and senior pupils and EYFS helpers all providing strong mentoring support and assistance to teachers in the daily running of the school. Pupils in the senior school responsibly act as peer-to-peer mentors and buddies for younger pupils and transitioning pupils in the school. Senior pupils in the sixth form relish their enhanced leadership roles, applying for additional responsibility as prefects and subject leads, providing support for academic mentoring. Pupils willingly participate in fund-raising for local, national and international causes. Some pupils visit a local elderly care centre, playing music and singing to the residents.
- 3.18 The pupils demonstrate excellent levels of empathy and tolerance towards others, respecting and valuing diversity. Pupils share multi-cultural experiences in their involvement in the outreach programme; academically supporting schools of different faiths by listening and reading to young children, providing advice on e-safety, coaching and playing sport. Pupils additionally give their time and effort to be involved in service and fundraising for example the Yoni Jesner Award and the charity arm of the school, Shevet Achim. The pupils further demonstrate a rich understanding of the key values that characterise modern Britain. Pupils evidence in their approach the atmosphere of tolerance that pervades the school. They successfully acquire greater understanding of these characteristics in lessons, PSHE, Jewish studies and active participation in synagogue worship, assemblies and educational visits, such as a visit to parliament.

- 3.19 Pupils of all ages articulate a strong understanding regarding their physical and mental wellbeing. They appreciate a balanced approach to life, demonstrated in their participation in physical education and sports. In discussion pupils stated that their wellbeing, including mental health is supported by a range of pastoral staff, and that they are given good opportunities to stay fit and healthy in mind and body. They further confirm that they understand how to keep safe online and in cyber-space. A very small minority of parents and a small minority of pupils in the questionnaire did not agree that the school encourages a healthy lifestyle. Pupils in discussion realised the benefit of a suitable diet and levels of exercise and generally pursue these. They make informed choices from the Kosher lunch menu, enjoying the selection of hot meals or salad options freshly prepared and served in the refurbished dining hall. Breaktime fruit snacks are available, as is a pupil organised, charity supporting, breaktime canteen. Recognising and understanding that they need physical exercise, pupils actively and enthusiastically participate in the wide range of individual and team sports and physical extra-curricular activities.

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 a group of governors, 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 Alistair Telfer	Reporting inspector
Mrs Christine Rees	Compliance team inspector (Former head of boarding, HMC school)
Mr Edwards Falshaw	Team inspector (Deputy head, HMC school)
Mrs Amy Fleming	Team inspector (Deputy head, ISA school)
Miss Jeanette Guppy	Team inspector (Deputy head, GSA school)
Mrs Elizabeth Hewer	Team inspector (Headmistress, GSA school)
Mr Stuart Thompson	Team inspector (Deputy head, GSA school)