



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Reports**

**Alderley Edge School for Girls**

**June 2021**

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### School's Details

<b>School</b>	Alderley Edge School for Girls			
<b>DfE number</b>	895/6012			
<b>Registered charity number</b>	1006726			
<b>Address</b>	Alderley Edge School for Girls Wilmslow Road Alderley Edge Cheshire SK9 7QE			
<b>Telephone number</b>	01625 583028			
<b>Email address</b>	schoolmail@aesg.co.uk			
<b>Headmistress</b>	Mrs Nicola Smillie			
<b>Chair of governors</b>	Mrs Shirley Herring			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	449			
	<b>EYFS</b>	39	<b>Juniors</b>	94
	<b>Seniors</b>	265	<b>Sixth Form</b>	51
<b>Inspection dates</b>	15 to 18 June 2021			

## 1. Background Information

### About the school

- 1.1 Alderley Edge School for Girls is an independent day school for female pupils aged 2 to 18. It was founded in September 1999 from a merger of two long established girls' schools, Mount Carmel and St. Hilary's. The school is a company limited by guarantee and administered by a board of governors.
- 1.2 The school comprises four sections: the Early Years Foundation Stage (EYFS), for children aged 2 to 5 years; the junior school, for pupils aged 5 to 11 years; the senior school, for pupils aged 11 to 16 years; and the sixth form, for pupils aged 16 to 18 years. Since the previous inspection a new Headmistress was appointed in September 2020.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers, although pupils in the Early Years Foundation Stage (EYFS) through to Year 6 returned to school in June 2020. During this period of closure, the school provided remote learning materials for all pupils with the exception of those in EYFS.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.7 In 2020 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school aims to produce confident, independent learners with inquiring minds and a passion for lifelong learning who will fulfil their academic potential. Pupils are encouraged to develop a strong moral compass, and to become aware and empathetic with a genuine concern for others.

### About the pupils

- 1.10 Pupils come from a 10-mile radius of the school, from Cheshire and Greater Manchester. Families are of predominantly professional and business backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils is average in the junior and senior schools and below average in the sixth form for those taking the tests.
- 1.11 The school has identified 106 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 23 of whom receive additional specialist help. No pupil in school has an education, health and care (EHC) plan. English is an additional language (EAL) for 20 pupils, none of whom requires additional support for their English. Pupils identified as more able or talented are catered for within their lessons and 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. 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.

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](#), [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 2018 to 2020 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 2018 to 2020 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 complaint's 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.

- Throughout the school pupils' progress is rapid, and they achieve highly in both academic and other areas.
- Pupils have excellent communication skills; they are highly articulate and confident speakers and listen and respond maturely.
- Pupils are hardworking and resilient; they have extremely positive attitudes to learning and are able to work both collaboratively and independently.
- Pupils have highly developed information and communication (ICT) skills which enhance their learning.
- Senior pupils have excellent study skills including the ability to work independently, to analyse, and to synthesise ideas, but these skills are less well developed in the junior school.

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

- Pupils make an excellent contribution to the school community, through fulfilling roles of responsibility or as mentors, and to the wider community through charitable volunteering and involvement.
- Pupils' social development is excellent and relationships between pupils are warm and positive.
- Pupils' moral understanding is highly developed, and they show an empathetic understanding of and respect for other cultures.
- Pupils throughout the school demonstrate a high level of self-understanding, self-confidence, self-discipline and resilience.
- Pupils' understanding of relationships education is good, although learning in this area is not yet fully embedded across all year groups.

#### Recommendation

3.3 In the context of the excellent outcomes, the school may wish to consider making the following improvements.

- Develop pupils' thinking skills further in the junior school by providing more open-ended tasks to promote independent thought, analysis, and synthesis of ideas.



- Increase pupils' awareness of relationships through enhanced involvement in relationships education throughout the school.

## **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 achieve highly across the wide range of academic and extra-curricular opportunities available to them. In the EYFS, all children make good progress in relation to their age and development. By the end of Reception, the majority are exceeding many of the Early Learning Goals. Achievement in public examinations has been consistently high for the last three years. In 2019 a third of GCSE examinations sat were awarded top grades, while nearly half of A-level examinations were graded A or A\*. Centre assessed grades in 2020 show results consistent with this attainment. The majority of the sixth form enter the Extended Project Qualification and in most years over half obtain the highest grade. Most pupils proceed to university, with some obtaining places at universities with very selective entry requirements. A very large majority of parents agreed that the school benefits from strong governance, leadership and management which contributes to the success of the pupils.
- 3.6 Data provided by the school show that, overall, pupils make excellent progress from entry to A-level. This correlates with the excellent progress seen during lessons; for example, in a sixth-form chemistry lesson pupils swiftly assimilated the concept of oxidation and rapidly progressed to be able to solve more complex equations related to the process. Pupils are aided in their learning by excellent teaching which plans strongly, encompasses a variety of techniques and is tailored to the needs of the pupils. The most able pupils are provided with suitable challenge, both within lessons and via a range of academic clubs and societies. Pupils with SEND make equally good progress, and often outperform expectations. They are aided in their learning by specialist support if needed. Pupils' progress during the recent COVID-19 restrictions has been extremely good due to the excellence of the school's provision for remote learning. School leaders and governors contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of excellence. Almost all parents who responded to the pre-inspection questionnaire commented that they are very pleased with the range of subjects provided and agreed that the school and teaching enables pupils to learn and make good progress. Most pupils agree that they learn a lot in lessons and that teachers help them learn and make progress.
- 3.7 Pupils articulate their ideas clearly across all areas of learning, including aesthetic and creative education in response to the well-planned and broad curriculum. In the EYFS children made excellent progress in distinguishing 'ir', 'ur', and 'er' sounds and were able to apply these in sentences. In the junior school pupils developed their skills quickly in mastering a triple jump, while in a senior school French lesson pupils displayed excellent knowledge of the past tense. In almost all teaching, well chosen, challenging tasks and probing questions, all informed by strong subject knowledge, encourage pupils to think deeply about issues. This was seen in a sixth-form economics lesson where pupils had to consider how the government can use behavioural economics when setting taxation rates. The rate of pupils' progress is enhanced throughout the school by tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs. Pupils value the detailed oral feedback provided by teachers, and most feel that this support and encouragement helps them to become better learners and know how to improve in their work. Inspection evidence supports this view. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. For example, in a Year 8 French lesson pupils used previously learned vocabulary for places in towns to translate phrases from French to English.
- 3.8 Pupils have excellent communication skills. They read well and are assisted in this by regular library lessons during which they are encouraged to read both fiction and non-fiction books. Pupils are confident and articulate speakers, listen well and write fluently in a range of styles. Reception children have a good understanding of the sounds letters make and their writing and speaking skills develop

rapidly as they grow in confidence and maturity. As they progress through the school, pupils write with increasing fluency and sophistication. Year 6 pupils displayed an excellent use of antonyms and adverbials when creating a diary entry. Sixth-form pupils explained how Charlotte Bronte used linguistic tools such as rhetoric, levels of formality, and repeated patterns of speech to create an image of a character in *Jane Eyre* to show how Rochester controlled Jane. Pupils participate successfully in debating at Model United Nation (MUN) and in regional and national competitions. They present their research ideas clearly in project work demonstrating the high calibre of their reading, writing and speaking skills. Pupils use technical language fluently in all subjects, as was observed in a biology lesson where pupils could select and use correct scientific terms to accurately identify organs and their roles when dissecting a rat.

- 3.9 Pupils are excellent mathematicians. Children in the EYFS can count with confidence beyond 10 and can add and subtract and recognise written numbers. Year 2 pupils could use and apply addition strategies to calculate the addition of 2-digit numbers and used the method of partitioning fluently. Year 6 pupils simplified fractions accurately and convert them into decimals. In a sixth-form further mathematics lesson, pupils successfully solved transportation problems using the correct method. Pupils benefit from an appropriately high degree of challenge in teaching which stretches and develops their mathematical thinking. More able mathematicians compete with success in mathematical competitions and Olympiads. Pupils are comfortable using their skills across a wide range of other subjects. For example, using statistics to assess the significance of a relationship between two variables in sixth-form geography, or in food technology when working to a budget and calculating quantities.
- 3.10 Pupils of all ages competently use a broad range of ICT skills, as well as specific computing skills such as coding. For instance, children in the EYFS used a programme on the interactive whiteboard confidently to increase understanding of different environments, while year 4 pupils used their tablets to research information successfully for a project on the history of a local church. Senior pupils were highly competent when encrypting and defragmenting messages they were exchanging with each other. Sixth formers used ICT confidently to construct graphs and charts and could embed diagrams and photographs into their work. Pupils' use of ICT for remote learning has been outstanding.
- 3.11 Pupils in the senior school have excellent study skills and interpret information from a wide range of sources very effectively. As they progress through the school pupils develop their higher order thinking skills such as reasoning and synthesising data so that by the time they are in the sixth form they have honed their research abilities and can critically analyse information and test the validity of an argument. This indicates successful implementation of the recommendation of the previous inspection in the senior school. The overwhelming majority of parents agree in their questionnaires that the school helps pupils to develop appropriate skills for the future. In Reception, children drew on a range of strategies and prior knowledge to correct spelling and grammar errors in sentences and could explain what they were correcting and why. In a Year 8 English lesson pupils analysed successfully how Chaucer used language to describe the character of the Wife of Bath, and in a sixth form geography lesson pupils produced hypotheses and planned data-collection methods for their project. However, in the junior school pupils develop the ability to analyse, hypothesise and synthesise less rapidly when work is often too closely directed either by the teacher or through reliance upon insufficiently challenging worksheets.
- 3.12 Pupils excel in a range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme. Musical groups perform at a high level both within school and beyond. Pupils are successful in individual external music examinations, including winning places in national youth choirs and orchestras. Many pupils enjoy considerable success in speech and drama exams and in school plays. Imaginative and creative art and photography is displayed throughout the school. School sports teams of all ages are highly successful in a wide range of local and national competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports, including hockey, rounders, athletics, tennis and netball. They are helped

in these achievements by good sports facilities and excellent sports coaching. Pupils equally achieve highly in a range of external competitions including the UK Maths Challenge and various Olympiads including mathematics, chemistry, linguistics and biology. Several pupils participate in the engineering education scheme (EES) and have received the gold CREST award. Pupils successfully complete The Duke of Edinburgh's Award (DofE) scheme at bronze, silver and gold levels.

- 3.13 Pupils' attitudes to learning are excellent. They are enthusiastic and ambitious learners, with a genuine desire to succeed. In Year 9 chemistry, pupils were keen to enquire further about the effects of greenhouse gases and the effects of industrialisation. Pupils challenge each other's ideas in a constructive way whilst being highly supportive and respectful of each other's views. This was seen throughout the school with Reception children eager to put forward their ideas and to listen to the ideas of others. In year 8 drama pupils were highly supportive of each other and very respectful when watching other's work. All work scrutinised was neatly presented and kept in a very orderly manner, clearly labelled and divided into different sections of the syllabus.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils are self-aware and demonstrate high levels of confidence, self-discipline and resilience. This is because teaching supports pupils' personal development extremely well through well-organised tutor group discussions, and the excellent pastoral care systems that operate throughout the school. This is recognised by parents, the very large majority of whom agree that the school helps their children to be confident and independent. Pupils develop resilience from EYFS onwards as they are guided through increasingly challenging curricular and extra-curricular activities. This was seen in a climbing activity, when, concerned about height, they were encouraged to give it a go and overcome their anxiety, with excellent success. Pupils develop the ability and confidence to try something without fear of failure because the school promotes an environment in which making errors is seen as part of the learning process. Pupils aspire with confidence because of inspirational quotes around the school, such as Einstein's 'a person who never made a mistake never tried anything new'. All pupils, including those with SEND have an excellent understanding of how to improve their own learning, and are aided in this by teachers who support pupils and agree targets for academic progress and self-management. Pupils readily embrace and seek opportunities to self-assess their work and reflect on, and improve, their own performance and understanding, as was seen in a sixth-form psychology lesson where peer assessment helped pupils increase their understanding of Selman's theory.
- 3.16 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their futures. The youngest pupils decide what direction their learning and play will take by following their imagination and curiosity in selecting their own choice of activity and resource. As they grow through the school pupils' decision-making skills develop as they learn to select from the wide range of choices available to them daily. Pupils learn to manage their time well, coping maturely with the pressures they face in a very busy school schedule, encouraged to be independent and take responsibility for their own actions. For example, pupils make mature decisions deciding for themselves which activities or subject clinics to attend. In most teaching, pupils are given opportunities for decision making, such as selecting the level of challenge in a Spanish lesson or deciding which topic to research for a project in music.
- 3.17 Pupils develop good spiritual awareness as they move through the school. For example, younger pupils spoke knowledgeably of the importance of kindness and older pupils discussed the Sikhism view of God as perfection in an informed manner. They are assisted in their spiritual development by the school's commitment to the creative arts which provide many spiritual opportunities for all pupils, including the inspiring artwork around school and frequent musical concerts, and drama productions. Pupils have a good understanding of the world's major religions and consider philosophical and ethical concepts, such as when Year 9 pupils discussed with intelligence why evil exists and how that is linked

to personal responsibility. They are supported in their spiritual development by a strong religious education and personal, social and health education (PSHE) programme, and regular assemblies. Pupils reflected with interest on the school's #Be Kind initiative and considered ways to build each other up positively in response to a chaplaincy reflection morning. Pupils of all ages demonstrate a passion for the environment and an appreciation of their own surroundings. They understand the value of looking after their environment, from appreciation by the children in the EYFS of their outdoor areas, to the importance of reducing waste in school and of recycling.

- 3.18 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for staff. In their questionnaire responses a few pupils considered that the school does not take bullying seriously. Inspectors reviewed additional comments in the questionnaires and asked pupils further about this area. These responses showed that pupils gain confidence from observing the school's prompt action in dealing with relationship issues, including incidents on social media. When relationship issues arise between pupils, the school's effective support systems help them to resolve them. Pupils develop strong relationships derived from the ethos of the school which is based on mutual respect, and this is demonstrated in the relationships observed between pupils of different ages, as seen when year 7 pupils talked to year 6 about life in the senior school. Pupils have a clear understanding of right and wrong and take responsibility for their own behaviour. Almost all pupils and parents agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy. The development of their moral values begins in the Nursery where children learn to understand school and class rules, share, take turns and be polite to staff and each other. Moral issues are considered intelligently, for example when junior pupils discussed forgiveness in a RE essay.
- 3.19 Pupils enjoy taking on roles and responsibilities and make a very positive contribution to the school community in doing so. From the youngest age, the children in EYFS respond well when encouraged to think of others and participate in fundraising activities such as cake sales initiated by older pupils. Pupils fulfil well the responsibility of contributing to the many school councils and committees to influence their and other pupils' lives in school. They willingly volunteer for a wide range of practical roles within the school, including prefects, mentors of younger pupils in the junior school, co-ordinators for charity work, and sports captains. Sixth formers enjoy helping with the youngest children at the breakfast club or visiting care homes to play music and to listen/read with the residents in normal times. They said that they get a sense of achievement and self-worth when they see the residents thoroughly enjoying the interaction. Pupils show a mature understanding of how they can help those less fortunate than themselves, for example by raising funds and providing practical support for a range of charities including events such as Comic Relief and Children in Need.
- 3.20 Pupils' social awareness is excellent, and this helps to create an extremely harmonious and engaging community. They collaborate well in every aspect of school life, both in lessons and elsewhere. They acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, such as Young Enterprise and the Model United Nations. They collaborate effectively to achieve common goals, such as when completing DofE expeditions. Pupils were frequently observed supporting their peers for example during a drama class where pupils encouraged each other and watched performances respectfully. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. In discussions and in questionnaire responses pupils expressed a desire to explore issues covered in relationship education classes in greater depth. While the school has started its Relationship and Sexual Education (RSE) programme it is not yet fully rolled out across the school.
- 3.21 Pupils have an excellent understanding of cultural diversity and awareness of individual differences. They treat one another with kindness and consideration within a community that is calm, convivial and inclusive. Almost all parents and most pupils felt that the school encourages an atmosphere of respect and tolerance. Inspection evidence shows the successful outcome of this encouragement.

Pupils show a thorough knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. In a discussion, Year 7 pupils showed an excellent understanding of what diversity, inclusion, empathy and respect mean and were able to provide examples related to inequalities faced by the LGBTQ communities.

- 3.22 All pupils show a good understanding of healthy living, although a few parents and pupils commented in the questionnaire that the school did not encourage pupils to follow a healthy lifestyle. Pupils benefit from provision of nutritious and healthy food in school, with plenty of fresh fruits and vegetables available. The youngest children understand the importance of washing hands and eating healthy food, and about how their body might feel after exercise. Discussions with pupils reveal that they are aware of the importance of good nutrition. Pupils acquire skills to manage stress and maintain positive mental health, for example, in the junior school through an online programme which promotes good mental health. Pupils are further supported in developing good mental health by attending talks from visiting professionals who discuss mental health issues such as anxiety and how to cope with stress, and by school staff, the majority of whom are trained in mental health first aid. Pupils appreciate the importance of physical fitness and make good use of the numerous outdoor play facilities as well as the more formal sports programme. Almost all pupils said they understand how to stay safe online, and all know to inform a trusted adult if they have any concerns.

## 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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended 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 William Ibbetson-Price	Reporting inspector
Mrs Valerie Dunsford	Accompanying inspector
Ms Rani Tandon	Compliance team inspector (Deputy head pastoral, GSA school)
Mr Ian Daniel	Team inspector (Head, ISA school)
Mrs Pamela Hutley	Team inspector (Head, ISA school)
Mr James Mundell	Team inspector (Head, IAPS school)