



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Austin Friars**

**November 2022**

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## School's Details

<b>School</b>	Austin Friars			
<b>DfE number</b>	909/6032			
<b>Registered charity number</b>	516289			
<b>Address</b>	Austin Friars Etterby Scaur Carlisle Cumbria CA3 9PB			
<b>Telephone number</b>	01228 528042			
<b>Email address</b>	office@austinfriars.co.uk			
<b>Headmaster</b>	Mr Matthew Harris			
<b>Chair of trustees</b>	Mr John Little			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	352			
	<b>EYFS</b>	28	<b>Juniors</b>	94
	<b>Seniors</b>	170	<b>Sixth Form</b>	60
<b>Inspection dates</b>	8 to 10 November 2022			

## 1. Background Information

### About the school

- 1.1 Austin Friars is an independent co-educational day school, established in 1951 by the Friars of the Order of St Augustine. Although now independent of the Augustinian Order, its religious foundation remains a high priority in defining the school's aims, traditions and ethos. The school became co-educational in 1986 and is an educational charity overseen by a board of trustees.
- 1.2 The school is divided into four sections; the Early Years Foundation Stage for children aged three to five years, the junior school for pupils in years 1 to 6, the senior school for years 7 to 11 and the sixth form.
- 1.3 Since the previous inspection, the nursery and reception classes are now taught in a purpose-built shared facility in their own section of the junior school.

### What the school seeks to do

- 1.4 The school aims to foster pupils' intellectual, social, physical, aesthetic, cultural, moral and spiritual development, with the intent to nurture a love of learning, a spirit of enquiry and the pursuit of excellence. It seeks to bring out the best in each child in a disciplined and stimulating environment with an emphasis upon a united community whose members show mutual respect.

### About the pupils

- 1.5 Most pupils live within a 30-mile radius of the school. A small number come from overseas, principally mainland China. Nationally standardised test data provided by the school indicate that the ability of senior pupils is broadly average compared to those taking the same tests nationally. The school has identified 68 pupils as having special educational needs and/or disabilities, which include dyslexia and dyspraxia, of whom 54 receive additional specialist help. Two pupils in the school have an education, health and care (EHC) plan. English is an additional language for 29 pupils, whose needs are supported in the classroom or by additional language programmes. Data used by the school have identified 36 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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](#), [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'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 The school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 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.
- 2.6 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 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.

**2.16 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.

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

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

<i>School name</i>	<i>National Curriculum name</i>
Pre-school	Nursery
Kindergarten	Reception
Transition	Year 1
Preparatory	Year 2
Junior 1	Year 3
Junior 2	Year 4
Junior 3	Year 5
Junior 4	Year 6
First form	Year 7
Second form	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

#### Key findings

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

- Pupils achieve highly in a range of extra-curricular and sporting activities with many achieving successes in regional competitions.
- Pupils have extremely positive attitudes to learning; they are hardworking and resilient and work effectively both collaboratively and independently.
- Pupils of all ages are excellent communicators who listen well and express themselves articulately both orally and in writing.



- Pupils have highly developed information and communication technology (ICT) skills which enhance their learning.
- Pupils make good progress overall. However, not all progress rapidly because of some overly directive teaching and low levels of challenge.

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

- Pupils' spiritual development is outstanding.
- Pupils display an extremely strong moral awareness and have a clear understanding of right and wrong.
- Pupils show outstanding levels of respect; they value diversity and demonstrate sensitivity and tolerance towards others.
- Pupils' social development is excellent; they collaborate extremely well in lessons and extra-curricular activities.

## Recommendations

3.3 The school is advised to make the following improvements.

- Develop pupils' thinking skills further in the middle years of school by providing more opportunities for independent research, analysis and synthesis of ideas.
- Strengthen pupils' progress by consistently providing a greater level of challenge.

## The quality of the pupils' academic and other achievements

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

3.5 Throughout the school pupils make good progress over time overall. Achievement in public examinations has been consistently good for the last three years. In 2022 nearly half the pupils who sat GCSE examinations were awarded the top three grades, while over two thirds of A-level examinations were graded A\* to B. Most pupils proceed to university, with around three-quarters obtaining places at their first choice of institution. In the Early Years Foundation Stage (EYFS), children make good progress in relation to their starting points, with most reaching or surpassing national age-related expectations by the end of Reception. Pupils with SEND or EAL make equally good progress, and often outperform expectations, benefitting from the effective support they receive. Good and sometimes excellent progress was seen in most lessons, as when nursery children made rapid strides in their pencil control when writing their weekly diary. Older pupils swiftly grasped stagecraft terminology, while others quickly gained an understanding of the past tense in French and could successfully make constructions in that form verbally in the target language. Most parents and pupils who responded to the pre-inspection questionnaire agreed that teaching enables pupils to learn and make progress.

3.6 Pupils achieve well in all areas of the curriculum, thus fulfilling the school's aim to support each pupil's intellectual, social, physical, aesthetic, cultural, moral and spiritual development. Pupils are aided in their learning by teaching which encompasses a variety of techniques. Teaching is supported throughout the school by tracking and monitoring systems that enable teachers to tailor teaching and tasks to individual needs. In the questionnaire, most parents agree that the school benefits from strong governance, leadership and management. These contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of academic success. In the questionnaire, a small minority of pupils did not agree that most lessons are interesting. Inspection evidence shows that much of the teaching, in all sections of the school, captures the interest of the pupils of all abilities and challenges them. However, opportunities for pupils in the

middle years of the school to exercise control over their learning and develop their own ideas is restricted by some teaching which is overly instructive and directive. Such teaching does not provide sufficient stretch and challenge to enable pupils to progress rapidly. Pupils can and do respond positively to teacher led questioning and promotion of debate, but they are less able to take the initiative and leadership in their own learning.

- 3.7 Pupils are highly successful in an extensive range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme, and specialist sports coaching. Pupils develop their excellent skills beyond the classroom in response to their teachers' encouragement and challenging enrichment activities. Pupils are successful in individual external music examinations. Drama is an important part of school life with many pupils enjoying success in speech and drama examinations and in school plays. School teams of all ages are successful in a variety of local and regional competitions, and pupils represent county and regional teams in a range of sports, including rugby, netball, hockey, tennis and cricket. The most talented sports players have been selected for national rugby and hockey squads. Pupils have also enjoyed success in a wide range of national competitions, including biology and chemistry olympiads, and debating competitions. The young engineers club have been national finalists in a competition to build an electric car, while younger pupils have won a national robotics competition.
- 3.8 Pupils are enthusiastic and ambitious learners, with a genuine desire to succeed. This enthusiasm for learning is also embedded in the broader ethos of the school, which promotes a collegiate approach to pupils' learning, with older pupils regularly helping younger ones. Young pupils in a senior school mathematics lesson showed much determination to solve a challenging task with self-motivation and persistence. Throughout the school pupils challenge each other's ideas in a constructive way whilst being supportive and respectful of each other's views. A scrutiny of work from pupils across the school showed that all work was neatly presented and kept in a very orderly manner, clearly labelled and divided into different sections of the syllabus.
- 3.9 Communication skills throughout the school are excellent. Pupils read well and are supported in building an independent reading habit by the quiet reading time during form sessions each week and as part of the learning routine in English lessons. Pupils are confident and articulate speakers and listen well. Children in the EYFS are excellent at applying their phonic knowledge and skills to hear a sound and write phonetic words. They demonstrate their understanding by confidently sounding out words. This was seen during a 'r' phonic word hunt both indoors and outside. Pupils are confident and articulate speakers, enthusiastically embracing opportunities for public performance in drama productions and debating. As pupils progress through the school, they write with increasing fluency and sophistication. For example, junior school pupils revealed a secure understanding of the key elements of persuasive writing. Sixth formers showed a sophisticated appreciation of comparative connections between *The Grapes of Wrath* and *The Great Gatsby*. They explored a series of common themes, such as the idea of faith, and were able to draw confidently on textual examples in forging comparative points. Pupils are very good listeners both to each other and to their teachers. For example, pre-prep pupils listened closely to a talk from a visiting paramedic and then asked relevant and sensible questions. Older pupils demonstrated the ability to give clear verbal instructions and to listen carefully whilst under pressure as part of their low ropes course. EAL pupils are able to communicate in spoken English with accuracy. As they become more confident, their answers become increasingly complex and varied. Many are highly successful in formal English language examinations.
- 3.10 Pupils of all ages use a broad range of highly developed ICT skills, including specific computing skills such as coding. The range and complexity of their skills increase as they move through the school. The youngest children learn how to use a mouse accurately. Junior school pupils confidently use ICT to research information and can word process documents such as the information sheets for their animals in Kenya display. Young senior school pupils could confidently produce sophisticated posters celebrating Augustinian values, while older pupils could use presentation software to create helpful

revision mind maps. Throughout the school pupils use an online digital learning environment with confidence to support their learning in a range of subjects.

- 3.11 Pupils are very competent mathematicians. Children in the EYFS can count with confidence beyond 10 and can add and subtract and recognise written numbers. In one lesson they ordered planets in size and distance from the sun. Junior school pupils show a good understanding of decimals and, in one lesson, quickly grasped the concept of greater and lesser than which they could apply to increasingly complex problems. GCSE pupils showed good understanding of cumulative frequency distributions and were able to accurately use pre-plotted graphs to derive the median and the inter-quartile range. In a sixth form mathematics lesson, pupils successfully solved a challenging integration of a fraction made up of polynomials which required factorisation, partial fractions and then the integration. The lunchtime mathematics clinics are well attended, and pupils say they appreciate the opportunity this provides for them to consolidate their understanding of topics which they may have initially found challenging. More able mathematicians compete with success in national mathematical competitions. Pupils competently apply their mathematical skills across a wide range of other subjects such as accurately drawing and interpreting graphs in various subjects.
- 3.12 Pupils' acquisition of study skills and ability to hypothesise, analyse and synthesise data are inconsistent across the school. Nursery children demonstrate excellent thinking skills and are actively engaged in various activities. For example, they used natural materials alongside a construction kit to make models which they then predicted would be able to perform various tasks. Young junior school pupils could accurately analyse a text and were able to support their answer to a comprehension question by quoting the relevant details. Sixth formers have well developed higher order thinking skills such as reasoning and synthesising data and can critically analyse information and test the validity of an argument. For example, their design and technology projects showed excellent research into the intrinsic elements of different architectural styles and through trial and error deciding upon the best material to use for construction. However, elsewhere in the school pupils' thinking skills are less well developed. This is because learning is often closely directed by the teacher and does not allow pupils to develop their thinking independently. A scrutiny of pupils' work showed some excellent independent learning, but opportunities for pupils to demonstrate this are not consistently available. Consequently, this restricts pupils' ability to develop in depth study skills such as hypothesising, or analysing and synthesising data.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils exhibit a deep spiritual awareness. The rules of St Augustine pervade every aspect of school life and there are quotes from St Augustine at virtually every turn to inspire the everyday life of the pupils. Pupils show a deep understanding of Christianity and other major religions which they learn about in their religious education (RE) lessons from an early age. Even though the vast majority of pupils are not Catholic, they displayed great respect and empathy during mass and joined in singing hymns with gusto and evident enjoyment. Pupils speak passionately about non-material aspects of life, and in particular, how much the school values of 'unitas, veritas, caritas' (unity, truth, love) mean to them. In a house assembly, ahead of laying a wreath in Carlisle for Remembrance Sunday, younger pupils reflected carefully on the sacrifices made by service personnel in various conflicts. The youngest children were involved in selling poppies and helping with the construction of their house wreath. In a GCSE RE lesson, pupils considered whether death had a mystical implication as well as a physical reality. This led to a highly reflective consideration of the human condition. Pupils who spoke to inspectors remarked on the high-quality artwork on display around the school, and the beauty of their surroundings.
- 3.15 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect. In interview, pupils reported that there was hardly any bullying,

and that they are able to resolve any issues which arise through the school's effective pastoral care systems. Pupils develop strong relationships with each other in response to the ethos of the school, which aims to produce a united community that cares for the well-being and development of all its members. The development of their moral values begins in the EYFS where children learn to share, take turns and be polite to staff and each other. For example, in a singing lesson, young pupils showed great respect when listening to other pupils sing and waited patiently for their turn. In discussions, pupils articulated a clear understanding of right and wrong. In a PSHE lesson, sixth form pupils considered the concept of a fair trial using Guantanamo as a case study. They appreciated the balance that needs to be struck between the safety of the majority and the rights of individuals. From the youngest age, pupils are very mindful of the well-being of others and are considerate and caring in their relationships with peers and adults, inspired by the school's motto 'In Omnibus Caritas' (in all things love). Almost all parents and all pupils who responded to the questionnaire agreed that the school actively promotes and expects good behaviour.

- 3.16 Pupils acquire a strong understanding of different cultures and a thorough knowledge of fundamental British values, such as respect for the rule of law and tolerance of others, through a comprehensive PSHE lesson. Most parents who responded to the questionnaire agreed that the school encourages an atmosphere of respect and tolerance. In discussions, pupils showed an excellent understanding of what diversity, inclusion, and empathy mean in practice. The school culture, embodied by school leaders and governors alike, supports this by effectively promoting its ethos and expectations of tolerance and kindness to all.
- 3.17 Pupils' social awareness is excellent, and this helps to create an extremely happy community. Their relaxed relationships and social confidence are nourished by the school culture. Children in the EYFS were observed socialising happily together and sharing toys at break times. Pupils collaborate well in lessons, as seen when GCSE pupils helped to coach new pupils who had not played hockey before. They displayed excellent collaboration and leadership skills, as they supervised clear, confident drills and supported the inexperienced players with basic stick handling skills. Pupils acquire their excellent social skills through the many opportunities the school provides to engage with others in joint ventures. Pupils spoke very positively about working together as a team in sports competitions, or when planning expeditions for The Duke of Edinburgh's Award Scheme (DofE). Pupils of all ages come to understand their own and others' emotions and how this can influence their actions and impact on those around them. Almost all parents who responded to the questionnaire agreed that the school equips their child with the team working and social skills they need in later life. Most pupils who responded to the questionnaire said that the school helps them build positive relationships.
- 3.18 Pupils make a positive contribution to the school community through roles such as prefects, and house captains, serving on the charity committee or assisting with running clubs. The active school council puts forward its own ideas for improvements in the school community. It has been successful in obtaining permission for female pupils to wear trousers and for pupils whose last lesson is games to go home in their sports kit. In the junior school, older pupils help younger ones with their selections at lunch and tidying their trays at the end. Pupils contribute well to the local community, for example working with girl guides as part of their DofE service commitment. They show a mature understanding of how they can help those less fortunate than themselves by supporting many charities, both local and further afield. Pupils raise money through activities such as 'Casuals Day', where pupils can make a donation in return for wearing their own clothes rather than school uniform. Produce donated for Harvest festival goes to a local foodbank.
- 3.19 Pupils develop high levels of self-confidence through the positive encouragement they receive from class teachers and other staff who provide individual support. Collaborative peer feedback was a significant feature of many lessons. For example, in a drama lesson, such feedback helped pupils to reflect sensibly on elements of their own performances, aiding them to adapt their delivery, while in a GCSE art lesson, peer feedback enabled pupils to learn from each other and respond to different ways of working. Pupils speak highly of the way in which the school helps them to develop their self-

understanding and show self-knowledge. They cited the close interactions with teachers and their regular report cards, with target grades and formative comments, as being instrumental in helping them to improve. Pupils praised the individual help they receive from teachers who, they say, always make time for them. In interview, pupils said that they felt very well prepared for the next stage in their lives. Almost all parents who responded to the questionnaire said that the school helps their children grow in confidence and independence. Pupils develop resilience and perseverance from an early age. For example, junior school pupils showed great resilience and determination when their electrical circuit did not work as predicted in a science lesson. They methodically tested each component before eventually identifying a faulty buzzer.

- 3.20 Pupils develop decision-making skills from the earliest age. The youngest children carefully select which activity they wish to do, from digging in the gravel to fill a wheelbarrow as part of a fireman game, or making potions in the outdoor kitchen. Over time they become adept at making choices and are increasingly aware of the consequences of their decisions. For example, in a sixth form PSHE lesson, pupils demonstrated decision making skills when working as a group to solve a command task in the gym, which involved carefully levering a ladder over a high bar using a rope pulley system. Pupils are prepared to take risks and are not afraid to make mistakes, secure in the knowledge that school is a safe space where pupils can explore ideas without the fear of failure. There is an atmosphere of mutual support and respect throughout the school. Pupils think carefully about which activities to join, whether to be members of one of the school councils or which position of responsibility to apply for. Senior pupils make informed and mature decisions regarding which subjects they will study at GCSE and A-level.
- 3.21 Pupils show a good understanding of how to keep themselves healthy and stay safe. Most parents and almost all pupils agreed that the school encourages pupils to learn about and adopt a healthy lifestyle. From preschool upwards, pupils understand the importance of eating a balanced diet. They discuss healthy lifestyles knowledgeably in PSHE lessons and understand how to care for their teeth. Pupils are aided in making healthy eating choices by the ready availability of fresh fruit and vegetables at mealtimes. Pupils acquire skills to manage stress and maintain positive mental health through their PSHE lessons. The school mental health nurse is a valued recent addition to the staff, providing the pupils with further support for their wellbeing. All pupils who responded to the questionnaire agreed that the school teaches them about safety, including how to stay safe online, something which is regularly reinforced in ICT and PSHE lessons. Pupils appreciate the importance of physical fitness and enjoy both the formal sports programme and opportunities for recreation using the facilities provided. All pupils who spoke to the inspectors could name people at school that they could talk to should they have any worries or concerns.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of trustees, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr William Ibbetson-Price	Reporting inspector
Mr Jaideep Barot	Compliance team inspector (Headmaster, HMC school)
Mr Darren Morton	Team inspector (Deputy head, HMC school)
Mrs Sian Woosnam	Team inspector (Assistant head of early years, SofH school)