



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**City of London School for Girls**

**May 2022**

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## School's Details

<b>School College</b>	City of London School for Girls			
<b>DfE number</b>	201/6005			
<b>Address</b>	City of London School for Girls St Giles' Terrace Barbican London EC2Y 8BB			
<b>Telephone number</b>	0207 8475500			
<b>Email address</b>	headpa@clsq.org.uk			
<b>Headmistress</b>	Mrs Jenny Brown			
<b>Chair of governors</b>	Mr Nicholas Bensted-Smith			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	806			
	<b>Prep school</b>	95	<b>Lower school</b>	217
	<b>Senior school</b>	301	<b>Sixth form</b>	193
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 City of London School for Girls is an independent day school for female pupils situated in the Barbican, London. The school is organised into four sections: prep school, for pupils in Years 3 to 6; lower school, for pupils in Years 7 and 8; senior school, for pupils in Years 9 to 11; sixth form, for pupils in Years 12 and 13. The school was founded in 1894 and is one of three independent schools which are owned by the City of London Corporation, who appoint a board of governors to administer the school.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school's aim is to inspire pupils to find their space to pioneer, and to instil the values of respect, responsibility and resourcefulness. It seeks to encourage broad commitment to co-curricular activities, partnerships and service to the community. The objective is to support pupils to love learning for its own sake, to be academically curious, take risks and be ambitious and empathetic in all that they do.

### About the pupils

- 1.4 Pupils come from family backgrounds which are predominantly professional from within London and the surrounding area. Nationally standardised test data provided by the school indicate that the ability of pupils is well above average compared to those taking the same tests nationally. The school has identified 42 pupils as having special educational needs and/or disabilities (SEND), the majority with either dyslexia or dyspraxia. Of these, 28 receive additional support. No pupil has an education, health and care (EHC) plan. There are no pupils for whom English is an additional language (EAL). The school identifies all pupils as being more able, and the curriculum is adapted for them and for those pupils that the school identifies as particularly talented in areas such as sport, music, drama and art.

## 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. 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](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 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 prep 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 2018 to 2019 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 and in the sixth form, 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 pupils 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.

#### Key findings

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

- Pupils' attitudes to learning are outstanding. Pupils set very high expectations for themselves.
- Pupils demonstrate extremely high levels of knowledge, skills and understanding across all subjects.
- Pupils are notably successful learners and make excellent progress in all subjects.
- Pupils possess a high level of intellectual curiosity and an insatiable thirst for new knowledge.
- Older pupils show slight frustration in their lack of understanding as to how to interpret assessment information in relation to their attainment grades.

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

- Pupils exhibit outstanding social skills and collaborate effectively when working with their peers.
- Pupils show the utmost respect for the diverse nature of the school community and are inherently accepting of all people.
- Pupils display a well-developed sense of spiritual understanding and an acute appreciation of the non-material aspects of life.
- Pupils possess an outstanding ability to make perceptive, personal decisions that affect both their learning and their future lives.

#### Recommendation

3.3 The school should make the following improvement:

- Enable pupils to fully understand how assessments and marking relate to their progress and attainment grades.

#### 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' attainment over time is excellent. Attainment at GCSE and A-level in 2018 and 2019 is well above average in comparison to national norms. GCSE and A-level results for 2020 and 2021, based on centre assessed and teacher assessed grades cannot be compared to national norms but are consistent with attainment in previous years. Data provided by the school show that pupils make excellent progress, and that those with SEND make progress in line with their peers. Pupils with SEND



who spoke to the inspectors explained how the high level of support they receive from the learning support department enables them to develop a good understanding of what they need to do to improve their work.

- 3.6 Pupils possess notably strong learning skills. In almost all lessons observed, pupils demonstrated levels of knowledge and understanding well above the levels expected for their age, due in part to highly effective teaching which stretches pupils at every opportunity. From a very early age, pupils excel in practical work in science and in physical education (PE). In modern foreign languages, pupils express themselves both orally and in writing, with grammatical accuracy and fluency. For example, in a Year 12 Spanish lesson, pupils showed a highly developed use of the Spanish language when carrying out a detailed analysis of a text. They drew on their analytical skills and previously acquired knowledge of historical sites local to the school. In a mathematics lesson in Year 5, pupils applied careful logic when thinking critically to solve a challenging investigation, using their knowledge of basic angles to calculate angles within regular polygons. Artwork on display across the school is of an extremely high standard and reflects pupils' extensive artistic talent. Pupils demonstrate their unique creativity through the consistently excellent work produced in drama, music and design technology (DT).
- 3.7 Pupils of all ages are excellent communicators and are highly articulate. They listen carefully before sharing their thoughts, then express their opinions with eloquence and ease, discussion being at the heart of every lesson. Pupils write with maturity and are highly successful creative writers from a very early age. They use sophisticated vocabulary in both written and oral work. For example, in a LAMDA lesson, prep school pupils were highly accomplished when reciting poems, exploring different ways to engage the audience using vocal expression to excellent effect. Pupils of all ages spoke of their love of reading and how they use the school's well-resourced library to stimulate their minds.
- 3.8 Pupils' numeracy skills are extremely well-developed. Pupils of all ages apply their mathematical knowledge with aplomb to many different areas within the curriculum. For example, in a Year 12 economics lesson, pupils were able to interpret graphs and explain accurately the implications of changing gradients in cost curves. Year 9 pupils showed precise application of advanced statistical formulae and graphical techniques, as part of a piece of work on data handling. In a DT lesson in Year 10, pupils applied numeracy skills with great accuracy when calculating the area of shapes and the angles required to create 3-dimensional structures as part of an isometric design project. Sixth-form pupils spoke of the excitement of being challenged mathematically at the highest level. This is due in part to a mathematics curriculum that is designed to stretch all pupils and the opportunities presented to engage in a rich array of challenging mathematical enrichment activities.
- 3.9 Pupils possess outstanding information, communication and technology (ICT) skills and use electronic devices to excellent effect. Advanced use of ICT by pupils, across all areas of the curriculum, is embedded throughout the school. Pupils of all ages demonstrate high levels of digital literacy and use personal devices instinctively to support their learning. In a Year 3 computer science lesson, pupils skilfully used their knowledge of programming to create a storyboard which involved coding a sprite, with accompanying sounds and movement. Pupils of senior school age, including those with SEND, spoke animatedly of how they use digital learning platforms in lessons with ease and of how they seamlessly complete, submit and receive feedback on their work electronically.
- 3.10 Pupils of all ages possess sophisticated study skills and use a wide range of resources to support and develop their learning. Pupils are not put off by challenge and spoke of how they relish being posed difficult questions in class and when they are not, lessons do not seem as interesting. This culture of challenge is supported by the school's continual development of and investment in collaborative research-based learning. Such learning is experienced in every class, and enables pupils to develop nuanced higher-order thinking skills. For example, in a Year 12 geography lesson, pupils naturally adopted a synoptic approach to solving a challenge as part of work on demography, referencing earlier work and hypothesising about links to other areas of the topic. In a Year 9 computer science lesson, pupils were able to speculate and experiment with a high level of confidence, the possible outcomes of a programming algorithm, using trace tables effectively to trial code, debug and refine the

algorithms. In a Year 6 science lesson, pupils successfully hypothesised and tested how variables such as moisture and light affect levels of mould within bread, during a study of micro-organisms. In line with the school's aims, pupils are inspired to find their space to pioneer, by being given the freedom in almost all lessons to explore, discover and create tasks for themselves, whilst being encouraged to do so by supportive, but highly challenging teaching.

- 3.11 The overwhelming majority of parents who responded to the pre-inspection questionnaires agreed that teaching enables their child to make progress. A very small minority of pupils who responded to the questionnaire disagreed that teachers' marking and feedback helps them to improve. Inspectors found that most marking and feedback is highly effective and clearly informs pupils how to make progress. However, some inconsistency in the practice of marking and feedback exists across the school. In discussions with older pupils, some expressed frustration in their lack of understanding as to how to interpret marking about the outcomes of tests and assessments, in particular in relation to grade boundaries at GCSE and A level.
- 3.12 Pupils' academic and other achievements are excellent, enabled by regular access to a wide range of co-curricular activities offered as part of the school's broad enrichment programme. Pupils are highly successful in a range of sports, such as tennis, cross country, swimming and netball, competing at local, national and international level. For example, the under 14 gymnastics squad recently won gold at the National Schools Finals, to take the title of national champions. Year 10 pupils spoke with great pride of having reached the international finals of the Oxford Union debating competition and of how they rose to the challenge of competing against much older students from universities. Pupils excel on an annual basis in the UK Maths Challenge, Science Olympiads and in achieving Arkwright scholarship awards. A team of Year 8 pupils won first place in the Salters' Institute's Festivals of Chemistry competition. Pupils in the prep school, have had their artwork chosen to be exhibited as part of the young art exhibition at the Royal College of Art. Pupils frequently achieve places to study at highly competitive specialist music and drama schools, and some of the school's most talented musicians play in the National Youth Orchestra or the National Children's Orchestra. The vast majority of senior school pupils participate in The Duke of Edinburgh's Award scheme, and many achieve gold level. Pupils across the school are highly successful in LAMDA and ABRSM music examinations, the majority gaining distinctions. The senior school curriculum enables the most able Year 11 mathematicians to take a qualification in Further Mathematics and many sixth-form pupils complete the Extended Project Qualification (EPQ). Almost all Year 13 pupils gain places at their first choice of university and go on to study at a range of highly competitive universities.
- 3.13 Pupils' attitudes to learning are outstanding. Pupils of all ages display a thirst for knowledge, are intellectually curious and possess a natural desire to deepen their understanding at every opportunity, seen in their eagerness to question and debate. Pupils work collaboratively with enthusiasm and compassion. For example, in a Year 8 history lesson, pupils worked excitedly together but with focus and pace, when preparing their arguments for a debate concerning whether or not the Benin Bronzes should be returned. An atmosphere of excitement and purpose was present in most lessons, with pupils stimulated by a wide range of well-planned and challenging activities. Immersed in a culture that fosters independent thinking from a very early age, pupils are not frightened to try and fail. This is due in no small way to the school's leadership who promote and support an ethos of erudite thinking and intellectual challenge. Pupils take initiative in their learning, and in most lessons, scholarly endeavour pervades. Sixth-form pupils spoke of teaching regularly going 'off spec' in order to challenge and deepen pupils' understanding. The school fulfils its aim of supporting pupils to love learning for its own sake and to be academically curious, to take risks and be ambitious.

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

- 3.14 The quality of the pupils' personal development is excellent.

- 3.15 Pupils' self-understanding is excellent. Pupils of all ages are exuberantly confident and self-assured beyond their years. They demonstrate ingenuity and resilience in their learning and resourcefulness in their personal development, and strive to improve themselves at every opportunity. Senior school pupils cited the exciting co-curricular programme and involvement with the school's partnership work as being major factors in helping them to develop a wider appreciation of their own strengths and weaknesses. Pupils' high self-esteem is developed from an early age through the school's rewards system and by staff recognising and celebrating pupils' individual achievements. Year 6 pupils talked with confidence about their high aspirations as they move into Year 7. Year 13 pupils spoke with passion and excitement about how well-prepared they feel for their transition to university and life beyond school. They explained how the high quality of support they receive from the careers department and pastoral staff helps to facilitate this.
- 3.16 Pupils have a deep understanding that the decisions they make are often pivotal in determining their own success and well-being. Pupils demonstrate high levels of social and emotional intelligence when talking of the decisions they make within their lives. Pupils in Year 12 spoke of how they have made informed decisions about which universities to apply for after researching the implications that taking particular courses at certain institutions would have on their careers. Sixth-form pupils explained how the 'City Plus' course has introduced them to subjects they would never have chosen to study, such as philosophy, and how philosophy has now become important to them as an academic discipline. Others reflected on how studying mathematics at A level would be helpful when practising law in later life, explaining that mathematics develops logical and analytical thinking and problem-solving methodology. Pupils spoke with enthusiasm of how the school's embedded coaching programme has provided them with techniques to help them question ideas more effectively. For example, by using a fulfilment wheel to place their thoughts within a hierarchy as a tangible way of seeing what they want to talk about when confronted with any big decisions they need to make.
- 3.17 Pupils across the school have a well-developed sense of spiritual understanding. Pupils spoke of the power of prayer and of their engagement with the variety of pupil led assemblies and societies in which pupils' spirituality is given the space to develop and flourish. In a religious, philosophy and ethics (RPE) lesson in Year 10, pupils demonstrated a deep personal understanding of how religious beliefs can impact on life. They explored and identified key characteristics of prophets' lives, explaining succinctly how the prophets' beliefs can affect those of modern-day believers. Senior school pupils spoke enthusiastically about the nature appreciation walks and bird watching activities that take place as part of the co-curricular programme, reflecting on how these walks contrast starkly with the urban environment that forms the surroundings of the school. Year 5 pupils explained how, in art, they designed and created model polar bears to highlight the plight of animals affected by climate change. In a Year 12 RPE lesson, pupils discussed in significant depth the impact of consumerism on humanity, drawing upon their own reflections to form arguments as to why society needs to change its consumer spending habits.
- 3.18 Pupils of all ages demonstrate a strong understanding of right from wrong. They have a deep appreciation of the need for rules and of how to contribute to a safe and law-abiding society. Pupils' behaviour is excellent. They take great pride in the importance of treating their peers well and show kindness, empathy and compassion for one another. Sixth-form pupils spoke of how the school's ethos, based on the values of respect, responsibility and resourcefulness, is lived every day by pupils when working harmoniously together in lessons and enrichment activities. They explained how pupils are mindful of trying to address and resolve any issues of disrespect or misbehaviour themselves, without the intervention of a teacher. Senior school pupils spoke of how they use their positions of responsibility, for example, as a house captain or a member of the senior committee, to help guide younger pupils. Pupils of all ages possess strong moral awareness and appreciate their social responsibility. In a Year 5 thinking skills lesson, pupils reflected with sensitivity on the moral dilemmas facing the world and discussed with maturity the long-term impact on the planet of the continued use by humans of the earth's finite resources. Senior school pupils spoke of how they respond to prejudice or discrimination by speaking out and challenging anything they see as being wrong.

- 3.19 Pupils show high levels of social awareness and work effectively with their peers, both in lessons and within wider school activities. Pupils work collaboratively and develop their leadership skills naturally, for example, through Challenge Days and weekly Prep Challenge afternoons or by joining one of the many pupil committees that exist, for example, the school council or senior committee. Older pupils talked with passion about supporting the school's buddy system and of how their work with younger pupils makes them more understanding of those pupils' needs. Pupils spoke with excitement about the house system and of how much they value the social engagement that comes from house activities, such as drama, music and charity fundraising events. Sixth-form pupils reflected on how they need to adapt their expectations of what can be achieved when working with younger pupils in house activities. They explained how this helps them to be more empathetic and tolerant as a person. Pupils explained how opportunities to work in partnership with male pupils from the City of London School in joint 'City Plus' activities, enables them to develop socially whilst enriching their learning experience.
- 3.20 Pupils have a strong sense of social justice and spoke of being empowered by school to make a difference. For example, following a seminar at a local university concerning wrongful imprisonment, pupils researched and set up an action group as part of the school's co-curricular programme, which subsequently led to pupils speaking at public events about social action for change. Pupils spoke of having raised awareness of poverty in the UK by collecting food for the local food bank, and of the plight of refugees by organising fundraising events for people fleeing war-torn areas of the world. Senior school pupils readily embrace the many opportunities that arise from the school's extensive partnership work with local schools. For example, pupils spoke of their willingness to volunteer to help support pupils in local primary schools and of the valuable work experience gained. Pupils of all ages articulated a very strong sense of making a positive contribution to the school and the wider community, through for example, their work as part of the sustainability committee, or by embracing one of the many charity fundraising activities organised by the mission committee.
- 3.21 Pupils demonstrate an excellent understanding of, and a high level of appreciation for, the school's multi-cultural community. Pupils show great respect for their peers and value their diversity. Pupils spoke with enthusiasm and conviction of how the rich selection of activities on offer through the co-curricular activity programme, enables them to learn about and value different cultures and religions. Also, of how this affords them opportunities to engage with the multi-cultural community beyond the school, through volunteering or involvement with charity fundraising. Lower school pupils explained that what impresses them most is that they are learning about cultural diversity through first-hand accounts due to the friendships they form with peers from different backgrounds. They went on to explain how this leads to a natural acceptance of all and as a consequence, pupils show greater tolerance and understanding of other people and their various traditions. Displays created by pupils demonstrate the importance of respect systems and positively impact the school community, with in-depth presentations concerning issues such as LGBTQ+ and themes raised by *Everyone's Invited* and the *Black Lives Matter* movement.
- 3.22 Pupils of all ages spoke with clear understanding of how to stay safe and keep both physically and mentally healthy. Pupils in Year 6 spoke with excitement about what they had learnt about safe travelling in London as a result of a recent visit by Transport for London in preparation for their transition into Year 7. Senior school pupils spoke with passion about the need to choose healthy food options on a daily basis in order to maintain long-term health. Also, of how daily exercise is needed now as a child to be fit in adult life. Pupils demonstrate a clear understanding of how to seek help and support from a trusted adult if they have a safeguarding concern, or are feeling unwell. Senior school pupils explained that they often prefer to be self-sufficient when dealing with personal issues, but appreciate that adults are available to talk to if needed. Pupils across the school show a strong awareness of how to stay safe online and spoke of knowing how to access support through, for example, *CEOP* and *Childline* should they need to do so. An overwhelming majority of pupils who responded to the questionnaire agreed that the school teaches them to stay safe and that school is a safe place to be.

## 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 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 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

Ms Adrienne Richmond	Reporting inspector
Mr Jonathan Dunn	Compliance team inspector (Former deputy head, ISA school)
Mr Graham Letley	Team inspector (Deputy head, HMC school)
Ms Emma Neville	Team inspector (Head, IAPS school)
Mr Nicholas Oakden	Team inspector (Deputy head, IAPS school)
Mr Jeremy Phelan	Team inspector (Head, IAPS school)