



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Derby High School**

**January 2023**

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## School's Details

<b>School</b>	Derby High School			
<b>DfE number</b>	831/6001			
<b>Registered charity number</b>	1007348			
<b>Address</b>	Derby High School Hillsway Littleover Derby DE23 3DT			
<b>Telephone number</b>	01332 514267			
<b>Email address</b>	headsecretary@derbyhigh.derby.sch.uk			
<b>Head</b>	Mrs Amy Chapman			
<b>Chair of governors</b>	Dr Bharat Lad			
<b>Proprietor</b>	Derby High School Trust Ltd			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	640			
	<b>EYFS</b>	48	<b>Primary School</b>	195
	<b>Seniors</b>	313	<b>Sixth Form</b>	84
<b>Inspection dates</b>	24 January to 26 January 2023			

## **1. Background Information**

### **About the school**

- 1.1 Derby High School is an independent, co-educational day school located in Littleover, Derby. Founded in 1892, the school moved to its present site in 1958. The school is a charitable trust and its work is overseen by a board of governors. It comprises a primary school and a senior school, all accommodated on a single site. The senior school ceased to be single-sex in 2019, with male pupils joining initially in Years 7 and 12. The school became fully coeducational in September 2022. A new Chair of Governors was appointed in September 2021.

### **What the school seeks to do**

- 1.2 The school strives for excellence for all pupils in every aspect of their academic studies and non-academic pursuits. Its aim is to provide a happy and stable environment based on Christian values, in which the intellectual, physical, emotional, and spiritual development of pupils can be nurtured, so that they become responsible, well-rounded and confident adults.

### **About the pupils**

- 1.3 Pupils come from a range of professional and business backgrounds, within a 25-mile radius of the school. School data indicate that the ability profile of the pupils is above the average for those taking similar tests nationally. Sixty-three pupils have been identified as having special educational needs and/or disabilities of which 30 receive additional support for their needs. There are no pupils with an education, health and care (EHC) plan. English is an additional language (EAL) for 21 pupils of whom 6 receive additional support for English. Pupils identified as the most able and those with particular talents have their curriculum modified or enhanced.

## 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. 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.

Additionally, this visit serves as a material change visit to assess the school's proposal to increase capacity from 610 to 665 pupils.

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 primary 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 In the senior school the school's GCSE and A-level results in the years 2020 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 in 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 wellbeing of the pupils.

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

### **3. Recommendation with regard to material change request**

#### **Summary of findings**

#### **Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7]**

##### **Safeguarding policy**

- 3.1 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school meets the requirements.
- 3.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

##### **Safeguarding implementation**

- 3.3 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.4 The safeguarding policy is effectively implemented at all levels and is likely to continue to meet the standard with the proposed increase in pupil capacity. The policy includes details of Prevent Duty guidance and is further supported by suitable policies covering the staff code of conduct, safe recruitment, whistleblowing and e-safety which are understood and implemented by staff. The designated safeguarding lead (DSL) has an effective relationship with local agencies and makes appropriate referrals. The DSL and deputy DSLs have the capacity to ensure effective safeguarding implementation regarding the proposed increase in pupil numbers. The safeguarding arrangements are reviewed annually by the governors who have appropriate knowledge, liaise closely with the DSL and maintain effective oversight. Pupils can express concerns, are listened to and receive appropriate support, including early help and there is due regard for their mental health. Staff understand peer-on-peer abuse and take appropriate action when incidents occur. Staff training in safeguarding, including for the DSL, is comprehensive including appropriate attention to handling allegations and online safety. Where allegations are made the school responds appropriately making prompt referral to external agencies, including the Disclosure and Barring Service and Teaching Regulation Agency.

#### **Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 3.5 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.6 The school is likely to continue to meet health and safety requirements with regard to the proposed increase in the number of pupils. The governors and senior leaders oversee and monitor health and safety effectively. Suitable training regarding health and safety is in place for staff; those interviewed demonstrated a good understanding of health and safety matters. Pupils feel that the school is a safe environment. Effective health and safety arrangements are in place for the extended premises that are being completed.

#### **Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

- 3.7 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.8 The school is likely to continue to meet the fire safety standard because the fire risk policy is implemented effectively, including for the additional premises related to the proposed material change. Recommended actions from the most recent fire assessment are appropriately prioritised and carried out in a timely manner. Staff receive appropriate fire safety training and demonstrate good



awareness of risks, prevention and procedures in a fire emergency. Regular fire drills are held and pupils are confident regarding evacuation procedures.

### **Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]**

- 3.9 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.10 The school is likely to continue to meet the standard because suitable guidance and procedures are in place to ensure pupils are supervised effectively throughout the school day. Supervision arrangements for all pupils who would attend as a result of the proposed material change are suitable.

### **Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 3.11 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.12 The school is likely to continue to meet the standard because there is an appropriate risk assessment policy which indicates that risk assessment is systematic and pays attention to key areas of risk and pupils' welfare, such as supervision, safety in laboratories, design technology classrooms, and on school trips. Staff are given relevant training and completed risk assessments are checked, monitored and evaluated for their effectiveness.

### **Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21]**

- 3.13 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.14 The school is likely to continue to meet the standards because it makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Recent appointments of staff in relation to the proposed material change have ensured the completion of the required checks in a timely manner.

### **Premises and accommodation – [ISSR Part 5, paragraphs 23-29]**

- 3.12 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standards.
- 3.13 Toilet, washing and changing facilities; suitable accommodation for the medical examination and treatment of pupils are suitable and sufficient, including for the proposed increase in pupil numbers. Premises are maintained to a good standard. Routine and emergency maintenance tasks are carried out efficiently. The maintenance team have sufficient capacity to ensure that recent additions to premises in relation to proposed increased pupil numbers are maintained to the same standard as pre-existing accommodation. The school is likely to continue to meet the standards around acoustics, internal and external lighting, drinking water and water supply, outdoor space for PE and play, including with regard to additional premises related to the proposed increased pupil numbers.

### **Quality of Leadership and management [ISSR Part 8, paragraph 34]**

- 3.14 Evidence from the focused compliance inspection (FCI) dated January 2023 confirms that the school has met the relevant standard.
- 3.15 The school is likely to continue to meet the standard because the proprietor ensures that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are met consistently, and they actively promote the well-being

of the pupils. The leadership and management have prepared thoroughly for the proposed material change.

### **Recommendation**

- 3.16 It is recommended that the material change request be approved with immediate effect.
- 3.17 The school has met all regulatory standards in the focused compliance inspection dated January 2023. Evidence indicates that it will have enhanced its provision suitably by September 2023 in preparation for the proposed increase in capacity from 610 to 665 pupils. Provision will be further enhanced on completion of the proposed building programme that is planned to be finished by September 2024.

## 4. 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	Pre-School
Reception	Reception
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6
Year 7	Year 7
Year 8	Year 8
Year 9	Year 9
Year 10	Year 10
Year 11	Year 11
Lower 6	Year 12
Upper 6	Year 13

### Key findings

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

- Pupils attain highly and make excellent progress across the school.
- Pupils are highly articulate and effective communicators throughout the school, being confident to express their opinions in front of their peers.
- Pupils' attitudes to learning are exemplary. They demonstrate excellent initiative and independence, both individually and collaboratively.

- Older pupils demonstrate highly developed study skills. These are less well developed lower down the school.

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

- Pupils are mature, insightful and perceptive beyond their years.
- Pupils' moral understanding is highly developed; they readily take responsibility for their own behaviour and have a clear awareness of right and wrong.
- Pupils show high levels of social awareness and work effectively with others, which underpins the way they behave in school.
- Pupils have an excellent sense of community and responsibility towards others.

### **Recommendation**

4.3 The school is advised to make the following improvements.

- Increase opportunities for pupils in the younger classes to improve their abilities to hypothesise, analyse and synthesise so that they are in line with those of older pupils.

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

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

4.5 Pupils make rapid progress in their knowledge, skills and understanding as they move through the school. Analysis of school data, lesson observations and work scrutiny show that at both GCSE and A level, most pupils attain grades significantly higher than expected for those of their ability, in line with the school's aim to enable their pupils to achieve their potential academically. Pupils' attainment at A level in 2022 was strong, with over half of results at the top two grades. This high level of attainment mirrors the centre- and teacher- assessed results in 2020 and 2021 when over two-thirds of results were also achieved at this level. Results in GCSE are equally indicative of the high quality of teaching and learning. In 2022, over three-quarters of results were at the top grades, in line with the centre- and teacher- assessed grades in 2020 and 2021. Results show improvement beyond predictions for pupils in most subjects, and substantial improvement in some. Most leavers in 2022 gained a place at their first-choice destinations, many of which are universities with high entry requirements or equivalent institutions in specific fields. Pupils with special educational needs and/or disabilities (SEND) also make strong progress, in line with their peers. This is enabled by teaching which demonstrates detailed knowledge of individual pupils and strong, mutually respectful relationships between staff and pupils.

4.6 Pupils develop an excellent range of knowledge, skills and understanding across all age ranges throughout the school. The pupils' skills are at a particularly high level in their acquisition of subject specific skills across the curriculum. Excellent recall of prior knowledge was observed in many lessons, with deep knowledge and understanding demonstrated by pupils in their discussions with staff and each other. For example, in a music lesson, older pupils displayed strong understanding and recall of musical terminology when coherently explaining the various components of a symphony to the inspector. Younger pupils in the primary school confidently suggested adjectives to enhance their descriptive writing and were able to order mixed numbers with relative ease. Application of subject skills is advanced, with excellent outcomes seen in a GCSE biology lesson where pupils linked and applied knowledge of the function of enzymes to their use in digestion. In the questionnaires, an overwhelming majority of parents agreed that teaching enables their child to make progress. A very large majority of pupils agreed that their skills and knowledge improve in most lessons and that their teachers are supportive.

- 4.7 Pupils display very positive attitudes towards their work and are extremely productive in lessons, being well supported by the strong school-wide culture of respect and nurture. In lessons, pupils are well behaved, well-motivated, positive and focussed on learning. Excellent participation, enthusiasm and collaborative play was displayed by children in the EYFS in all the activities observed. Primary school pupils worked extremely well collaboratively, and with equal motivation and success when working independently. This was seen in a Year 4 English lesson when pupils constructed excellent descriptive sentences about clouds. Frequent collaboration in lessons was seen throughout the school. For example, younger senior school pupils displayed excellent attitudes in an art lesson when sharing equipment, ideas, thoughts and opinions on each other's pieces of work. The opportunities for initiative and independence are considerable, enabling pupils to take leadership of their learning. This was evident in a GCSE physical education (PE) lesson where pupils led their peers through a fitness session that they had designed. Pupils are deeply engaged in the learning process and attain highly as a consequence of the excellent leadership of academic provision.
- 4.8 Throughout the school, pupils, including those with SEND, have excellent communication skills that are used in all subjects. They speak with confidence, fluidity, clarity and impact in a range of settings, thus enabling effective learning in lessons. Pupils listen to each other with engagement, empathy and sensitivity and debate points with ease. In modern foreign languages (MFL) lessons, GCSE pupils displayed strong linguistic skills and a natural exuberance and enthusiasm for the target language. In science, music, art and design technology (DT) lessons, pupils of all age ranges made accurate and appropriate use of technical terminology and were able to articulately explain their work to the inspectors. Evidence from work scrutiny saw some very strong pieces of written work, with excellent prose skills in relation to the pupils' ages and abilities. For example, younger pupils in the primary school wrote extremely persuasive pieces of work on the rainforest and Year 8 drama pupils had written lively and expressive monologues prior to performance.
- 4.9 Pupils numeracy skills and knowledge are very well developed and they apply these competently across a wide range of subjects such as the sciences, geography and business studies (BS). Older pupils in the primary school displayed an excellent understanding of the addition of fractions, capably creating improper fractions and converting them into mixed numbers. A-level pupils in geography made excellent use of their numeracy skills when using historical statistics to predict when the next eruption of the Yellowstone super volcano would occur. Year 12 pupils in BS accurately used different business models to calculate revenue, sales costs and gross profit for a notional profit and loss account, successfully calculating percentage changes to find retained profit. Pupils in a GCSE science lesson confidently analysed a line graph to show the effects of pH on the activity of amylase.
- 4.10 Pupils are confident users of information and communication technology (ICT), and its use is a natural part of their learning which, as they recognise, developed during periods of lockdown. They are adept at using different platforms and a wide range of software in some subjects to develop their skills and understanding. Pupils in the senior school commented on their use of the internet to research and develop their project work for 'genius hour' and 'truly educated', recent academic initiatives introduced into the senior school, and the extended project qualification (EPQ). Children in the EYFS competently use tablets and digital cameras to capture images to enhance their work. Pupils commented on their independent and successful use of the various digital apparatus available to them in art and DT when planning and processing their project work. Pupils with SEND make mature and effective use of their ICT skills to support and develop their own learning. However, pupils' abilities to use ICT to enhance their learning are less well developed in some subject areas and lower down the school, where opportunities for them to use them are fewer.
- 4.11 Older pupils in the senior school display a wide range of sophisticated study habits and organisational and thinking skills. They are adept at research, being encouraged to be independent thinkers. In science, Year 9 pupils demonstrated excellent ability to analyse metal reactivity and exothermic reactions and then hypothesise what they expected from their results when carrying out a practical. Older pupils in a physics lesson successfully used their skills of hypothesis and analysis to apply prior

knowledge to explain the Lenz Law using a highly complex standard of numeracy. Year 11 pupils showed excellent oral analytical skills in a poetry lesson, using a wide range of resources such as exemplar material to improve their written skills. Younger senior school pupils in a religious studies (RS) lesson displayed excellent ability to draw information from a range of sources and whole group discussion. This enabled them to successfully develop their understanding of Buddhism and how the Four Sights influenced Siddhartha. Year 10 pupils in 'genius hour' demonstrated excellent study skills when researching projects of their own choice, analysing various resources and confidently using them in their presentations. Opportunities for pupils to enhance their skills of hypothesis, analysis and synthesis were seen less in lessons for the younger pupils in the senior school and in the primary school.

- 4.12 Many pupils throughout the school achieve excellent and notable success individually and in teams in sporting, musical, artistic and cultural arenas. Achievements outside of the curriculum include exceptional success in competitions at regional and national level in mathematics challenges and olympiads, science olympiads, music and drama (LAMDA) examinations, and instrumental and singing examinations. Other areas of success were seen in creative writing and poetry competitions, ARTiculation competition and dance. Pupils are highly successful regionally in many sports such as athletics, basketball, football, gymnastics, hockey, rounders, rugby, and tennis. Success nationally has been achieved in cricket, cross-country running, equestrian sports, netball, swimming, taekwondo and wadokai. In discussions, pupils commented on the involvement of many pupils in the hugely popular and successful school musical and drama productions and in The Duke of Edinburgh Award Scheme (DofE), as particular strengths of the school, and records of pupils' achievement in these areas support this view.

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

- 4.13 The quality of the pupils' personal development is excellent.
- 4.14 Pupils are mature, insightful and perceptive beyond their years. Throughout the school, pupils display substantial awareness of what they excel at as well as areas that they find more challenging. They are self-confident and show excellent self-discipline at school. The strong pastoral system within the school prepares them comprehensively for the next stages of their life. Regular frequent participation in various co-curricular activities contributes significantly to the development of their strong belief in their own abilities. Praise and encouragement are used throughout the school to great effect and have a clear impact on pupils' high levels of self-esteem. Primary school pupils show great awareness of acting appropriately in their school environment. A very large majority of parents in the questionnaire agreed that the school helps their child be confident and independent. Inspection evidence confirms that the school's aims are successfully realised in these respects. Written work seen in the work scrutiny demonstrated many examples of pupils' excellent self-reflection and their setting of personalised targets for self-improvement. Observations at break and lunchtime demonstrated how at ease pupils are with each other in a variety of activities, their interactions being warm, positive, polite and courteous. These excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, school governors and staff to providing high levels of caring and nurturing pastoral support.
- 4.15 Pupils' excellent moral awareness is deeply embedded into the ethos, values, policies and behavioural practices within the school. They have a well-developed sense of right and wrong and respect the views of others. They are able to empathise with other pupils' needs and understand the importance of cohesion in their community. Pupil roles are taken very seriously and responsibly throughout the school with all pupils working together to achieve common goals. In a personal, social, health and economic education (PHSE) lesson, Year 9 pupils displayed an excellent awareness of the need for the Human Rights Act. They respect the systems in place to protect people from injustices in the world as seen in their powerful speeches on this topic. Older pupils studying *Romeo and Juliet*, when contemplating the argument between Juliet and her father, maturely discussed and wrote about the

rights and wrongs of the demands he made on her. A Year 13 pupil considered the concept of humanity using the Earth as a commodity in an EPQ project. This involved an examination of the balance between stewardship and moral responsibility, demonstrating deep and thoughtful moral and ethical understanding.

- 4.16 Pupils demonstrate excellent social awareness and their relationships with others is of high quality, being positive, honest and open. This is due to the strong culture of community and expectation of collaboration which exists throughout the school in response to the school's aims. Primary school pupils collaborated effectively when learning to count to 10 in Chinese. This involved working together to predict how numbers would be represented and pronounced and deciding upon actions to help them remember these numbers. Year 7 pupils in DT demonstrated excellent co-operation when sharing equipment and ideas and thoughts on each other's pieces of work. In the drama and musical rehearsals observed there was excellent participation, enthusiasm and collaboration between each other and with the staff member leading the rehearsal. In the questionnaire, an overwhelming majority of parents agreed that the school helps pupils develop teamwork and social skills. Inspection evidence shows that pupils develop into considerate and empathetic young people.
- 4.17 Pupils have a strong social conscience and an excellent awareness of their social responsibilities to others and the wider world. They contribute extremely positively and willingly to the school and local communities, and to society more broadly. The school fully meets its aim to create a sense of community where pupils are sensitive to the needs of others. Pupils of all ages talk positively about the various roles for them within the school that enable them to support their peers. These include school prefects, house captains, school council members, peer buddies for the younger pupils, anti-bullying ambassadors, mental health ambassadors, library assistants and STEM prefects. Pupil leaders take their responsibilities seriously and model responsible behaviour in the school. Pupils are highly aware of issues relating to inequality and express this most effectively through pupil-led whole-school and house-based charity work. They raise funds for charities locally such as foodbanks, care homes, hospices and shelters for the homeless. Pupils spoke enthusiastically of their self-motivated volunteer work and of the difference they felt they were making. For example, during lockdown a pupil read to an isolated member of the community over the phone and has continued to do so ever since. Older pupils are also involved in the volunteering programme of the DofE scheme.
- 4.18 Pupils are extremely tolerant and caring, and show sense and sensitivity to those from different backgrounds and traditions. The multicultural and multi-faith population throughout the school and the values of the school that operate within it are effective in enabling the pupils to recognise and develop their understanding of the difference in others within their own community. This was seen in lessons and evident in the varied friendship groups within the school. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of decency, respect and tolerance. Primary school pupils were able to compare their own religious beliefs with those of Muslims, showing a mature understanding of how a church and a mosque serve the same purpose as a place of worship for different religions. Excellent understanding of the need to solve problems for a worldwide community was demonstrated in an EPQ project to design a cycle helmet for natural hair. This looked at African hair and the specific challenges associated with putting on a helmet with hair that doesn't fit into it.
- 4.19 Pupils of all ages display a good level of spiritual understanding and a strong sense of belonging. They are able to reflect deeply and thoughtfully on non-material aspects of life. The ethos of the school embeds the awareness of the needs of others in their own and in the wider communities in which they interact. At lunchtime the children demonstrated consideration and sensitivity for each other's religious beliefs which influenced their dining choices. GCSE pupils in a RS lesson discussed knowledgeably their awareness and understanding of Buddhism. They were able to draw an excellent comparison between Siddhartha, who was not content with his wealth and privilege, and modern-day celebrities who are drawn to Buddhism when they discover money does not always make you happy. Year 4 pupils were able to reflect on what it might be like for a Muslim to visit Mecca and how these

feelings may impact their own lives. In discussion with the inspectors, pupils commented on the beneficial effects of gardening and how forest school activities developed their appreciation of nature. The Senior school pupils talk enthusiastically about and display much appreciation for, the aesthetic joys of the pupils' art that is found all around the school.

- 4.20 Pupils show a balanced and mature understanding of the fundamental aspects of staying physically and mentally healthy and are able to relate these readily to their own lives. They are aware of the need for a healthy diet and exercise and make choices that will actively support them to achieve this. All pupils throughout the school take part in regular physical exercise in the school setting. Pupils value the opportunities in the wellbeing curriculum to reflect on and demonstrate their awareness of mental health issues. They feel positive that they know how to access support for themselves, their peers and all people in their school community. Mindfulness club and the pupil mental health leads play a key part in this. Almost all pupils agreed that they know how to stay safe online and that they feel safe and secure in school, a consideration supported by all parents who responded to the questionnaire. Inspection evidence confirms these views.
- 4.21 Pupils throughout the school are fully aware of the need to make careful, thoughtful and informed choices. This begins in the EYFS, where Pre-school children confidently decide on what they want to explore and play with, choosing their own way to do things. In discussions with the inspectors, pupils commented upon and appreciated that decisions they make about academic work, relationships and their own feelings will impact upon their success, development and wellbeing. The school councils make meaningful decisions about different aspects of school life, which are readily implemented by the school. These have included changes to the school uniform, food provision in the dining hall, more option choices at A level and the introduction of more pupil-led co-curricular activities. Senior school pupils work completely independently in 'genius hour', selecting projects based on their own interests and taking control of their own learning through the research and presentation of their work.



## 5. Inspection Evidence

- 5.1 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 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 Michael Evans	Reporting inspector
Mr Toby Mullins	Compliance team inspector (Head, SofH school)
Mrs Angela Clancy	Team inspector (Former head of learning skills, HMC school)
Mrs Deborah Leonard	Team inspector (Former head, HMC school)
Mr Nicholas Vernon	Team inspector (Headmaster, IAPS school)