

Focused Compliance and Educational Quality Inspection Reports

Hipperholme Grammar School

May 2019



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School's Details

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| School | Hipperholme Grammar School | | | |
| DfE number | 381/6006 | | | |
| Registered charity number | 517152 | | | |
| Address | Hipperholme Grammar School Bramley Lane Hipperholme Halifax West Yorkshire HX3 8JE | | | |
| Telephone number | 01422 202256 | | | |
| Email address | info@hgsf.org.uk | | | |
| Headteacher | Mrs Jackie Griffiths | | | |
| Chair of governors | Revd Canon James Allison | | | |
| Age range | 3 to 16 | | | |
| Number of pupils on roll | 290 | | | |
| | Boys | 157 | Girls | 133 |
| | EYFS | 29 | Juniors | 96 |
| | Seniors | 165 | | |
| Inspection dates | 8 to 10 May 2019 | | | |

1. Background Information

About the school

- 1.1 Hipperholme Grammar School is a day school for girls and boys aged between 3 and 16 years. Situated close to Halifax in the village of Hipperholme in Calderdale, it was founded in 1648 as a free state grammar school and became independent in 1985. In 2017, its junior school moved to the senior school site.
- 1.2 Six governors form the board and act as trustees with overall financial and governance responsibility. A further three co-opted governors share governance responsibility with them.
- 1.3 The school is organised in two sections, one for juniors which includes the Early Years Foundation Stage (EYFS) and one for seniors, both of which are overseen by the senior leadership team.
- 1.4 Since the previous inspection, the school has closed its sixth form, undertaken changes to the site to accommodate the junior school and EYFS, and has provided a new music suite. The current headteacher was appointed in 2017.

What the school seeks to do

- 1.5 The school aims to provide a high-quality education within a safe, secure and caring environment in which pupils develop as independent, confident and successful learners.

About the pupils

- 1.6 Pupils come from a wide range of backgrounds, reflecting the social and ethnic mix of the surrounding towns and villages in West Yorkshire. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average. The school has identified 89 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, and mild emotional and behavioural difficulties, 74 of whom receive additional support for their learning needs. One pupil has an education, health and care (EHC) plan. No pupil has English as an additional language (EAL).

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets almost all of the required 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. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 Arrangements are made to safeguard and promote the welfare of pupils in many respects but the school has not shown sufficiently clear understanding of current statutory guidance with regard to carrying out recruitment checks on staff in a timely manner and obtaining suitable references before staff take up a post in the school. It has not carried out a risk assessment and ensured that appropriate safeguards are put in place when the required enhanced criminal record check of a member of staff has not been received prior to the person starting work. It has not obtained assurances from contractors whose employees work in the school that they have carried out the relevant vetting checks. The school has not carried out an identity check upon such employees.
- 2.10 **The standards relating to welfare, health and safety [paragraphs 9-16], 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 but those in paragraph 7 (a) and (b) are not met.**

Action point 1

- **the school must ensure that suitable references are obtained before staff take up a post within the school and that all other relevant checks, particularly those against the teacher prohibition and barred lists, are carried out before staff start work [paragraph 7 (a) and (b); EYFS 3.7, 3.9].**

Action point 2

- the school must obtain written assurances from contractors whose employees work in the school that they have carried out the relevant vetting checks and must check the identity of such persons when they begin work at the school [paragraph 7 (a) and (b); EYFS 3.7, 3.9].

Action point 3

- the school must carry out a risk assessment and ensure appropriate safeguards are taken if the required enhanced criminal record check certificate of a member of staff is delayed [paragraph 7 (a) and (b); EYFS 3.7, 3.9].

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 Checks of identity and right to work in the UK have not all been completed before the person starts work.
- 2.13 **The standards relating to supply staff and proprietors [paragraphs 19, 20 and 21] are met but not all those relating to checking the suitability of staff [paragraph 18] are met.**

Action point 4

- the school must ensure that that checks of identity and right to work in the UK are carried out before staff start work [paragraph 18(3); EYFS 3.7, 3.9].

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.15 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupils with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 **The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.19 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and thus that they actively promote the well-being of the pupils.

2.21 The standard relating to leadership and management of the school [paragraph 34] is not met.

Action point 5

- **the school must ensure that leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, in particular with regard to recruitment processes, so that the other standards are consistently met and they actively promote the well-being of the pupils [paragraph 34 (1)(a), (b) and (c)].**

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. 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> |
|--------------------|---------------------------------|
| Forms 1-6 | Years 1-6 |

Key findings

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

- Pupils' attitudes to learning are decidedly positive.
- Pupils respond well to their teaching because for the most part it takes into account their individual needs.
- Pupils' skills for learning are generally at a high level across all areas of the curriculum.
- They complete their work carefully and can pursue their studies independently, although on occasions their ability to think for themselves is underdeveloped.
- Pupils' communication skills are highly developed both in English and in modern foreign languages.

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

- Pupils' moral understanding is highly developed and their behaviour is excellent.
- Pupils are socially aware and work very well together.
- Pupils make a most positive contribution to their school community.
- Pupils show some awareness of the importance of the non-material aspects of life but their spiritual understanding is not fully developed.

Recommendations

3.3 The school is advised to make the following improvements:

- Encourage pupils to develop further their independent learning skills so that they may pursue their own lines of enquiry.
- Increase the opportunities for pupils to develop their spiritual understanding in order that they may appreciate more widely the non-material aspects of life.

The quality of pupils' academic and other achievements

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

3.5 Pupils of all ages and abilities have decidedly positive attitudes to their learning which lead to good academic achievement. Over the three years from 2015 to 2017, pupils' results in GCSE examinations have been above the national average for maintained schools. The junior school does not take part in national curriculum tests but uses its own framework to determine attainment. Evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils in both the senior and junior schools make good progress over time. Almost all children in the EYFS have achieved an appropriate level of development and some have exceeded it in literacy. Pupils make good progress because they respond positively to their teachers whose thorough lesson planning and skilful delivery of lessons for the most part takes accounts of their individual needs. In their pre-inspection questionnaire responses, the overwhelming majority of parents and pupils agree that the teaching helps the pupils to make progress. Similarly, almost all pupils agree that teachers give them help if they have problems with their work. School leaders and managers track the progress of pupils carefully at all stages of their development, gaining strong understanding of their abilities over time and ensure in this way that their academic targets are being met or provide additional support where it may be required. Data provided by the school show that pupils with SEND of all ages progress well in relation to their starting points. They make this good progress because of the carefully considered support they receive for their difficulties, directed by a

full understanding of each pupil's needs as reflected in teachers' planning. More able pupils in both the junior and senior schools generally achieve highly in line with their abilities. In the majority of lessons but not in all, teaching takes account of their need to work at a high level by setting appropriately challenging tasks.

- 3.6 Pupils develop strong knowledge, understanding and skills across the areas of learning. This is facilitated by a broad and balanced curriculum which is well suited to them and by a varied programme of extra-curricular activities, which ensures that pupils have ample opportunity to apply, and thus strengthen, their skills in different contexts. For example, pupils' excellent physical development is aided by an extensive sports programme through which they become highly proficient in their team games. Older pupils said that their progress in their GCSE subjects was helped by the workshops they might attend to improve their understanding. Pupils' scientific skills are assured. EYFS children rose to the challenge of an experiment to check buoyancy, eagerly hypothesising about which items would float, watching the outcomes of their choices and then compiling their results afterwards. Pupils demonstrate strong human and social understanding, for example in junior school history when pupils imagined what they should pack in their bags as World War 2 evacuees, and in GCSE business studies when they confidently deduced principles of manufacturing processes from a role play exercise. Pupils' creative skills are well developed. Senior pupils were observed confidently using a variety of design technology media in their creation of an original artefact and junior school pupils composed and performed some evocative musical compositions to illustrate the growth of a seed into a plant.
- 3.7 Pupils' communication skills are highly developed because teaching at all stages encourages them to speak in an atmosphere of trust and respect. Children in the EYFS talked confidently and clearly to their peers on the topic of water, illustrating their points from their experience on holiday, and younger pupils in the junior school succeeded in reading aloud at a challenging level. Senior pupils demonstrated very strong communication skills in modern foreign languages when filming their own video diary in the target language, and were adept in translating when analysing those created by their peers, and when fluently describing their homes to each other. Writing in English at all stages shows the pupils' secure grammar and vocabulary, and that of pupils in GCSE literature is stylish and assured. High standards of accuracy in writing are encouraged by teachers' marking, the very great majority of which is most thorough.
- 3.8 Pupils are confidently numerate and apply their mathematical skills effectively across a range of subjects. Children in the EYFS were confident when counting to twenty and most could manage simple addition and subtraction, understanding how to use a number ruler to help them when it proved difficult. Younger pupils in the junior school were able to weigh objects accurately in a practical lesson and talked confidently about what was lighter or heavier. Scrutiny of the books of older children in the junior school gave evidence of pupils of all abilities using graphs and diagrams in science and calculating challenging distances, while pupils with SEND carried out similar exercises with support for their particular needs. Scrutiny of the work of pupils in the senior school showed them using appropriate calculations in a range of subjects including science where they tallied results in a table accurately and understood the calculation required to determine the actual size of a biological sample seen under a microscope. Pupils are well supported by their mathematics lessons which are rigorously structured and well-paced to meet and challenge pupils' individual abilities.
- 3.9 Pupil of all ages are proficient users of information and communication technology (ICT) and confidently apply it in their lessons and homework. Pupils in the junior school demonstrated creativity in their use of software for digital photo editing, revealing computer knowledge to complete their creations and manipulating the mouse with dexterity. Scrutiny of pupils' work revealed its use in their research; for example, junior topic work included the use of ICT to research independently and present findings effectively. Senior school pupils utilised internet resources successfully to undertake homework in a research task about Africa, and older pupils discussed with inspectors their use of a web-based file-sharing tool in order to retrieve resources from school when carrying out homework.

- 3.10 Pupils develop as confident, independent and successful learners, representing successful fulfilment of one of the school's aims. The great majority organise their books carefully, take time over their work and demonstrate the study skills required for independent research. Pupils are less proficient in taking the initiative and pursuing their own lines of thought both in lessons and in their homework. While some instances of self-initiated research were evident, these were not prevalent. Children in the EYFS are highly attentive and respond well to the varied resources provided for them. They engage in activities with absorption, explaining, for example, that they are listening for a heartbeat in their use of a toy stethoscope. Junior school pupils are eager to test their own ideas when concepts are explained to them, for instance speaking of the value of worms in compost and of growing tomatoes at home. Senior school pupils hypothesised about the calculation of interior angles of a complex shape and demonstrated higher-order skills when considering a literary character in the context of Victorian society thus synthesising their research on the topic with their careful analysis.
- 3.11 Pupils achieve extremely well in a wide range of sporting events and in some academic areas. They have gained success regionally in cross-country, football and water polo, and locally in hockey and netball. A number of individual pupils have proceeded to national finals in swimming and athletics. Pupils have achieved awards in mathematics, art, modern foreign languages, essay writing and poetry competitions. The insistence of the school leadership that all pupils should participate in extra-curricular activities and the willingness of staff to support them create opportunities which strongly contribute to this success.
- 3.12 Pupils have most positive attitudes to their learning. They are enthusiastic, keen to learn and work collaboratively particularly well. Younger pupils shared their reading experience revealing considerable passion for their books and senior pupils reviewed one another's work effectively. Pupils with SEND, who may find work challenging, persevere until they achieve understanding.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils are happy and enjoy the challenges of their school life. They develop confidence because throughout the school they are given positions of responsibility such as within their forms. It can be seen in their presentations before their peers and staff. During inspection, senior school pupils led an effective school assembly, preparing appropriate material and performing self-accompanied songs. Similarly, junior school pupil leaders help to distribute awards and give match reports in assembly and contribute weekly to a newsletter which is displayed on the school website. Self-knowledge is a quality instilled from the earliest years. Younger pupils demonstrated understanding of how to improve their learning when they described their difficulties with times tables in front of their peers. Teachers' marking encourages pupils to think about ways of improving their work and pupils respond positively by trying new approaches and correcting their own mistakes. Senior pupils show awareness of their own capabilities in selecting tasks suited to them and in setting their targets. They also respond positively to challenging questions set for them within the best marking. Pupils told inspectors that sport helps them develop their resilience through regular practices and competition and that playing a musical instrument to performance standard similarly develops their determination to succeed.
- 3.15 Pupils have highly developed moral understanding and their behaviour is excellent. In responding to the questionnaire, almost all pupils stated that the school expects them to behave well and the vast majority of parents said that the school actively promotes good behaviour. Pupils are highly respectful of rules and laws. Junior pupils are keen to follow the school code known as 'the three Rs', demonstrating respect for their peers and staff, responsibility in their conduct around school and readiness to participate enthusiastically in all aspects of daily life. Senior pupils could debate and discuss issues of right and wrong within the context of religious law, and recognised the very positive impact of messages conveyed to them in school assembly and through lessons in personal social and health education (PSHE). The excellent pastoral leadership and management in both the junior and

senior schools are both respected and trusted by pupils. A small minority of pupils responding to the questionnaire were of the view that the school may show favouritism or treat pupils unfairly because of their gender, faith, race or needs. Pupils questioned by inspectors said that staff were fair and there was no such favouritism. Inspectors found through discussion with staff and scrutiny of records that staff know the pupils very well and maintain careful records and communications so that, when problems occur, they may be fairly and sensitively managed, always with the aim of resolving issues and helping pupils to learn from the consequences of their actions.

- 3.16 Pupils are aware of the non-material aspects of life but their spiritual understanding overall is less developed than their moral awareness. Younger children were keenly interested in how plants grow and then captured their shape and colour in their art. Senior school pupils showed appreciation of the role of music culturally, demonstrating empathy with the roots in slavery of the Blues pieces they were analysing. Talking to inspectors about their work, older pupils demonstrated sincere appreciation of historic love poetry. In lessons, they showed understanding of worldwide religions and the differing perceptions arising from belief. Older pupils in the junior school spoke of a tree in the school grounds under which they could draw or think but other pupils were of the view that they did not have many opportunities for reflection. They were insecure in consideration of philosophical issues and the nature of the spiritual dimension.
- 3.17 Within a prevailing atmosphere of tolerance and trust, pupils work very effectively with one another both in lessons and in their daily school lives achieving strong social awareness as a result. Children in the EYFS understand that it is important to listen to one another and take turns, for example when sharing holiday experiences. In discussion with inspectors, both junior and senior school pupils recognised the importance of the democratic process within their school council. Senior pupils cited the house system when they solve problems and work to achieve common goals in events such as inter-house quiz, music and sport. Charitable fund raising is embraced by pupils of all ages as an important instrument for collaboration and the outcomes have included working together to purchase a defibrillator for Hipperholme village.
- 3.18 Pupils make a most positive contribution to their school. Children in the EYFS are encouraged to look after the setting's resources and be tidy and thoughtful of others. Junior school pupils praise the commitment of their peers to school life with good examples in their regular contributions to newsletters to parents, and both junior and senior school leaders expressed pride in their responsibilities such as in representing the views of their peers in school council, achieving positive outcomes and then accurately reporting back. Senior school pupils volunteer to support local and national charities through The Duke of Edinburgh's Award scheme (D of E) and on their own initiative. They volunteer to coach sports teams and run school clubs and help lead in local Brownie and Cubs groups. Pupils take pride in the contribution they make through their volunteering and said that training for the expedition develops their stamina as they must overcome navigational and group challenges.
- 3.19 Pupils understand the importance of the decisions they make in determining their own success. EYFS children are encouraged to choose their learning, and tackle the various activities set for them in a mature and self-disciplined manner. Older pupils in the junior school contribute to the selection of their leaders and choose charities to support and the events to raise funds for them. In responding to the questionnaire, a small minority of pupils in the senior school did not agree that they receive helpful advice about their choice of subject or career. Pupils questioned by inspectors did not agree. They said that they are given advice and that they appreciate opportunities to choose subjects and clubs. Inspectors found that pupils make mature choices about social and emotional well-being, for example by prioritising their studies. Pupils reaching the end of their school career told inspectors that they feel very well-prepared for the next stage in their lives including the management of their finances.

- 3.20 Pupils know how to stay safe. They express confidence in managing the internet and social media and respect the efforts of their teachers to keep them informed through assembly, PSHE and in ICT lessons. In responding to the questionnaire, all pupils agreed that they know how to stay safe on-line. Senior pupils endorsed this in discussion with inspectors by cogently describing the risks that they face in modern society and stating that they feel well equipped to be digitally resilient. Relevant sessions on e-safety by the school and by local police have helped develop a strong awareness in the school. Junior pupils participate in road safety programmes, and in discussion with inspectors described accurately how to eat healthily and how to stay physically fit, citing various lessons on the subject. Senior pupils value opportunities for sport and in lessons such as science and sport science develop awareness of staying healthy in body and mind.
- 3.21 Pupils, who represent a wide range of backgrounds and traditions, are tolerant of one another and respectful of difference. They appreciate their own culture and are respectful of others. All pupils, including the youngest in EYFS, are aware, for example, that food choices may be affected by religious belief. They are not overly curious about such differences, seeing them simply as something to accept. Junior school pupils told inspectors that they are expected to be kind to everyone, and senior school pupils stated that they have a school where all of the pupils are respected and valued. Inspectors found that pupils are notably harmonious in their relationships with one another and that no barriers to friendship and collaborative play and work are discerned by them.

4. Inspection Evidence

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

Inspectors

| | |
|-----------------------|---|
| Mrs Roberta Georghiou | Reporting inspector |
| Mr Neil Walker | Compliance team inspector (Headteacher, GSA school) |
| Mr Adrian Downie | Team inspector (Director of Studies, IAPS school) |
| Mr Jeffrey Shaw | Team inspector (Headteacher, ISA school) |