

Focused Compliance and Educational Quality Inspection Reports

Oldham Hulme Grammar School

September 2019



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School's Details

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| School | Oldham Hulme Grammar School | | | |
| DfE number | 353/6012 | | | |
| Registered charity number | 526636 | | | |
| Address | Oldham Hulme Grammar School Chamber Road Oldham Lancashire OL8 4BX | | | |
| Telephone number | 0161 624 4497 | | | |
| Email address | admin@ohgs.co.uk | | | |
| Principal | Mr Craig Mairs | | | |
| Chair of governors | Mr Vijay Srivastava | | | |
| Age range | 3 to 18 | | | |
| Number of pupils on roll | 782 | | | |
| | EYFS | 55 | Years 1 to 6 | 177 |
| | Seniors | 459 | Sixth Form | 91 |
| Inspection dates | 17 to 19 September 2019 | | | |

1. Background Information

About the school

- 1.1 Oldham Hulme Grammar School is a co-educational day school for pupils between the ages of 3 and 18 years. The school is a charitable trust administered by a board of governors. The school is a diamond-model school with pupils up to Year 6 and those in the sixth form being taught in co-educational classes. From Year 7 to Year 11, pupils are mostly taught in single-sex classes.

What the school seeks to do

- 1.2 The school aims to ensure its pupils leave as confident and socially adept young people who have enjoyed a broad range of experiences. It aims to provide a modern education with traditional values in an environment that fosters a family atmosphere, nurturing potential by tailoring the education to individual needs.

About the pupils

- 1.3 Pupils come from a range of professional families. The pupils' ethnicity reflects the population of the area. Most live within a 15-mile radius of the school. The school's own assessment indicates that the ability of pupils in the juniors is above average. Nationally standardised tests indicate the ability profile of the senior school is above average and in the sixth form is broadly average. One pupil in the school has an education, health and care (EHC) plan. The school has identified 136 pupils as having special educational needs and/or disabilities (SEND), which include cognition and learning needs, such as dyslexia. Fourteen of these receive additional specialist help from the school. English is an additional language (EAL) for 124 pupils, four of whom receive additional support from the school. Data used by the school have identified 195 pupils as being the more able in the school's population, and the curriculum is modified for them and for 50 other pupils because of their special talents in sport, music or drama.

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 the standards in the schedule to the Education (Independent School Standards) Regulations 2014, 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 The junior 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 In the sixth form, A-level results in the years 2016 and 2017 have been above and in 2018 in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 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 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 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.

2.16 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.

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.

Key findings

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

- Pupils of all ages demonstrate excellent communication skills; from an early age they listen carefully to one another and articulate their thoughts expertly.
- Pupils have excellent information and communication technology (ICT) skills and instinctively use technology to support their learning.
- Pupils have strong numeracy skills across the school and show proficiency when applying them across the curriculum.
- Pupils achieve highly in a wide range of academic and other areas such as sports, music, drama and outdoor pursuits.

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

- Pupils display outstanding social skills; they enjoy being part of a school community that is mutually supportive and that encourages them to be active participants.
- Pupils have high levels of self-esteem and self-confidence and are prepared well for the next stages of their education.
- Pupils' moral understanding is well developed, and they realise how their good behaviour has a positive impact on both themselves and others.
- The excellent personal development of the pupils successfully reflects the aims of the school.

Recommendation

3.3 The school is advised to make the following improvement:

- Strengthen pupils' ability to think for themselves and challenge their own learning by improving teaching through the sharing of excellent practice.

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 have well-developed communication skills. From an early age in the EYFS, children speak with confidence and articulate their thoughts in a mature fashion for their age. They respond positively to the staff who expertly model language. This was demonstrated when children excitedly explored the school's forest setting and could be heard explaining to one another why it was not suitable to touch the fungi or berries that they did not recognise. Pupils of all ages listen attentively to one another and their teachers, share ideas and opinions and evaluate the contributions of others effectively and courteously. By doing so, they refine their own thinking to generate improvements in their own learning and that of others. In a religious education lesson for younger senior school pupils, for example, the discussion developed because the pupils listened attentively to their peers and built on their contributions. Pupils of all ages are competent readers and writers, and the school places a great emphasis on ensuring these skills are well developed. Older junior pupils are highly competent in their use of adjectives, adverbs and suitable syntax to create feelings of mystery and suspense in their stories. Older pupils in the senior school employ mature writing skills that convey feelings and purpose as shown when they wrote on how successful actors were in communicating their character to the audience during a visit to the theatre. In written work in subjects such as history and politics, pupils show excellent attention to detail, content and style.

- 3.6 Pupils' use of ICT in the school is excellent. It is expertly utilised in all subjects, both in the classroom and at home, with a well-resourced and supported culture of using ICT as a tool to strengthen their learning. Pupils support their learning confidently through the use of on-line resources and other software. They use technology responsibly and, importantly, are able to evaluate the reliability of information accessible on the internet. Younger junior school pupils demonstrate their understanding of how to partition two-digit numbers into tens and ones by confidently using the classroom's interactive whiteboard. Even for junior-aged pupils, the use of technology, particularly for individual research and recording, permeates subjects such as music, history, geography and English. Older pupils are able to apply their understanding of computational algorithms and follow patterns and develop systems as demonstrated in their ICT challenge modules. Access to on-line platforms allows pupils to consolidate their learning within a class and to assess their performance individually.
- 3.7 School data show that pupils in the junior school achieve well. All children in the EYFS meet and many exceed their expected levels. Careful tracking through the junior school shows that the majority of pupils exceed expected scores in their attainment tests, some by a considerable margin. Such results show that progress, for many, is rapid. Over the last three years in particular, GCSE attainment has improved with two record years in the last three. Data showing progress over time indicate a strong upward trend over the last seven years. Females outperform males at GCSE, but the males still show positive progress over time overall. Within the top grades at GCSE, the males slightly outperform the females.
- 3.8 At A level, there has been a positive upward trend in progress over time over the last five years. Males tend to out-perform females. The strong A*/A grades in 2019 reflect the fact that all pupils performed at least in line with expectations. There are very few pupils with special educational needs and/or disabilities (SEND) in the sixth form, therefore any data are not statistically significant. However, four out of the six pupils with SEND performed beyond expectations in 2019. The progress of pupils' attainment is monitored through the rigorous analysis of data by teachers and senior leaders who use information to ensure that the needs of pupils are fully met and meets a recommendation from the previous inspection. This positive position is supported in the pre-inspection questionnaires where almost all pupils and most parents feel that teaching helps pupils to learn and make progress.
- 3.9 Pupils expertly use and apply mathematical knowledge, skills and understanding to their work across all ages from Nursery to Year 6. They apply these skills competently to their learning in other areas in their play. For example, when building a brick wall in Reception, they added together two sets of bricks to make the end total. Children in the Nursery confidently answered the question as to which number was one more than 18. Pupils use their mathematical skills well to support other areas of learning. There were excellent examples of the pupils' strong numeracy skills in the lessons observed, from younger senior pupils successfully working on Venn diagrams to older pupils using index numbers when looking at the terms of trade index for Malawi and Germany. They are highly effective at numerical calculations such as when involved in latent heat and specific heat calculations in physics or making calculations for empirical and molecular formulae in chemistry.
- 3.10 Pupils' academic and other achievements are excellent. The range of extra-curricular activities in which pupils have gained notable successes include the netball national U16 champions' title in 2017 and considerable success in swimming, cross-country, cricket and basketball. Good numbers of pupils take part in The Duke of Edinburgh's Award scheme (DofE), with excellent completion rates. In the performing arts, many pupils are involved in a range of performances, and also achieve significant success in external drama and music examinations. Academic competitions are entered regularly, particularly in coding, business and mathematics with high levels of success. Mathematics has been a particular area of achievement, with pupils reaching the final of the 2018 National Young Mathematicians Awards. In the questionnaires, a very large majority of parents feel that the school provides a suitable range of extra-curricular activities, a view corroborated through inspection findings.

- 3.11 Pupils' acquisition of knowledge and development of skills is always good and often excellent right across the school. Pupils demonstrate that they can apply their knowledge, skills and understanding across a wide range of subjects. The curriculum opportunities are broad, and this view is reflected in the questionnaires where a vast majority of parents and most pupils feel that there is a suitable range of subjects offered. Younger pupils in the school demonstrate a strong base of knowledge and skills, effectively applying this to enable them to extend their learning and understanding. Children in the EYFS fully utilise the outdoors as a learning environment, ensuring that a recommendation from the previous inspection is fully realised. Junior school pupils competently display developing areas of understanding as they describe how a periscope works using mirrors, or the colourful undersea life of the Great Barrier Reef, or the usefulness of positive and negative numbers to reflect temperature variations during a twenty-four-hour period. When pupils are given the opportunity to demonstrate their knowledge in lessons, it is excellent. In the sixth form, pupils have an excellent ability to synthesise and evaluate arguments and information to make reasoned conclusions. Male pupils in a senior school textiles lesson created imaginative and challenging designs for T-shirts, and then actively pursued the practical work to produce them. Most parents, through the questionnaires, feel that this acquisition of skills helps their children for their future. The more opportunities pupils are given to shine in lessons, the greater the development of skills and knowledge and deepening of their understanding.
- 3.12 Pupils are focused, well-organised and motivated to work hard and succeed. They display an excellent attitude to their learning. Younger pupils calmly come into school and independently prepare for the day. They display maturity and engagement throughout all year groups working with quiet diligence. Pupils are happy to evaluate others and be evaluated as a route to identifying improvements in their own learning. Their collaborative work is a real strength and enables excellent outcomes. Pupils also feel comfortable working independently. Pupils persevere in their problem solving and are resilient learners. They are proud of their work and enjoy sharing it with visitors to the school. All pupils are fully engaged in lessons, with excellent persistent focus. They are attentive and participate fully when questioned or challenged by the teaching. However, in some senior school lessons, the teaching does not allow pupils sufficient time or opportunity to really show what they know and what they can do. On a few occasions, where the teaching introductions are too lengthy, opportunities when pupils could take a lead in their learning and further strengthen their independence are restricted. Lengthy teacher expositions sometimes limit pupils' initiative.
- 3.13 Throughout the school, the pupils display excellent study skills. Junior school pupils are able to use higher-order skills, competently analysing a range of possibilities when problem solving and testing hypotheses. Junior school pupils displayed excellent thought and reasoning when discussing the morality of Romulus killing his brother. In the senior school lessons where pupils are given the opportunities to express themselves, pupils have very strong capacity in this area. For example, excellent study skills were displayed by the pupils as they consolidated knowledge on the Weimar Republic and the rise of the Nazis. Pupils showed higher-order thinking skills and used different sources of information to relate the topic covered to the lack of an effective constitution in certain parts of the world.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils enjoy working collaboratively and respond positively to the sense of community within the school which, in turn, shapes their social development. The atmosphere within the school is purposeful with pupils showing strong personal development and social awareness in all year groups. Younger pupils understand the importance of working collaboratively and enjoy being part of planning solutions to puzzles. At playtimes, the younger pupils confidently approach one another and the adults present to ask for help and support when required, strengthening social bonds in a mutually supportive environment. Pupils of all ages are patient, considerate and attentive to both their teachers and others, and they realise that these qualities are important to a successful, socially strong society. Pupils in the senior school clearly explain why there are checks and balances within the democratic system to try and ensure social cohesion. They show excellent insight. Pupils are happy to share their work and opinions on that with others and do so courteously and respectfully. Collaborative activity comes as second nature to the pupils. During specific activities, pupils instinctively shared the workload between them realising that working together would strengthen the outcomes for everyone. This viewpoint is also shared by an overwhelming majority of parents who feel that the school helps their children to develop strong teamwork and social skills.
- 3.16 Pupils demonstrate high levels of self-confidence in their classroom responses, they are confident and articulate and show strong resilience when attempting academic tasks, determined to produce their best. They understand how to improve their learning, are proud of their work and are desirous to promote their understanding. In the questionnaires, almost all parents feel that the school helps their children to be confident and independent. Pupils show excellent reflection and a positive approach to self-improvement such as when answering questions about the reasons for human landscapes. Senior school pupils exuded confidence whilst acting out a scene from the play *Blood Brothers*, while others demonstrated excellent self-understanding in discussion about their achievements. Pupils are encouraged to persevere and to think how to do work for themselves. They understand that you learn from making mistakes. They are self-aware and motivated in lessons and display concern and support for one another. There is a sense of calm within the school, which suggests a community at ease with itself.
- 3.17 Pupils of all ages clearly understand what behaviour is expected of them and the difference between right and wrong. Children in the EYFS are encouraged to make the right choices and to reflect on the decisions that they have previously made when things go wrong. There is a strong sense of order within the school but not because pupils need strict rules or sanctions. Almost all pupils, in the questionnaires, feel that the school expects them to behave well. They are polite, courteous and well-mannered. Pupils display an excellent moral understanding and they know that their own behaviour has the potential to affect others both positively and negatively. Older pupils in particular debate moral issues expertly such as when discussing the issues that underpinned the desire for other protagonists to take Henry VII's throne. They were also skilled when they clearly articulated the trade-off between the benefits of firms increasing profits at the expense of damaging the environment, showing a well-developed sense of morality.
- 3.18 Pupils of all ages are adept decision-makers. The youngest children in the EYFS constantly engage in the decision-making process and relish the chance to select their own activities and decide whether to explore, play and learn in either the inside or outside environments. When speaking with pupils in groups, they are particularly insightful in terms of their journey through the school and possess excellent self-reflection and ambition. They speak confidently about how target grades were used to develop their progress through stimulating them to make decisions, which shape their achievements in the future. Pupils in the sixth form expertly articulate the decisions that they have to make about their future career pathways. They are highly mindful of the impact of these choices on their entire futures. Pupils develop into confident young adults with clear aspirations for success.

- 3.19 Pupils make an excellent contribution to the community both in and outside the school. They develop a genuine sense of the importance of active service in which individual actions count. In turn, such contribution teaches the pupils to value what they have been gifted and to appreciate their privileged position in the world. Initiatives such as peer mentoring and academic mentoring serve to strengthen the sense of collegiality within the school community. External projects, such as supporting the partner school in Ghana and the reading project with local primary school children, re-enforce the children's commitment to other communities. Pupils of all ages eagerly contribute towards their community as potential school councillors demonstrating an excellent awareness of community and social responsibility. This was reflected when younger senior pupils spoke passionately about environmental issues during hustings within tutor time. Pupils approach the application process with understanding of the demands and responsibilities of being a school councillor. Pupils are actively involved in charity fundraising and their sense of social responsibility is shown as many initiatives stem from the pupils' own ideas and projects.
- 3.20 Pupils are courteous and welcoming and, within a diverse community, each individual enjoys a special status and is cherished, and difference is embraced. This culture is encouraged and supported through a range of direct and indirect means but is seen at its greatest impact in the relationships among pupils of diverse backgrounds. The school reflects the diversity of the local community in terms of faith and ethnicity, but they are bound together by a warm, friendly and inclusive ethos. There is great respect for one another and certainly for their teachers. There is a purposeful and supportive atmosphere within the school that again role models for the pupils the importance and value attached to this area of their personal development. Parents support this positive picture with an overwhelming majority feeling that the school treats their children fairly, regardless of their gender, faith, race or needs. A similar proportion of both parents and pupils feel that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils of all ages develop a strong sense of spirituality as they move through the school. The youngest children are encouraged to explore the natural world and to appreciate the world around them as was seen during a sound walk. In this way, their appreciation of the non-material aspects of life blossoms. Pupils' enthusiastic participation in all aspects of the co-curricular programme indicates their appreciation of music, art and drama. Pupils delight in creating a shared musical performance as they learnt to adjust their playing to create a more harmonious whole. Older pupils were in awe during a chemistry lesson of the bright light demonstration reaction of magnesium in oxygen, and again with phosphorus in oxygen. A corridor display in the geography department demonstrated participation in a photography competition of personally meaningful landscapes. The competition had attracted entries from across all key stages in the senior school and reflected a deep appreciation for the natural environment. Senior pupils readily attack issues of a philosophical nature further deepening their spiritual development, such as when they entered into excellent discussion focusing on Hume's criticisms of the arguments presented for the existence of a sole creator of the universe. They were reflective and able to put forward convincing points of view during a class discussion about the poem set, where pupils considered the theory that the world itself had feelings.
- 3.22 Pupils develop a clear sense of how to stay safe and keep themselves fit and healthy through a broad range of distinct activities in and outside school. This understanding ranges from nutrition and health to mental well-being and safeguarding. Importantly, pupils develop practical skills which will help keep them healthy and safe. Significantly, they also explore ways in which such practical activities can help them maintain a well-balanced life beyond school. Wide participation in these areas is proof of the value attached to such activities. The youngest children love to participate in physical activity and enthusiastically partake in sessions such as dance club, and they understand that they need to do a cool down to stay healthy before they leave. Older pupils showed good understanding of issues of safety prior to a school visit to London. Through an exploration of a reading text, pupils discussed the potential dangers of the sea in the context of imperatives and how instructions, directives, and warnings are invaluable to maintain a life where staying safe is paramount.

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 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. 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

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|---------------------|---|
| Mr Graham Gorton | Reporting inspector |
| Mrs Pamela Leech | Deputy reporting inspector |
| Mr Ken James | Compliance team inspector and team inspector (Headmaster, ISA school) |
| Dr Michael Alderson | Team inspector (Deputy head, HMC school) |
| Mr Mark Hoskins | Team inspector (Headmaster, HMC school) |
| Mr Tom Keenan | Team inspector (Head of sixth form, HMC school) |
| Mr Nicholas Weaver | Team inspector (Headmaster, HMC school) |
| Mrs Sian Woosnam | Team inspector (Assistant head of Early Years, Society of Heads school) |