



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**King's College School**

**January 2022**

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## School's Details

<b>School</b>	King's College School			
<b>DfE number</b>	315/6000			
<b>Registered charity number</b>	310024			
<b>Address</b>	King's College School Southside Wimbledon Common London SW19 4TT			
<b>Telephone number</b>	020 8255 5300			
<b>Email address</b>	reception@kcs.org.uk			
<b>Acting Head</b>	Ms Jude Lowson			
<b>Chair of governors</b>	Lord Paul Deighton KBE			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	1191			
	<b>Seniors</b>	772	<b>Sixth Form</b>	419
<b>Inspection dates</b>	25 to 28 January 2022			

## 1. Background Information

### About the school

- 1.1 King's College School is an independent day school for male pupils aged 11 to 18 and female pupils aged 16 to 18 years. King's College Junior School, which is inspected separately, shares the same site and governing body, and is for male pupils aged 7 to 11 years.
- 1.2 The school was founded by Royal Charter in 1829 as the junior department of King's College, University of London and moved to its present site on the border of Wimbledon Common in 1897. The school later became a corporation and charity, which is overseen by a board of governors.
- 1.3 Since the previous inspection, the school has opened a new music school and sports centre and has confirmed its main age of admission as 11 years. It has established four schools in Asia and a partnership with an international school in Europe. The current acting head has been in post since April 2021.
- 1.4 During the period March to August 2020, the senior school remained open only for children of key workers. The school was open to some other pupils from June 2020 in line with government guidelines. During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades, predicted grades (some combined with externally marked coursework) and teacher-assessed grades were awarded, according to the awarding body's processes.

### What the school seeks to do

- 1.9 The school aspires to enable every pupil to acquire an independent and searching mind, take pleasure in the life of ideas and achieve their best in public examinations. It seeks to ensure that all pupils feel equal and that their pastoral, social and academic needs are met in an atmosphere of mutual respect and support.

### About the pupils

- 1.10 Pupils come from a culturally diverse population of British and international families living in or around London. Nationally standardised test data provided by the school indicate that the ability of the pupils is well above average and most are in the national top five percent academically. The school has identified 105 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyspraxia, physical or mental health difficulties. Additional specialist help is provided for 40 pupils. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 91 pupils, but none requires additional support.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 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 At GCSE and IGCSE in the years 2020 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level and IB results in the years 2020 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### **PART 3 – Welfare, health and safety of pupils**

- 2.10 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.
- 2.11 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**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 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**

2.14 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 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.

**2.17 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 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.

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

<i>School name</i>	<i>National Curriculum name</i>
Fourth Form	Year 9
Lower Fifth Form	Year 10
Upper Fifth Form	Year 11
Lower Sixth Form	Year 12
Upper Sixth Form	Year 13

#### Key findings

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

- Pupils achieve outstanding success academically and in a wide range of extra-curricular activities.
- Pupils are extremely eloquent, mature and effective communicators.
- Pupils are highly motivated to learn; they demonstrate outstanding skills, knowledge and understanding across the curriculum.
- Pupils make excellent progress from their starting points and quickly establish advanced study skills.

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

- Pupils develop high levels of self-confidence and understand how to improve their own learning and performance.
- Pupils show highly-developed social skills and the way in which they work with others is excellent.
- The way in which pupils engage in contributing to the lives of others in the school, the local community and wider society is outstanding.
- Pupils show mature understanding of and respect for equality, diversity and inclusivity, reflecting the positive and open ethos of the school.

#### Recommendations

- Ensure the progress of pupils in the lower school is maximised in all lessons by high-quality teaching and challenge.



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

- 3.3 The quality of the pupils' academic and other achievements is excellent.
- 3.4 The academic standards achieved by pupils are outstanding, demonstrating the school's success in its aim to enable each pupil to do his or her best in public examinations. Pupils' attainment at GCSE and A Level was consistently well above national average and those of schools with similar baselines during the years 2017–2019, with a majority achieving the top grades. Performance in IGCSE and IB during the same period was consistently higher than worldwide norms with some pupils achieving the highest number of points possible. Results in centre-assessed and predicted grades in 2020 and teacher-assessed, centre-assessed and predicted grades in 2021 were similar. Almost all pupils gain entrance to highly selective universities in the UK or the USA to study a wide range of subjects, notably: economics; engineering; English; sciences and medicine. As observed in lessons, scrutiny of work and discussions, pupils make rapid progress from their starting points, benefiting from the high priority placed by the proprietor on ensuring high standards of teaching and resources. Pupils' excellent progress is accelerated by regular assessment, tracking and systematic analysis by their tutors and school leaders. Those with SEND or EAL achieve results in line with those of their peers, benefitting from the expertise of learning enrichment staff. There is no significant difference between the results attained by male and female pupils. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching, including any online provision, enables their child to make progress.
- 3.5 Pupils achieve outstanding academic, musical, sporting, linguistic and dramatic distinctions, actively encouraged by a strong culture of participation and the uncommonly wide choice of extra-curricular activities and range of opportunities on offer. They achieve excellent sporting success, both as teams and individuals with some pupils competing nationally in their sport, notably in rugby and cycling. Rowers represent Great Britain and hold world records on rowing machines. There is a high level of success at county and regional level in tennis including one pupil who has achieved a world ranking. Pupils regularly win prizes in British and international Science, Mathematics and Linguistic Olympiads, mathematics challenges and essay competitions and awards such as the Arkwright Engineering Scholarship. They attain exceptionally high musical standards with some achieving diplomas on their instrument, scholarships to music academies or conservatoires and places in national youth orchestras. Pupils regularly achieve gold awards in The Duke of Edinburgh's Award Scheme (DofE). The unusually high quantity and quality of successes is supported by the proprietors' and senior leaders' aim to facilitate high achievements through excellent facilities and teaching. The vast majority of parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities.
- 3.6 The level of pupils' knowledge, skills and understanding is outstanding and develops quickly across the range of their endeavours, from intellectual to aesthetic. Pupils develop high-level skills, motivated by teaching which is characterised by lively pace, high levels of subject expertise and the provision of challenge. They are quick to recall and apply their learning, such as in design engineering when a Year 8 pupil independently decided to apply Pythagoras' theorem to assist in designing a four-wheeled vehicle. The pupils' engagement and progress were restricted in a few lessons observed at the lower school, where the teaching and planning of activities was less well focussed. Pupils develop proficient linguistic skills in modern and ancient foreign languages. For example, Year 13 pupils explained a range of statistical information about young people and politics in French, showing excellent understanding of the information and grammatical accuracy. In a Year 9 lesson pupils successfully recited words and phrases in Mandarin using an advanced range of sounds and intonations, mouth and tongue positions, and demonstrated the differences between dialects.
- 3.7 Pupils demonstrate first-rate communication skills, which they apply to all areas of learning consistently well. They are exceptionally articulate and highly confident in expressing their thoughts using rich vocabulary and sophisticated syntax in writing and speech. From the start, pupils are encouraged to make presentations to their peers on subjects of their choice, such as the eloquent

talks given in a Year 7 form time that captivated and fascinated the audience. Sixth-form pupils regularly address younger years eloquently in thought-provoking assemblies. Pupils in all years were seen to read with deep understanding of challenging texts, to listen attentively to each other and ask probing questions. In philosophy and theology Year 9 pupils challenged assumptions confidently and articulately whilst listening to others' views when discussing identities. In discussions, pupils expressed appreciation of the encouragement and opportunities offered by the school to develop their high levels of speaking skills and the confidence to use them in public.

- 3.8 Pupils are highly confident mathematicians and relish opportunities to apply their outstanding numerical competence to problem-solving. Their sophisticated understanding of mathematical concepts is encouraged and supported by challenging teaching that is informed by the needs and aptitudes of each pupil and ensures that they solve problems in a variety of contexts. Many pupils work at a level beyond that expected of their age. For example, Year 8 pupils confidently apply themselves to questions of GCSE standard. Pupils instinctively apply their mathematical knowledge and understanding to other areas. When studying the Doppler shift in Physics, Year 10 pupils employed excellent numeracy skills as they accomplished red and blue shift calculations and effectively rearranged the equation.
- 3.9 Pupils develop highly confident ICT skills. They have a healthy relationship with technology and establish the skills required for their future in a technological age. Pupils' confidence and competence in ICT progressed quickly during the period of remote learning. They are able to successfully share resources, engage in video conferencing and receive, complete and return homework in a variety of formats via online platforms. From Year 9, they may bring their own device to school and its use as an everyday tool to enhance learning, organisation and opportunity for extension quickly becomes second nature. By the time they are in the sixth form, pupils use their devices regularly and transition with ease between different tasks and resources. Pupils are adroit in using technology for research, manipulating design software, data analysis, producing essays and coding. In sports, pupils show excellent digital technology skills when manipulating a camera for video analysis and using global positioning data to monitor performance. Musicians preparing incidental music for forthcoming drama productions as part of the community partnership project created excellent compositions using both score-based and sequencing software.
- 3.10 Pupils establish extremely advanced study skills, reflecting the school's success in its aim to enable each pupil to develop an independent and searching mind, and to take pleasure in the life of ideas. Pupils' ability to think and reason is exceptionally well-developed. They are adept at fostering learning styles that suit them individually, employing a wide range of academic resources and effectively drawing from different sources. Pupils in Year 9 ably synthesised and critically evaluated their own knowledge and that extricated from historical sources to explore whether or not General Haig deserved his nickname. Pupils use their mature skills of analysis, hypothesis and synthesis in the majority of lessons, to accelerate their learning. They frequently think beyond the obvious, and older pupils demonstrate their depth of knowledge and understanding with outstanding critical thinking and research skills. For example, a distinguished entry into the school essay competition explored whether there are any odd perfect numbers. Pupils in Year 8 demonstrated excellent study skills in art by employing their understanding of Cubism to enhance their modelling of maquettes. Almost all parents in their questionnaire responses agreed that the school equips pupils with the team working, collaborative and research skills they need in later life.
- 3.11 Pupils throughout the school exhibit remarkably positive attitudes to learning. They are focused in lessons and contribute efficaciously to discussions. All pupils were seen to work effectively on their own, within pairs and in small groups. Pupils interviewed commented that the many opportunities offered to them to collaborate with their peers enhance their learning and contribute to their high levels of achievement. In the lower years, pupils successfully take leadership in their learning through class projects, such as collaborating on atom models. The oldest pupils demonstrate considerable initiative and independence, as when sixth-form philosophy pupils initiated the production of their

own publication during the lockdown, reflecting on the impact of Covid and using philosophy to explain it. From their first days in the school pupils are highly motivated learners. They are encouraged by their positive relationships with staff and enthusiasm for the opportunities they are given for extension and challenge across the curriculum. Most of the pupils who responded to the questionnaire agreed that lessons are interesting and almost all agreed that lessons improve their skills and knowledge. Pupils display an outstanding work ethic which manifests itself with a mature sense of normality, requiring neither competitiveness nor external pressure in order to be motivated to succeed.

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

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 Pupils develop as extremely self-confident people in an understated, yet mature, manner with the self-awareness and resilience to manage their busy lives. They are confident to be themselves and find staff supportive and approachable in the school's safe and friendly environment. Pupils are reassured by the encouragement of teachers and leaders to self-reflect and be the best version of themselves. Their ability to take the lead in their learning is notable and they are not afraid to make mistakes, seeing them as opportunities to learn. Pupils have a keen sense of how to make improvements through setting targets for future study and by responding to constructive feedback from their teachers and informative progress reports. Pupils demonstrate high levels of self-discipline in lessons, applying themselves to tasks with little or no direction and asking for advice, when needed, from their teachers. Pupils are extremely motivated and well prepared for the next stages of their lives, aided by the pastoral care they receive from teachers, tutors and leaders. Pupils are confident in showing initiative and can approach senior leaders about causes that are close to their hearts.
- 3.14 Pupils show highly-developed social skills and the way in which they work with others is excellent. They form positive relationships with their peers and with pupils in other parts of the school as members of vertical tutor groups from Year 9. A very small minority of pupils in the questionnaires did not agree that the school teaches them how to build positive relationships and friendships. Inspectors scrutinised the very comprehensive RSE and PSHE policies and programmes and observed that the lessons actively encourage respect, kindness and empathy. Pupils were seen to be highly supportive of each other in their lessons and the oldest pupils provide academic mentoring for younger ones in areas such as maths and languages. In musical ensembles, sports teams, cross-curricular activities and societies such as the Combined Cadet Force (CCF) pupils enjoy effective collaboration in their common goals, with dedication and commitment shown by all involved. Pupils are empathetic and appreciate how words and actions can result in positive or negative effects on others. In questionnaire responses all staff stated that pupils readily help and support others; the overwhelming majority of parents who responded agreed that the school helps pupils to develop strong teamwork and social skills.
- 3.15 The way in which pupils engage in contributing to the lives of others in the school, the local community and wider society is outstanding. Pupils support one another, approaching staff if they are concerned about a friend. In their houses they choose causes to support and organise fund-raising events through which all pupils contribute to local, national and international charities. Some pupils undertake individual challenges in aid of chosen charities and older pupils support a charity as part of their DofE. Pupils regularly make donations to local elderly residents and sixth-form pupils show empathy when they entertain visitors from local care homes, reflecting the school's success in its aim to help pupils recognise the value of the commitments they make to others. Pupils talk of their enjoyment and pride in participating in the school's community partnership programme. Their willingness and enthusiasm to get involved in the enormously wide range of initiatives with children from local schools is overtly apparent. They talk enthusiastically about the value of this work for others through coaching and teaching younger children in the many activities.

- 3.16 Pupils demonstrate a great deal of respect for diversity within society and value the fact that the school has a range of ethnicities. They appreciate being in an environment where equality, diversity and inclusivity (EDI) prevail. Pupils are respectful of each other and enjoy the opportunity to learn from other cultures and viewpoints in assemblies, PSHE and philosophy and theology lessons. This is further strengthened by the response of the school and pupils to recent social movements raising the profile of EDI. Pupils led the development of the Wimbledon Charter, which aims to foster positive and healthy relationships between pupils in the participating schools, through key areas of understanding and collaboration, following online testimonies of child-on-child abuse in education. Pupils show initiative within the school's culture of openness, confident that their views are heard and appreciate the encouragement of senior leaders to express them. In recent years, pupils have taken the lead in establishing groups which focus on equality and diversity, support for female pupils and different cultural backgrounds. They demonstrate mature leadership skills in planning effective awareness-raising initiatives, discussing issues and celebrating differences, working with senior leaders, the Director of EDI and the EDI mentors. In their questionnaire responses, most pupils agreed that others are kind and respect each other and the school listens to what pupils have to say. Almost all parents' questionnaire responses indicated that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.17 Pupils are very conscious of the need to keep themselves physically and mentally safe and healthy. They understand how to help themselves in achieving this and who to turn to if they need support. In PSHE Year 8 pupils discussed knowledgeably how a varied diet and exercise benefit physical and mental health. Pupils show confidence in how to look after themselves and their peers and how to establish a balanced lifestyle. They carefully consider how many activities to participate in to balance their workload. Older pupils establish confident strategies to support their own stress and mental health during exams. Most pupils agreed in the questionnaire that they feel safe at school, know how to stay safe online and can speak to an adult if they have a concern.
- 3.18 Pupils develop excellent decision-making skills. They feel confident in their ability to make decisions, sensitively guided by teachers, pastoral staff and school leaders, all of whom encourage open discussion and critical thinking. Pupils take decision-making every day for granted. They choose how they learn best, drawing on self-knowledge, and use well-developed time management skills to organise their work alongside a chosen range of co-curricular activities. Pupils in Year 12 were observed acting decisively as they quickly and accurately set up a chemistry experiment, enabling a successful outcome of maximum temperature rise. Pupils understand that decisions can have longer term consequences, including those relating to plans for the future, responses to emotions or developing relationships. The comprehensive programmes of personal, social, and health education (PSHE) and relationships and sex education (RSE), along with excellent pastoral care gives a firm foundation to developing confidence in such decisions. In a PSHE lesson, Year 10 pupils held a mature discussion about the best ways to deal with emotions or anxiety and how well-being can be impacted by the decisions made. In discussions with inspectors, and in responses to the questionnaires most pupils stated that they feel well prepared to make decisions about the next stage in their lives.
- 3.19 Pupils have a clear understanding of right and wrong. Their excellent behaviour is founded on respect for rules and a whole school understanding of the importance of being ready to take personal responsibility for one's actions. Pupils respect everyone's need to focus on learning in lessons and interact respectfully in breaks. When making their way purposefully between lessons, some pupils show less consideration for others in busy indoor areas. There is a strong, consistent message from school leaders, and through the PSHE and RSE programmes, that bullying, exclusivity, and inappropriate sexual behaviour are unacceptable. They know that firm action will be taken if bullying, harassment or discriminatory behaviour happens. The proprietor and school leaders respond effectively to concerns if they arise. The school community works together in response to whole school issues with pupils feeling confident that they are heard. Pupils contribute to reviews of school policies such as those for behaviour and anti-bullying through discussions and surveys. In their responses to

the questionnaire, most parents and pupils stated that the school promotes good behaviour, responds effectively to unkindness or prejudice and deals with all types of bullying or harassment.

- 3.20 Pupils express a keen sense of spirituality in their understanding and appreciation of non-material aspects of life. The great pleasure they take in music-making and involvement in a wide range of ensembles, choirs and orchestras demonstrates their strong aesthetic awareness. They speak highly of the uplifting effect of high-quality singing and other music-making at school services and of the beauty found in art and the outdoors. Pupils' ability to extend their thinking beyond the mundane leads to existential discussions, considering a range of concepts. This was seen in a tutorial time when a pupil posed a scenario to the group of experiencing the colour red without having first seen it. In discussions, pupils talked about the ways in which people seek meaning to life, understanding that it may be found in commitment to a religious faith or in dedication to helping others.

## 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, tutor groups and assemblies. 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 Penelope Austin	Reporting inspector
Mr Alexander Mitchell	Deputy reporting inspector
Mr James Polansky	Compliance team inspector (Headmaster, IAPS and ISA school)
Mrs Rosemary Chapman	Team inspector (Head of teaching and learning, HMC school)
Dr Susan Ley	Team inspector (Former deputy head, S of H school)
Mr Alex Osiatynski	Team inspector (Former headmaster, IAPS school)
Mrs Karen Pickles	Team inspector (Former senior head of boarding, HMC and IAPS school)
Mr Henry Rickman	Team Inspector (Academic deputy head, GDST school)