



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

The Grammar School at Leeds

November 2019



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School's Details

School	The Grammar School at Leeds			
DfE number	383/6112			
Registered charity number	1048304			
Address	The Grammar School at Leeds Alwoodley Gates Harrogate Road Leeds LS17 8GS			
Telephone number	0113 2291552			
Email address	enquiries@gsal.org.uk			
Principal	Mrs Sue Woodroofe			
Chair of governors	Mr Angus Martin			
Age range	3 to 18			
Number of pupils on roll	2037			
	EYFS	110	Juniors (Y1-6)	526
	Seniors (Y7-11)	1036	Sixth Form	365
Inspection dates	12 to 14 November 2019			

1. Background Information

About the school

- 1.1 The Grammar School at Leeds is an independent co-educational day school for pupils aged between 3 and 18 years. The school was established in 2005 from an amalgamation of Leeds Grammar School and the Leeds Girls' High School, and the school has been on its purpose-built site on the outskirts of Leeds since 2008. Rose Court, containing the Nursery and pre-prep departments for pupils aged between 3 and 7 years, is located on a site in the centre of Leeds. From September 2020 onwards, these departments for younger pupils are to be relocated onto the main school site. The school teaches pupils in single-sex classes when they are aged between 11 and 16 years.
- 1.2 The school is a registered charity overseen by a governing body whose members are the charity's trustees.

What the school seeks to do

- 1.3 The school aims for all pupils to flourish in an ambitious and aspirational environment, fully supported in a friendly and supportive community where every child is valued. Through a stimulating curriculum and a sensitive pastoral system, the school seeks to produce confident and versatile young people, capable of high achievement and of rising to any challenge.

About the pupils

- 1.4 Pupils come from a range of professional and other family backgrounds, whose heritage reflects that of the local area. Nationally standardised test data provided by the school indicate that the ability of the pupils in the school is above average. The school has identified 304 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 184 of whom receive additional specialist help. No pupil in the school has an education, health and care plan. There are 582 pupils who have English as an additional language (EAL), none of whom require additional support. Data used by the school has identified a number of pupils as being the most able in the school's population, and the curriculum is modified for them and for other pupils because of their special talents in sport, music and 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](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the 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 well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been above 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. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

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

2.18 The standard relating to the handling of complaints [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.

- Nationally standardised exam results, and the school's own assessment in the junior school, indicate consistently excellent levels of attainment throughout the school.
- Pupils of all ages show exemplary attitudes towards their learning, consistently demonstrating very mature and advanced levels of initiative and independence.
- Pupils greatly value and frequently make very effective use of a wide range of resources, including the excellent library facilities, in support of their learning.
- Pupils of all ages show very strong and highly effective communication skills.
- The success of pupils of all ages, in sports and a very wide range of other activities, is exceptional.

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

- Pupils' exceptional personal development throughout the school is promoted by a school environment and culture that is consistently inclusive, cohesive and supportive.
- Pupils' behaviour is consistently polite and tolerant of others. Pupils form strong and productive relationships based on mutual trust and understanding.
- Pupils show an outstanding willingness to fulfil their responsibilities and contribute positively to the lives of others both within the school community, and in wider society.
- Pupils show a genuine and natural appreciation of and respect for the cultural diversity that is naturally embedded within the school community and exists in wider society.

Recommendation

3.3 The school is advised to make the following improvement:

- In the context of the excellent outcomes, the school might wish to consider ensuring more consistent opportunities are available for the pupils to use and develop their information and communication technology (ICT) skills across all ages and subjects.

The quality of the pupils' academic and other achievements

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

3.5 At Early Years Foundation Stage (EYFS) attainment is at a high level and the children engaged fully, with a breadth of stimulating experiences both inside and outside the classroom. This, alongside the support of the highly motivated staff who know their children well, has ensured that almost all the children in Reception achieve or exceed the standards expected for their age. In the junior school evidence from lesson observations, scrutiny of pupils' books and the school's own assessment data show attainment to be well above average in relation to national age-related expectations. Standardised national data for the years 2016 to 2018 indicate that the results at GCSE have been well above the national average for maintained schools, and higher than those for maintained selective schools; they are also higher than the worldwide norms in IGCSE examinations. In the sixth form, A-level results have been above the national average for sixth form pupils in maintained schools. Leaders and governors' emphasis on developing teaching and learning has had a positive impact, ensuring that these levels of attainment have been consistently rising over several years and continued to do so in 2019.

- 3.6 The pupils throughout the school, including those with EAL and SEND, make excellent and sometimes outstanding progress. Pupils with SEND are well-supported both in class and whilst receiving specialist support. The most able pupils consistently achieve at the highest level due, in part, to the challenge they receive in lessons through enrichment and extension tasks. All pupils benefitted from the highly effective and encouraging assessment feedback they received. Pupils are well-motivated, and the effective teaching strategies used by trusted, passionate and knowledgeable teachers, successfully engenders high expectations in the pupils. This reflects fully the school's aim for the pupils to flourish in an ambitious and aspirational environment. The excellent progress made by pupils of all ages is strongly encouraged by the interpretation and use of assessment data by senior staff and teachers, to identify pupils' individual needs and ensure each pupil is effectively supported. In the questionnaires an overwhelming majority of both the parents and pupils agreed that the teaching enabled progress to be made. School leavers also succeed in gaining places at a wide variety of universities, many of which have demanding and highly competitive entry requirements.
- 3.7 The development of pupils' knowledge, understanding and skills across all areas of learning is excellent. Reception pupils sang with gusto about angels and the Christmas message in their nativity preparations. Junior pupils in a gymnastics class were able to develop their understanding and skills as they developed individual sequences of balances and moves, and in an English class were able to show excellent knowledge and understanding of the social context of the texts they were studying. Senior drama pupils showed excellent performance skills and understanding when rehearsing scenes in a Brechtian style. This excellent level of knowledge, skills and understanding is strongly supported by the confidence and trust the pupils have in their teachers and the easy, open communication that exists between teachers and pupils. In the pre-inspection questionnaire, an overwhelming majority of parents and pupils agreed that the teaching enables pupils to make progress, and almost all parents agreed that the school helps develop their child's skills for the future.
- 3.8 The pupils of all ages demonstrate very strong and highly effective communication skills. They listen and assimilate information in a mature and effective manner and, in interviews, the pupils explained eloquently their well-reasoned points of view. Pupils' written work is of a high standard and exceptionally neatly presented and well organised, and this was consistently the case across all ages and subjects. For example, these excellent communication skills were evident when Year 1 pupils discussed a voyage into space during role play as they willingly took turns to speak and then listen, and the vocabulary they used was relevant and detailed. Year 13 pupils engaged in debate and discussion about literature, listening attentively to ideas from both the teacher and other pupils, and responding naturally and confidently, using a broad range of technical and analytical language. These excellent communication skills were greatly encouraged through the teachers' open ended and well-structured questioning and the time they give for pupils to communicate with one another, as they develop their knowledge and understanding.
- 3.9 The pupils display excellent levels of numeracy, and they use these skills highly effectively across the curriculum. Children in Reception could be heard excitedly counting down from twenty, in order to complete their subtraction of numbers, and pupils in a Year 9 class demonstrated a very secure understanding of the mathematics of rotating shapes. High standards in numeracy throughout the school was successfully encouraged through teachers' high expectations and their enthusiastic and engaging approach. Throughout the junior and senior schools, pupils regularly applied their mathematical skills in support of their other learning. This was seen when a Year 9 class calculated 'dependency population ratios' accurately and effectively, and when a Year 12 biology class successfully calculated the 'mitotic index' for reproducing cells with a high degree of confidence. The teaching in a wide range of subjects frequently used the pupils' excellent numeracy skills to develop the use of data and to solve problems.

- 3.10 The pupils develop strong and effective ICT skills in support of their academic progress. Senior pupils in particular, make effective use of the very helpful and well-organised 'virtual learning environment - GSALWorld'. The recent introduction of computer laptops for all pupils successfully complements and supports much of the ICT teaching and encourages the pupils to make good use of the online resources and programmes available through the virtual learning environment. However, internet coverage is occasionally insufficient to support the teaching in some departments, and the opportunities to encourage pupils to use their ICT skills in support of their learning, for instance with the display and analysis of data, could be further developed and integrated into the teaching.
- 3.11 Pupils across all ages demonstrate excellent study skills, consistently displaying a mature and responsible approach to their learning. They are highly articulate and respond in an analytical and well-informed manner in response to detailed and skilful questioning by their teachers. Pupils apply their highly effective learning and thinking skills across a wide range of subjects in support of their learning. Children in EYFS hypothesised effectively when differentiating between the roles of different types of feather when creating their model owls. Pupils in all years enjoy developing the depth of their knowledge and understanding with the support of adept and highly effective staff and excellent library resources; these resources include a superb senior school resource centre, which is highly valued by the pupils. Pupils use these facilities to the full for independent learning and to develop their ability to analyse, hypothesise and synthesise information using a wide range of sources.
- 3.12 The pupils' successes and achievements in their extra-curricular activities are outstanding. Pupils spoke enthusiastically about the breadth of opportunities afforded to them and the successes they have achieved; these range from the many academic challenges such as 'Olympiad' competitions including mathematics, and sciences, to computer coding and software clubs. The pupils also enjoy a great deal of success across an extensive range of sporting competitions, with many individuals being selected for representative honours at regional, county and national levels and many sports teams achieving success in national competitions. The pupils spoken to were equally keen to highlight the similar success achieved in the performing arts such as in music and drama. Highly skilled pupils achieved at an exceptional level both individually and collaboratively, such as when performing with local and regional youth orchestras and ensembles, and a local operatic company. Leadership and management of the undoubtedly successful extra-curricular provision is highly effective. Pupils spoke appreciatively about the excellent and fulsome support they receive from the staff, and about the quality of organisation and management of the many and varied activities on offer.
- 3.13 The pupils of all ages show exemplary attitudes towards their learning, consistently demonstrating very mature and advanced levels of initiative and independence. All pupils spoken to, and a very large majority of the pupils who responded to the questionnaire, agreed that they are very much encouraged to be independent learners and thinkers. Pupils' eager and confident approach to their studies and the strong resilience and determination they display, is greatly encouraged through the excellent, trusting relationships between the staff and pupils, and through the excellent teaching methods that foster independence of mind and a rich sense of curiosity. The school effectively nurtures and develops the pupils' positive attitudes towards their learning across the curriculum, and the extensive encouragement of pupils to work collaboratively is successful in stimulating progress and engendering a love of learning in pupils of all ages. The culture of aspirational, high expectations from pupils and teachers alike, which is embedded throughout the school, reflects fully the school ethos and is successfully encouraged by the adept and well-informed leadership and management.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The pupils show excellent self-confidence, resilience and self-understanding which develop from an early age. Children in Reception confidently explained to visitors what they were doing; they frequently explained the purpose of the activity, for example when converting mathematical stories into addition and subtraction equations. Year 9 pupils in a science lesson show great confidence when expressing their ideas and show empathy when listening to and clearly valuing alternative views put forward by others. Sixth form pupils talked enthusiastically about their plans for life after school and how well the school prepared them for this next step. The school successfully encourages pupils to become increasingly self-aware; as a result, they demonstrate high levels of self-esteem and self-knowledge, and a clear understanding of how to improve their own learning and performance. Pupils spoken to, including those with SEND and EAL, show a strong awareness of their own needs and have a clear understanding of how to develop their skills and achieve success. This was seen, after both music and sport, when pupils received feedback, not only from the staff, but also from other pupils who were observing; these pupils gave very helpful, sensitive and perceptive comments which were well-received and understood by the participants. Both senior and junior pupils spoke warmly and confidently about how well-prepared they feel, both for the move onto the senior school and about leaving the senior school. In the questionnaires, most parents and a very large majority of pupils agreed that the school helps the pupils become confident and independent. Very effective leadership and management ensures that an ethos of aspirational learning, encouraged through building self-confidence and self-awareness in the pupils, exists throughout the school.
- 3.16 From an early age, pupils understand clearly that the decisions they make are important determinants of their own future success and well-being. Commensurate with their age, pupils are able to consider fully in an informed and mature manner the basis upon which these decisions are made. Children in EYFS are encouraged to make informed choices when deciding between the many varied learning tasks made available to them, and they then tackle these activities in a mature and self-disciplined manner. Older junior pupils are often given a degree of freedom to decide between classroom tasks; for instance, in a junior mathematics lesson, pupils of differing abilities were encouraged to decide themselves between a choice of three methods to overcome a problem. Year 11 pupils in a tutor period demonstrated a genuine understanding of how to structure their revision planning in order to achieve academic success. Older pupils contributed to the selection of their pupil leaders, and pupils throughout the school are free to choose which charities to support and events to raise funds for them. Parents, pupils and the school often all work in harmonious partnership to help ensure that any decision the pupils are asked to make is well informed and well supported.
- 3.17 The pupils experience strong spiritual enrichment from many areas of school life. The five major faith groups meet regularly for worship; these are typically led by pupils and are frequently enriched by the creative and performing arts. Pupils demonstrate a deep appreciation of the non-material aspects of life, including their school environment, the surrounding countryside and the wider world. This was seen when junior pupils expressed awe at the senior pupils' art and design work on display, Nursery pupils listened with wonder to the sound of the rain on all their umbrellas, and an A-level pupil spoke of the beauty seen in the architecture she was researching. Pupils also spoke of their enjoyment and appreciation of aspects of school life that provide calm and thoughtful time, such as performing in informal choirs, or in taking part in 'Mindfulness' sessions.

- 3.18 The pupils have a deep and secure understanding of moral issues and of the importance of accepting responsibility for their own behaviour. This is a significant contributory factor to the exceptionally cohesive culture and outstanding behaviour that prevails within the school community. Children in the EYFS were seen to happily take turns and share resources, and older pupils viewed the harmonious nature of relationships as a real strength of the school. A small minority of the pupils responding to the questionnaire were of a view that the school may show favouritism or treat pupils unfairly with gender, faith, race or needs. All the pupils spoken to felt that the staff are fair and there was no such favouritism. Excellent levels of open communication with trusted and respected teachers ensure that the teachers know their pupils well. Discussions with staff, and scrutiny of records, show that when issues arise, they are fairly and sensitively managed, with the aim of helping pupils learn from the consequences of their actions.
- 3.19 The pupils' approach is invariably polite, friendly and happy. Pupils are socially aware, co-operate and work superbly together in groups and teams towards common goals. All the pupils spoken to warmly praised the friendly school community in which pupils of all ages get on very well with one another. Pupils are sensitive and tolerant of each other's views and recognise the importance of the democratic process within the school, and pupils are encouraged to express their views through the many school councils. These views are listened to, and the school seeks to respond to these views in a positive and helpful manner. Children in EYFS are keen to look after the setting's resources and are successfully encouraged to be tidy and thoughtful of others. Older pupils value their good relationships with peers and greatly enjoy working in pairs or in groups on classroom tasks. The outstanding success of the school in extra-curricular activities, and in particular team sports, is due in no small part to the pupils' ability to work happily and productively together, and to thrive on achievement through teamwork and collaboration.
- 3.20 The pupils show an outstanding willingness to fulfil their responsibilities and contribute positively to the lives of others within the school community. They readily take up the extensive opportunities afforded to them to contribute positively to the school community, such as leading the faith groups, the prefect system and the many pupil councils. Pupils demonstrate a deep and strong appreciation of, and support for, those less fortunate than themselves. Their involvement in activities, often student led, that benefit others is very positive and extensive, and the pupils spoke highly of how rewarding these experiences are. They take great pride in the contribution they make to others through volunteering, and this aspect is further supported by the pupils' considerable participation in the Duke of Edinburgh's Award scheme (DoE), scouts and the many charity based endeavours and expeditions on offer, including those which support those less fortunate than themselves including ongoing support for children in Malawi.
- 3.21 The pupils, who represent a wide range of backgrounds and traditions, show a genuine and natural appreciation of, and respect for, the cultural diversity embedded within the school community and that exists in the wider society. The pupils feel that this is a natural consequence of their cohesive and strong school community, of which they are quite rightly proud. From an early age, pupils demonstrate a good awareness of cultural diversity, for example when EYFS children discussed how food choices may be affected by religious beliefs. These differences, as with many others, are seen as something to accept as a natural consequence of living in an outward looking and harmonious school community. Junior pupils know they are expected to be kind to everyone, and senior pupils feel they are members of a school where all the pupils are respected and valued. This approach is thoroughly reinforced through support programmes, such as the 'THINK' approach, which encourages pupils to consider whether what they are about to communicate is '*True, Helpful, Inspiring, Necessary and Kind*'. In the questionnaire, almost all parents agree that the school actively promotes the values of democracy, respect and tolerance of others, and most pupils also agree that they are encouraged to respect and tolerate others.

3.22 Throughout the school, pupils show an excellent and well-informed understanding of how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Senior pupils spoken to demonstrated a good understanding of mental health and the dangers of stress, and commented perceptively that such issues are not as easy to monitor and address as physical health issues. Pupils spoken to had a clear understanding of how to stay safe. They have a confident and well-informed understanding of the perils of the internet and social media, and appreciate the many channels through which the school seeks to keep them abreast of the dangers, such as in the personal, social and health education programme (PSHE), ICT lessons, tutor periods and assemblies. The pupils benefit from, and clearly much appreciate, the wide range of excellent food on offer. Menus feature healthy options and provide well for the individual needs of students from a wide variety of cultures. There is a wealth of physical, aesthetic and spiritual opportunities for the pupils that help to underpin pupils' health and welfare, including the recent introduction of a 'Sport for all' programme. Very effective leadership and management successfully encourages the personal development of pupils, ensuring they are very well prepared for life after school.

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

Mr Richard Mannix	Reporting inspector
Mrs Daphne Cawthorne	Deputy reporting inspector
Mr Jeffrey Shaw	Compliance team inspector (Head, ISA school)
Dr Jennifer Burns	Team inspector (Deputy head, HMC school)
Mr Jeremy Hallows	Team inspector (Deputy head, HMC school)
Mr Stephen Holroyd	Team inspector (Head of Department, HMC school)
Mr Alun Jones	Team inspector (Principal, HMC school)
Miss Katy Morgan	Team inspector (Head of pre-prep, IAPS school)
Mrs Hannah Phillips	Team inspector (Deputy head, IAPS school)
Mr Matthew Price	Team inspector (Deputy head, HMC school)