



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Newcastle-Under-Lyme School

March 2020



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School's Details

School College	Newcastle-under-Lyme School			
DfE number	860/6015			
Registered charity number	1124463			
Address	Newcastle-under-Lyme School Mount Pleasant Newcastle-under-Lyme Staffordshire ST5 1DB			
Telephone number	01782 631197			
Email address	seniorreception@nuls.org.uk			
Headteacher	Mr Michael Getty			
Chair of governors	Mr David Wallbank			
Age range	3 to 18			
Number of pupils on roll	796			
	Nursery	23	Pre-prep	73
	Prep	151	Seniors	429
			Sixth Form	120
Inspection dates	3 rd to 5 th March 2020			

1. Background Information

About the school

- 1.1 Newcastle-under-Lyme School is a co-educational, independent day school for pupils between the ages of 3 and 18 years. It was founded in 1981, being the amalgamation of the previous Newcastle High School and Orme Girls' School. It is a registered charity overseen by a governing body.
- 1.2 The school is divided into the senior school for pupils aged 11 to 18 years, which includes a sixth form, and the junior school for pupils aged 4 to 11 years, which includes the Early Years Foundation Stage (EYFS) for children aged 3 to 4 years
- 1.3 Since the previous inspection, the school's arrangements for senior leadership and governance have been revised. A new headteacher was appointed in September 2018.

What the school seeks to do

- 1.4 The school aims to give its pupils the best start in life, through excellent academic achievement and co-curricular activity. It seeks to provide an aspirational culture which values participation and success in a purposeful, caring, calm and friendly setting.

About the pupils

- 1.5 Pupils come from professional and commercial backgrounds, living within a 20-mile radius of the school, mostly from British families and representative of the ethnic diversity of the area. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified 53 pupils with special educational needs and/or disabilities (SEND), such as dyslexia, dyspraxia and other conditions, 50 of whom receive additional specialist support. One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 38 pupils whose needs are supported by their teachers. The school provides mentoring, subject extension and support within the curriculum for the more able pupils, as well as opportunities and specialist coaching for those with individual talents and strengths in sport, music, art 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. 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

- 1.1 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

- 2.1 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.2 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2017 to 2019 have been above the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

- 2.8 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.
- 2.9 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

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 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

2.12 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.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 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.

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

PART 7 – Manner in which complaints are handled

2.16 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.

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

2.19 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' knowledge, skills and understanding across different areas of learning are excellent.
 - Pupils' communication skills are of a very high standard in all areas.
 - Pupils are keen to learn and show excellent attitudes to learning.
- 3.2 The quality of the pupils' personal development is excellent.
- Throughout the age range, pupils have an excellent respect for their own and each other's cultures and enjoy learning about the differences.
 - Pupils show outstanding qualities of self-confidence and self-esteem, interacting naturally and effectively with one another.
 - Pupils demonstrate excellent social development and collaboration skills.

Recommendation

- 3.3 In the context of the excellent outcomes the school might wish to consider:
- Ensuring pupils' achievement is at the highest level possible in every lesson by raising the standard of all teaching to that of the very best, and similarly the quality of feedback and marking.

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' knowledge, skills and understanding across different areas of learning are excellent. Younger junior pupils explain how they have developed their skills in a variety of curriculum areas. They identified specifically being more creative in art, learning how to programme in ICT and new facts about Romans and Vikings in History or about Spain and its climate in Geography. In Year 4 mathematics, pupils solved problems about partitioning decimal fractions very effectively through questioning each other's thinking which deepened their understanding as a result. In Year 7 history, pupils showed strong understanding of assessment criteria for constructing answers to longer answer questions on the positive aspects of the Black Death. Senior pupils state that the approaches used by teachers give them opportunities to develop effectively, and regular half term assessments help them to consolidate and check their understanding. Year 10 pupils' rapid recall of the structure of hydrocarbons in different crude oil fractions enabled them to successfully suggest an appropriate method for comparing the viscosities, demonstrating their superb ability to apply previously learnt concepts to new situations. Pupils think for themselves, accurately analyse data and text, and apply their knowledge to new situations. In a mathematics lesson, they used their previous knowledge to judge which of three problem solving methods was the most appropriate and were able to explain their choice. In the pre-inspection questionnaires, almost all parents and pupils agreed that the teaching helps pupils learn and make progress, which is in line with inspection findings.

- 3.6 Pupils' attainment is excellent as indicated by the evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, which show that pupils make strong progress over time. This includes pupils with SEND, those with EAL and the most able. Almost all of the children meet or exceed expected outcomes in Early Years' profiles. At GCSE, during the period 2017 to 2019, two-thirds of pupils achieved grades 9 to 7 compared to around 20% nationally. In the same period at A level, 63.4% of students gained grades A*, A or B compared to around 51% nationally. Results in 2019 at A level were 72% at grades A* to B, indicating a performance well above the national standard. Pupils' performance has increased as a result of management and leadership intervention following scrutiny of progress data which is used to determine where improvements in learning and achievement can be made, and this illustrates the effectiveness of school leaders in addressing the recommendation from the previous inspection.
- 3.7 A very small number of pupils felt that lessons were not always interesting or used the time well and this was observed to be the case in a small number of lessons; however, in a very large majority of lessons, the inspection team judged the time was used effectively and progress was often excellent. In an A level science lesson, pupils made rapid progress in their interpretation of a scientific diagram and coupled this with excellent manipulative skills to successfully assemble complex apparatus for distillation. In an information, communication and technology (ICT) lesson, junior pupils used their existing knowledge of programming toys in order to create their own flowcharts, develop new skills and display an excellent understanding of the symbols. A very small number of pupils felt that feedback and marking did not help them improve; the inspection team found much excellent practice of feedback and marking in pupils' books helping them to improve, but feedback was sometimes inconsistent and did not always help a pupil. In discussion, pupils spoke confidently about how well they are achieving and what they need to do to improve further.
- 3.8 Pupils' communication skills are excellent. Pupils demonstrate confidence when speaking and listening, are eloquent and speak with pride about their school. They develop effective public speaking skills by presenting to their peers in lessons, participating in debating clubs and by taking part in drama performances. Written work is well presented and carefully produced. In the junior school, pupils of different abilities use persuasive and figurative writing to describe the challenges of plastic pollution on the environment. Senior pupils in their extended project qualification (EPQ), produce highly detailed and well-structured written reports dealing with complex and challenging topics such as the gender pay gap in sport or the criminality of graffiti. Sixth-form pupils displayed high level reading skills when interpreting an article from a broadsheet newspaper, inferring meaning and interpreting linguistic features. In Reception, children begin to develop confident reading skills: reading aloud their phonetically written stories or reading a book review in a junior school assembly. Pupils listen respectfully to each other's opinions. For example, in a Year 6 balloon debate, pupils presented characters from children's books with confidence, humour and eloquence whilst the audience voted on the outcome. Year 11 pupils, listened with consideration to the well argued, articulate viewpoints of their peers as to whether different faiths could tolerate each other.
- 3.9 Pupils' numeracy skills are very well developed and applied successfully across other areas of the curriculum. Pupils confidently take measurements, tabulate data, draw graphs and calculate as required. Year 1 science and geography books demonstrate that pupils make very good use of their graphing skills to compile data about eye colour, favourite pets and how pupils travel to school. Year 4 pupils apply their skills in using coordinates and map references in geography as well as measuring and recording heart rate data in science. Year 7 pupils confidently use their understanding of angles in a polygon when writing code to draw shapes on screen and show confidence when quickly calculating note intervals in music. In discussion, all pupils of all ages are confident in their use of numeracy across the curriculum.

- 3.10 Pupils show a good range of ICT skills and are confident in applying these in other areas of the curriculum. For example, Year 5 pupils enthusiastically created and sourced their own webpage regarding earthquakes. All pupils have benefited from an increasing use of ICT and personal devices, especially those with SEND, and agree that it helps their learning and progress. Many spoke with enthusiasm about the advantages of keeping track of amendments and improvements digitally in essays. Senior pupils demonstrate excellent online research skills and speak enthusiastically about the opportunities afforded by the internet to develop topics they find interesting. Pupils are aware of unreliable websites and the need to verify information. When pupils are given the opportunity to incorporate ICT into their learning they show good progress and development, but are occasionally limited by a lack of proficiency.
- 3.11 Pupils demonstrate higher order thinking skills. They analyse and synthesise information when encouraged to think for themselves and when searching questions are used. For example, younger pupils were very competent at hypothesising about what conditions might be best for woodlice; they evaluated if their hypotheses were correct and proposed changes for improvement. More able Year 8 pupils eagerly offered hypotheses about the pattern of iron filings surrounding two bar magnets if the direction of the poles of the magnets were changed.
- 3.12 Pupils are keen to learn and show excellent attitudes to learning. In Reception, a range of free flow activities allow children to work independently, for example when producing their own pottery plates or making bread. Pupils work collaboratively as well as individually and are supportive of each other, as seen in a Year 10 music lesson when they helped each other use composition software, or in threading sewing machines in Year 7 textiles. When given the opportunity to take the initiative in their learning, they approach it seriously. In Year 10 art, pupils use excellent initiative and self-discipline to develop their own studies of life forms, for example using a compact disc covered with string to replicate the effect of the underside of a mushroom. Where lessons were observed to be less well planned, or the focus of the lesson was unclear, pupils were less likely to engage, and progress was slow.
- 3.13 On leaving school most pupils gain places to universities and courses with demanding entrance requirements, whilst many junior pupils secure scholarships in their choice of secondary education. Pupils of all ages achieve high levels of success in many areas, including national competitions in art, biology, chemistry, mathematics and music. A large number of pupils gain prestigious qualifications in music, debating and public speaking. A group recently achieved second place in a national public speaking competition. Junior pupils regularly win awards in the local festival of music and drama. Many pupils gain places in local, regional and national choirs and orchestras. Both senior and junior pupils have many opportunities to participate in drama productions. Rehearsals for the dance evening and forthcoming theatre production were of a very high standard. A large number of pupils achieve highly in The Duke of Edinburgh's Award scheme (DofE). Junior and senior teams compete at a high level, regularly winning regional, county and national competitions in rugby, netball, hockey, swimming, rounders and football. The school strongly promotes participation in extra-curricular activities for all pupils of all abilities and monitors involvement through the pastoral care system, addressing a previous inspection recommendation. This fulfils its aim to give pupils excellent academic achievement and co-curricular activity, valuing participation and success.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Throughout the school, pupils show excellent qualities of self-confidence and self-esteem. They interact naturally and effectively with one another and with the adult world in formal and informal settings. The school fosters a culture that promotes self-awareness; for instance, by empowering Year 12 pupils to reflect on their own progress and take full advantage of a comprehensive careers programme so that they have a clear sense of what they are seeking to achieve during their time in school, and are ready to engage successfully with the wider world when they leave. Pupils develop a sense of self-worth through their involvement in the running of many aspects of the school; for example, the prefect team's support for the day-to-day life of the school, the pupil-led technical team's responsibility for supporting drama productions, pupils' leadership of house music ensembles and their organisation of activities days. Pupils become more resilient as a result of the many demanding activities they undertake and they show high levels of perseverance in their approach to their work. For example, a Reception child said, 'I am not very good at drawing but I just need to keep at it, and keep at it, to get better.'
- 3.16 Pupils understand the importance of decision-making and accept responsibility for the outcomes. They are allowed to make their own decisions, with particularly excellent practice in the EYFS, where the children are very capable in making their own decisions about which activity to access. Following the story *Handa's Surprise* some children chose to write their own related sentences, others to sequence words into sentences or to use clay to model parts of the story. Pupils also understand the consequences of their choices, for example in how they behave or how hard they work at their academic subjects. In this, they are very well supported by the pastoral system, where regular self-assessment helps them to develop skills of reflection. Pupils value the assembly programme which provides useful advice on, for example, how to handle the pressure of public examinations, while also exploring pupils' rights and responsibilities as citizens, for example by giving guidance about safe driving. The pupils display a high level of awareness that the school council is the process through which they can help make decisions about the school, for example, by improving play equipment in the junior school. Pupils do not feel pressured into following a particular path after school and routes other than university, such as degree-level apprenticeships, are promoted.
- 3.17 Pupils have a good spiritual understanding, which is strengthened by their lessons in religious education (RE) as well as a wide-ranging assembly programme. Pupils described assembly as a time to think about God and about other people. They also value the quiet time for reflection offered in the mindfulness and meditation club. Year 1 pupils develop an excellent sense of wonder and awe through activities that encourage their appreciation of the world around them, such as when searching for minibeasts as part of their science lesson. Written work, such as an analysis of the poetry of Christina Rossetti in A-level English, indicates a commitment to the non-material aspects of life. Extensive programmes in music, art and drama provide excellent opportunities for self-expression, but there were limited opportunities in lessons other than RE for pupils to develop their spiritual understanding. The profound silence of the Act of Remembrance, including from junior school pupils, reflects the respect that the school community shows for the sacrifice of those who came before them.

- 3.18 Pupils are self-disciplined and show high levels of respect for others. They have a strong sense of right and wrong: this was highlighted in a rehearsal for a production of *Lord of The Flies* when pupils readily recognised the immorality of the actions of the boys and had a very mature attitude to how they would sensitively create the dramatic moment for the audience. Pupils take responsibility for their conduct, understanding and supporting the rewards and sanctions system and demonstrate excellent behaviour both in lessons. They expect fairness from each other and from staff and this was observed to be fulfilled; junior pupils displayed excellent behaviour at break time and played cooperatively with each other. They were eloquent at explaining how they should behave at school and they enjoy being rewarded when they behave well. Pupils have a thorough knowledge of British values and how these help them to be better members of society. They show a nuanced and mature approach to moral issues. For instance, Year 9 pupils discussed capital punishment in RE and gave a balanced analysis of the arguments. Sixth-form pupils grappled with complex and important ethical questions with equanimity and enthusiasm when presenting their research for the EPQ on topics such as mental illness.
- 3.19 Pupils show excellent social development and collaborative skills. Reception children worked well together in a shopping activity and Year 6 pupils worked successfully in pairs to solve problems relating to decimals in maths. In a Year 11 drama class, pupils worked together effectively to resolve problems of transition in staging. Members of the senior cricket squad met to discuss the team's philosophy, and competently identified and agreed the values they want to abide by for the coming season. They collaborated superbly to identify the importance of showing respect and the commitment they require from each other. Pupils participate fully in the Combined Cadet Force, Model United Nations and debating, which enhances their appreciation of social responsibility and collaboration. The vast majority of parents indicated in their questionnaire responses that the school helped their child to develop strong teamwork and social skills and also helped them to be confident and independent.
- 3.20 Pupils contribute positively to the lives of others within the school. The council, in each section of the school, plays an extremely effective role in promoting pupil voice and action in order to effect change; a review of the newly introduced rewards and sanctions scheme allowed amendments to take account of pupils' concerns. The community service aspect of the sixth form has a significant impact on the school community, for example when sixth formers work with the junior school pupils as buddies which is valued by both the older and younger pupils involved. Many pupils participate in volunteering activities with over two-thousand hours being recognised in the last academic year. The school's focus on charity enables many pupils to contribute positively to the lives of others through home-clothes days and charity fairs. The pupils spoke very animatedly about supporting charities and people less fortunate than themselves in the local community, with examples such as harvest gifts going to local food banks. The very youngest pupils are encouraged to take leadership roles and children in the Nursery spoke confidently about taking turns to be the 'helper' and knew that helping each other is an important part of school life. The prefect system at each school, teaches pupils about leadership and its responsibilities, and is appreciated by the older pupils for the opportunities and experiences it offers. Their incisive reflections on their roles highlight the depth of their understanding of their personal development.
- 3.21 The school's population reflects the diverse local community on which it draws, and pupils demonstrate an excellent understanding of the need to respect each other regardless of differences in culture and background. This is reinforced through learning about different family cultural celebrations in the EYFS and in RE, while trips and assemblies with visiting speakers further promote appreciation of other cultures. Year 9 pupils discussed racism and methods of non-violent protest, skilfully balancing arguments with historical evidence in their work on Martin Luther King. An ethos of tolerance and respect pervades school life. An overwhelming majority of pupils and parents agree that the school encourages pupils to respect and tolerate other people.

3.22 Pupils have an excellent understanding of how to stay safe. They understand personal security, recognising the school's approach to developing a safe site, for example in crossing the road between the sites or practising lockdown procedures. They speak knowledgeably and confidently about online safety, understanding their own role in securing their safety, but also highlighting the school's guidance via assemblies, tutor periods and the use of external agencies. Pupils also understand the need to keep mentally healthy and take advantage of the provision of mindfulness sessions and the school counsellor to support their own needs. They speak confidently about the importance of a healthy diet and in particular, the importance of activity for keeping fit. They demonstrate an excellent awareness of making healthy choices at lunch and high participation levels in sport. Children in the Nursery know that drinking water is good for their health: 'We have to drink water so that our bodies work properly.'

4. Inspection Evidence

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

Inspectors

Mrs Louise Robinson	Reporting inspector
Mrs Claire Hewitt	Compliance team inspector (Head, GSA school)
Mr Mark Calthrop-Owen	Team inspector (Head of department, SofH school)
Dr Karen McNerney	Team inspector (Head, IAPS school)
Dr Guy Roberts	Team inspector (Assistant head, HMC school)
Mr Oliver Stokes	Team inspector (Senior deputy head, IAPS school)
Mr Michael Windsor	Team inspector (Head, HMC school)