

Regulatory Compliance and Educational Quality Inspection Reports

North London Collegiate School

December 2019



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School's Details

School	North London Collegiate School			
DfE number	310/6075			
Registered charity number	1115843			
Address	Canons Canons Drive Edgware Middlesex HA8 7RJ			
Telephone number	020 8952 0912			
Email address	office@nlcs.org.uk			
Headmistress	Mrs Sarah Clark			
Interim chair of governors	Mr Peter Needleman			
Age range	4 to 18			
Number of pupils on roll	1108			
	EYFS	41	Juniors	277
	Seniors	556	Sixth Form	234
Inspection dates	3 to 5 December 2019			

1. Background Information

About the school

- 1.1 North London Collegiate School is an independent day school and is registered as a single-sex school for female pupils between the ages of 4 and 18. The school is vested in a company limited by guarantee which is also a registered charity known as the North London Collegiate School Foundation of Frances Mary Buss. The governors of the school are also the directors of the company.
- 1.2 The school was founded in 1850 by Frances Mary Buss, relocating to the current site in 1940. The junior school and the senior school are located within the same parkland setting, centred on the Old Mansion House and a range of modern buildings.
- 1.3 Since the previous inspection, a new head has been appointed and a new team of assistant heads have been added to the leadership team. In addition, the junior school curriculum has been adapted to provide for greater subject specialist teaching.

What the school seeks to do

- 1.4 The school aims to provide an ambitious academic education within a nurturing environment, which empowers all pupils with the confidence to embrace new challenges, and the determination to recognise and achieve excellence.

About the pupils

- 1.5 Pupils come from a range of professional and ethnic backgrounds, mostly from families living in a wide variety of areas around London, Hertfordshire and Middlesex. Data provided by the school indicate that the ability of pupils is above average compared to pupils taking the same tests nationally. The school has identified 115 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and attention deficit disorder (ADD), all of whom require specialist support. Two pupils in the school have an education and health care plan (EHC) and no pupils have English as an additional language (EAL). The school aims to challenge the most able through varied teaching and learning approaches and stimulating enrichment activities.

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. 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 REGULATORY 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.

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 The junior school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been far above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been well above the national average for sixth formers in maintained schools. Results in International Baccalaureate examinations have been higher than worldwide norms.
- 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.

- Pupils have extremely positive attitudes to learning, are highly motivated and are determined to make the most of all of the opportunities that the school provides for them.
- Pupils demonstrate excellent levels of knowledge, skills and understanding across all areas of the curriculum and consistently achieve exceptional results in external examinations.
- Pupils are extremely articulate communicators who express themselves eloquently, both orally and in writing, and who apply their skills effectively to other areas of learning.
- Pupils are highly successful collaborative and independent learners, both inside and outside of the classroom.

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

- Pupils are naturally inclusive, demonstrating a strong acceptance for those who are different from themselves.
- Pupils are kind, compassionate and thoughtful young people who understand the value of service to others both in their local community and across the world.
- Pupils show exceptional maturity when reflecting on the non-material aspects of life.
- Pupils have a strong awareness of the difference between right and wrong which is apparent in their excellent behaviour.

Recommendation

3.3 Within the context of the excellent outcomes, the school might wish to consider:

- Enabling all pupils to consistently make excellent progress with their learning, by ensuring that they are fully challenged and extended in all lessons and by sharing the most innovative teaching methods across the school.

The quality of pupils' academic and other achievements

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

3.5 Pupils possess excellent communication skills and are able to express their ideas with precision and fluency. They are extremely articulate, with numerous opportunities for discussion and debate available for them in the classroom and beyond. In mock election hustings in the junior school, candidates explained their policies using persuasive language and reasoned argument and in a GCSE history lesson, pupils were able to provide sustained and developed responses, for example when discussing Rosa Luxemburg's views on the Weimar Republic. Pupils are able to verbalise their thoughts and ideas with growing maturity and vocabulary. Their sophisticated writing skills were evident in an ancient Greek fiction story written by a junior school pupil and in excellent notes, made independently, by sixth form pupils, to support and extend their learning about 20th century Russia. Pupils enjoy writing for pleasure beyond academic lessons and contribute high quality articles to a range of pupil led publications. Pupils of all ages display exceptional listening skills when listening to teachers and to their peers and their love of reading is evident in their ability to converse eloquently and write with flair and depth.

3.6 Pupils make rapid progress in developing knowledge, skills and understanding thanks to well-prepared teaching and high expectations. They explore ideas in depth and make excellent use of concepts acquired in previous lessons. For example, under the careful guidance of their teachers, pupils developed an extremely good understanding of why the wind can reduce the volume of sound arriving

at a destination, demonstrated excellent linguistic knowledge when communicating in Russian and displayed exceptional creative skills when creating *Art Deco* inspired boxes. In responses to pre-inspection questionnaires a very small minority of pupils did not agree that lessons are interesting. In lessons observed during the inspection, pupils were keen to learn and benefit from the opportunities available to them. Excellent progress was made by pupils when their love of learning was stimulated by innovative approaches to teaching; as seen in a sixth form physics lesson when demonstrations of damping of resonance encouraged sophisticated discussions about the effect of resonance involving capacitors, and in a junior school mathematics lesson when pupils were very keen to embrace new division challenges as a result of clear visual modelling and extended questions.

- 3.7 Pupils make excellent progress over time including for different groups, such as pupils with SEND, as evidenced by comprehensive tracking data. In the junior school this progress is confirmed by the standard of mathematics and reading in lessons, the scrutiny of pupils' work and data provided by the school. National profiles completed at the end of the Early Years Foundation Stage (EYFS) show that children's attainment is at least in line with national expectations for their age in all areas of development, and the majority of children exceed these. Pupils have high expectations of themselves and their progress is facilitated by specialist subject teaching from an early age. In the years 2016 to 2018, examination results at GCSE, A-level and Pre-U have been well above the national average for maintained selective schools and results in the IB Diploma have been higher than the worldwide norms. In 2019, at GCSE, two-thirds of entries were awarded a grade 9 and three-quarters of entries at A-level awarded at A or A*. The average IB Diploma score in 2019 was in excess of 40, a score achieved by less than 7% of candidates worldwide. As a result, pupils are exceptionally successful in securing places at courses at universities with highly competitive entry requirements in the UK and overseas. In discussion and in their responses to the pre-inspection questionnaire, pupils were keen to point to the quality of the teaching, academic symposiums and the support they receive from their teachers as key contributory factors to their academic success.
- 3.8 The pupils' well-developed numeracy skills are reflected in the high standards achieved in GCSE, the IB Diploma and A-level examinations and in the high-quality work observed in lessons. Data provided by the school suggests that pupils' mathematical attainment is above "national averages" at all ages. Children's acquisition and development of numeracy skills in the EYFS and throughout the junior school is excellent, as seen when younger pupils were able to articulate eloquently how to divide an odd multiple of ten by two. As pupils progress through the school they become extremely good at applying their numerical and mathematical skills to a range of problems. Their excellent numerical skills are not restricted to mathematics and the applied subjects. Examples of numeracy in action can be seen in many areas of the curriculum, as teachers across a range of disciplines embed opportunities for numerical work within their lessons. For example, in a junior school history lesson pupils were able to calculate the length of the track for *Puffing Billy* and sixth form pupils interpreted statistics about child soldiers, to help them develop sophisticated discussions in French about the consequences of war on children in conflict zones.
- 3.9 Pupils are also confident and highly competent users of Information Communication Technology (ICT), and make good use of it to support their studies. Since the previous inspection ICT is used more widely across the senior school curriculum to complement learning. For example, in a sixth form Italian lesson pupils created a blog by using a digital notebook to collaborate with their peers, effortlessly switching between different resources and enriching their language and understanding of ecotourism. In the junior school, pupils show rapid progress in using logic and algorithms and develop strong ICT skills through extra-curricular activities. As they progress through the school pupils use presentation software and conduct web-based research with ease and quickly learn the skills, for example, to use more complex software to design sets in drama, to manipulate images in art and for composition in music. Pupils with SEND make excellent use of specific software and equipment to enhance their learning experience and, with support from their teachers, to enable them to keep pace with their peers. At its best, ICT is used imaginatively, for example when pupils in the EYFS use coding to move

fish into fish tanks and when senior school pupils used ICT to design drones with hydraulic robotic arms.

- 3.10 Pupils display excellent attitudes towards learning, and wholeheartedly embrace the huge range of opportunities that the school provides for them, to discover new interests and skills. They take a high level of responsibility for their studies, demonstrating an intrinsic motivation and determination to do well. Pupils are keen and active learners who engage readily in both collaborative and individual work. They relish opportunities to take the initiative, as seen in an art lesson with the youngest pupils, who worked together purposefully and methodically to sort and assign impressionist paintings to possible artists. Pupils are highly motivated, keen to engage in debate, and are responsive to their teachers' direction, as seen in a sixth form economics lesson where pupils discussed the impact of Greece remaining in the eurozone. The most able pupils are keen to extend themselves, and delight in scholarship.
- 3.11 Pupils' higher-order skills are extremely well-developed through wide-ranging opportunities to extend their learning, thus fulfilling the school's aim to enable pupils to make the most of their intellect and abilities. Pupils are reflective and receptive to new ideas. For example, in a GCSE English lesson, pupils carefully refined their ideas by reviewing and highlighting their free writing to identify key points to share with the group about the Igbo culture. Pupils strive to become their own sources of learning, having an excellent understanding of how to research effectively using a wide range of academic sources. They are taught how to assess the validity and reliability of sources and are allowed to learn from their mistakes, which they do well. The pupils' strong ability to analyse, hypothesise and synthesise is evident through subject-specific tasks such as linking ideas from different authors in A-level English, recognising a varied range of vocabulary and poetic devices in Latin and, in the EYFS, experimenting with a flour tray and predicting whether flour will go in your eyes if you bang too hard. During the inspection sixth form pupils spoke enthusiastically of how they enjoy being challenged beyond the examination specification, for example, while analysing a poem in Latin the discussion widened into a comparison between attitudes towards religion in Roman and Greek society versus the present day, and then developed further into an analysis of female emancipation over time.
- 3.12 Throughout the school, pupils achieve excellent standards in a vast array of co-curricular activities and pursuits. They are encouraged to pursue their interests to the highest level and have gained considerable success in local, regional and national competitions. Musical successes abound, such as being selected to sing in the National Youth Choirs and winning the National Chamber Music competition. Pupils regularly compete at county, national and international standard in a variety of sports including lacrosse, skiing, netball, cricket, biathlon and diving, and pupils excel in Olympiad competitions in modern foreign languages, mathematics and sciences. Pupils seize opportunities to showcase their talent in drama productions, such as *Mother Courage*, and outstanding artistic achievement is evident in the quality of the artwork on display throughout the school.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have a very strong sense of community and a well-developed appreciation of the wide diversity within the school. In questionnaire responses, an overwhelming majority of parents and staff felt that the school actively promotes the values of democracy, respect and tolerance of other people. Pupils show great emotional maturity as they engage in debate to seek a deeper understanding of, and hence a well-embedded respect for, each other's religious beliefs and cultural differences. For example, pupils frequently choose to attend assemblies, or societies, of a faith other than their own and uphold their right to different beliefs in articles in student publications. Through links with a school in Zambia, pupils have developed a strong appreciation of the challenges faced by pupils from a very different culture to their own. They are extremely tolerant of others as demonstrated through the actions they take, from the youngest pupils using *Eddie Empathy Elephant* to reinforce the idea of respect, to older

pupils speaking openly about diversity in assemblies and having robust discussions with their peers as they strive to learn more. There is a strong ethos of inclusivity and care within the school, where pupils speak of feeling valued as individuals. Their commitment to inclusivity is as a result of belonging to a harmonious school, and the dedication of the leadership to develop an outward looking, internationally minded community that promotes respect and compassion.

- 3.15 Pupils have an excellent understanding of how to stay safe and are aware of the need to establish a balance in all they do to stay physically and mentally healthy. In discussions, pupils showed a strong appreciation of the importance of eating a healthy diet with children in the EYFS explaining how the staff encourage them to eat a “rainbow of foods” from the range of options available for lunch. They understand the need for exercise and relaxation to stay healthy and enjoy the many opportunities provided for them, both in activities and in lessons. Pupils have a clear awareness of mental and emotional well-being and are comfortable to discuss such issues openly. They appreciate, and take advantage of, the opportunities to take part in activities such as crochet and knitting, Pilates, and mindfulness as a break from academic work. Since the previous inspection the governors have been influential in providing support for well-being and mental health. Pupils were keen to explain how useful they found the activities in the recent mental health week alongside the highly effective support they receive from the pastoral team, including the school counsellors.
- 3.16 The pupils’ moral awareness and social development are excellent. Throughout the school pupils show that they have a very clear understanding of what is right and what is wrong. They are kind and thoughtful to each other, show respect to visitors and are extremely well-mannered. Pupils take responsibility for their own behaviour with older pupils collaborating to create a class code of conduct and younger pupils readily following the Golden Rules. In questionnaire responses, an overwhelming majority of parents felt that the school actively promotes good behaviour. Pupils believe passionately that their school is a community built on kindness, consideration, and respect, where pupils are mindful of the right of others to hold different opinions to their own. Pupils’ excellent social awareness is evident in the ease with which they talk to and interact with adults and in their positive engagement with each other in lessons and activities. The school’s leaders place a great deal of trust in the pupils and this is very rarely abused. A walk through the school, for example at break and at lunch time, reveals small groups of pupils scattered throughout the buildings and grounds, all engaged in purposeful activity or social interaction, enjoying and respecting the freedom they have been given.
- 3.17 Pupils show a strong appreciation of the non-material aspects of life through the obvious pleasure they get from their learning and the care they show for the environment in which they live. In discussions, pupils spoke enthusiastically about the pleasure they get from sitting around the pond in the summer enjoying some quiet time with their friends. Pupils have an acute awareness of the fragility of their natural surroundings and strongly appreciate the non-material world. They are encouraged to stop and notice their natural environment and this offers a sense of awe and wonder in the simplest things, as seen when a pupil picked up a frozen leaf which had left an imprint on the ground. Pupils are highly appreciative of the opportunities they are given to develop their spiritual understanding, through moments of reflection, a choice of assemblies which celebrate all religions or none or the response to meeting survivors of the Holocaust. Performing the nativity play enables children in the EYFS to gain a strong insight and understanding of the spiritual aspects of life.
- 3.18 As they move through the school, the pupils make rapid progress in developing their self-confidence, resilience, self-discipline, ability to make decisions, and other personal skills. This amply fulfils the school’s aim to encourage pupils to embrace new challenges confidently and respond to setbacks with determination. Pupils show a remarkably strong sense of self-awareness and know their strengths and weaknesses. Younger pupils display high levels of self-confidence which is entirely unaffected. Their self-belief is also particularly well-developed, as ably demonstrated by pupils who described emphatically how shy they had been just two years ago, explaining how much more confident and able they have become at public speaking. The pupils have robust self-esteem and are able to self-reflect and offer each other constructive feedback in both lessons and societies. Pupils were firm in

their acknowledgement of their teachers' roles in raising their self-belief, recognising that personalised feedback and support is at the heart of their success as learners. Pupils spoke of how they had increased their resilience through balancing an academic curriculum with a full programme of extra-curricular activities and were appreciative of the support and advice they receive from their teachers. They show a fierce determination to keep trying even when something is challenging, for example when pupils faced their fears during a tree climbing challenge. Pupils demonstrate excellent decision making skills and understand that the choices they make have specific outcomes. In the EYFS children were able to select the best resource to enable them to attach sticks to the Jack Frost wands they were creating. In the senior school pupils make well-informed decisions about their academic and co-curricular pathways in order to hone the skills required to be successful in later life. For example, all pupils choose an extended project pathway at sixth form level to complement their academic study, often selecting a topic that is unrelated to their chosen subjects.

- 3.19 Pupils are extremely good at working collaboratively to benefit others, and to make a very positive contribution to both the life of the school community and to wider society, thus fulfilling well another of the school's aims. Through the assumption of leadership roles, pupils contribute to the school community in many different ways, for example, through the leadership of societies, academic and pastoral mentoring and as coach chaperones. Pupils have excellent teamwork skills and, during their time at school, they have developed the ability to be present for each other, and to work consciously towards a shared goal. For example, junior school pupils worked collaboratively to perform *The Wind in the Willows*, using a set, props and costumes they had designed themselves. Pupils develop a deep sense of responsibility and are extremely active in their community involvement, with large numbers of senior school pupils volunteering in care homes and disability centres. Through their links with local schools, pupils have a true sense of appreciation for how others may live and that they may be less fortunate than themselves. There is a very evident desire to make life better for others, such as when pupils made flapjacks for the homeless and, unprompted, wrote kind messages to go with them. Further afield, pupils who have worked with pupils in a school in India have gained a perspective on the world that they could never have gained sitting in a classroom.
- 3.20 The opportunities which have such an impact on pupils' personal development are a result of the clear vision expressed by the school's leaders and the opportunities they are given to make the most of their intellect and abilities, and the encouragement to see setbacks as learning opportunities. Overall, the school is highly successful in developing well-rounded, confident, highly skilled young people who are very well equipped for the next stage of their education.

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 Sue Clarke	Reporting inspector
Mr Kerry Lord	Assistant reporting inspector
Miss Sarah Arthur	Compliance team inspector (Deputy head, HMC school)
Mr David Collins	Team inspector (Academic deputy head, IAPS school)
Mrs Ruth Darvill	Team inspector (Headteacher, ISA school)
Miss Sarah Dunn	Team inspector (Headmistress, GSA school)
Mr Anthony Nelson	Team inspector (Academic administrator, ISA school)
Mr Henry Rickman	Team inspector (Deputy head, GSA school)
Mrs Katherine Walters	Team inspector (Head of educational progress, HMC school)