



**ISI**

Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Notting Hill & Ealing High School GDST**

**February 2022**

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## School's Details

<b>School</b>	Notting Hill & Ealing High School GDST			
<b>DfE number</b>	307/6065			
<b>Registered charity number</b>	306983			
<b>Address</b>	Notting Hill & Ealing High School GDST 2 Cleveland Road, Ealing, London, W13 8AX			
<b>Telephone number</b>	020 87998400			
<b>Email address</b>	enquiries@nhehs.gdst.net			
<b>Headteacher</b>	Mr Matthew Shoults			
<b>Chair of Governors</b>	Ms Charlie Altman			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	908			
	<b>EYFS</b>	37	<b>Juniors</b>	270
	<b>Seniors</b>	462	<b>Sixth Form</b>	139
<b>Inspection dates</b>	1 to 4 February 2022			

## 1. Background Information

### About the school

- 1.1 Notting Hill and Ealing High School was founded in 1873 and is an independent day school for female pupils. It belongs to the Girls' Day School Trust (GDST) whose council is responsible for its governance. The council is assisted by a school governing board which offers local expertise and critical support.
- 1.2 The school is organised into a junior school, which includes the Early Years Foundation Stage (EYFS), and a senior school, which includes the sixth form. The two schools occupy separate buildings on the same site and some facilities are shared. There is a dedicated sixth-form centre near the junior school.
- 1.3 Since the previous inspection the school has made a number of senior leadership appointments, including a new head of junior School in September 2021. The chair of the local governing board was also appointed in September 2021.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning provision for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and, in 2021, teacher-assessed grades were awarded.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.10 The school aims to provide an excellent academic and extra-curricular education that both stimulates and challenges, and gives pupils the opportunity to achieve their best at school and beyond. It seeks to achieve this through providing a supportive and outward-looking environment where pupils feel valued and encouraged to show respect for all members of the community.

### About the pupils

- 1.11 Pupils are from varied social, economic and cultural backgrounds, reflecting the composition of the local area, with most coming from professional families. Nationally standardised test data provided by the school, indicate that the ability profile of pupils is above average in the junior school and sixth form and well above average in the senior school for those taking similar tests. The school's own assessment concurs. The school has identified 75 pupils in the senior school and 6 pupils in the junior school with special educational needs and/or disabilities (SEND), 69 of whom have specialist support, mostly for dyslexia, slower speed of processing ideas or memory difficulties. Two pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 6 pupils in the senior school, and 25 in the junior school. The school provides a range of curricular and extra-curricular activities, open to all, including those designed to interest and challenge the most able in particular.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

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

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

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [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's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.10 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.11 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

### **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5 – Premises of and accommodation at schools**

2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

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

## **PART 6 – Provision of information**

2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

2.20 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Key findings

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

- Pupils achieve an extremely high standard of attainment in their academic work and activities outside the classroom.
- Pupils are highly motivated to succeed and are exceptionally focused in their attitudes to learning.
- Pupils' knowledge, skills and understanding are well above expected levels for their ages and abilities throughout the school.
- Pupils demonstrate outstanding progress in developing communication and analytical skills to achieve a wide and sophisticated vocabulary, synthesising knowledge from across the curriculum.
- Pupils ask probing, incisive questions to inform their knowledge and understanding across the curriculum.

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

- Pupils develop excellent self-awareness, confidence and resilience: they know their strengths and weaknesses and are well-prepared for the next stage of their lives.
- Pupils are acutely aware of, and keen to explore, social issues including diversity and discrimination, about which they clearly care deeply.
- Pupils have extremely high levels of moral and ethical awareness.
- Pupils are eager to support the school and be involved in decision-making, valuing opportunities to take responsibility, collaborate and make a positive contribution.

#### Recommendation

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

- Ensure consistent and meaningful feedback to senior school pupils in response to suggestions they make, to further enhance their positive contribution to the school community.

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

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

3.5 All pupils, including those with SEND and/or EAL make excellent progress over time to reach extremely high levels of attainment, as shown by result of nationally standardised tests, and the standard of work evident throughout the senior school. These excellent standards are due to the commitment and desire of pupils to achieve, and to the high quality and challenge of the teaching, breadth of the



curriculum, and consistently positive atmosphere that supports pupils' continued development as they move up through the school. In the EYFS, children make excellent progress so that, by the end of the foundation stage they are achieving above expected levels for their age. In the junior school, the school measures attainment using nationally standardised tests, and results are consistently well above expected levels for their age. The vast majority of pupils progress from the junior to the senior school. Pupils' examination results in the years 2018 and 2019 were well above the level expected for those of similar ability. Results of centre-assessed grades in 2020 and teacher-assessed grades in 2021 show similarly high levels of attainment. The vast majority of pupils gain places at universities with demanding entry requirements or other renowned higher education institutions offering art foundation, dance and drama courses, with a small number taking up apprenticeships with prestigious employers.

- 3.6 Pupils demonstrate excellent knowledge, skills and understanding across different areas of learning at each stage of the school, as a result of well-planned lessons and teaching that is adapted to meet pupils' individual needs. In the junior school, pupils demonstrate a deep level of learning and understanding for their age, being able to develop complex topics and satisfy a clear thirst for knowledge through a carefully planned integrated curriculum. They respond extremely well to the creative approaches used in class, for example going on a virtual walk through an arctic landscape as a stimulus for narrative writing.
- 3.7 Throughout the school, pupils regularly tackle curriculum material beyond that expected for their age with great success. Pupils understand and apply effectively specialist literary and linguistic terminology. They show considerable skill in speaking and writing in modern foreign languages. Year 8 pupils of all abilities confidently worked on linocuts in art, developing precision in their fine motor skills. Pupils enjoy the opportunities provided to rise to the high expectations of staff.
- 3.8 Pupils demonstrate excellent communication skills. In the junior school, pupils develop a maturity and confidence when communicating, evident in lessons and in their work, which has evolved through the high level of challenge in the curriculum. They demonstrate clarity and confidence when speaking or reading from text and produce written work of a consistently high standard. Inspectors noted how openly and freely pupils communicate in response to the safe, non-judgemental atmosphere created by staff. Senior leaders develop this aspect through creating numerous ongoing opportunities for pupils to develop their communication skills both within lessons and the wider curriculum opportunities.
- 3.9 Throughout the senior school, pupils engage enthusiastically with group discussions in lessons, prompted by effective questioning. Pupils are strongly encouraged to speak publicly, lead assemblies, and participate in debates and respond extremely well. Supportive atmospheres within lessons means pupils are not afraid to explore ideas without fear of failure. In a lesson on character development in *Hamlet*, A-level pupils made excellent contributions to group and whole class discussion, articulating ideas and using literary terms confidently, and with sophistication and accuracy. Pupils' writing skills are equally mature as seen in school publications of creative writing and academic research essays.
- 3.10 Pupils have excellent numeracy skills. In the junior school they work at a high level in class, consistently stretched and challenged by the expectations of their teachers. Pupils demonstrate excellent knowledge and understanding of mathematical concepts in their written work and their verbal explanations. Throughout the senior school, pupils' numeracy skills continue at similar levels, with many pupils working at levels that are well above those expected for their age. This was seen in the high volume and standard of work completed in mathematics lessons and in workbooks. Pupils respond extremely effectively to a well embedded and unified approach to numeracy which is mapped across the senior school. This ensures that pupils receive extensive opportunities to apply mathematics across the curriculum, including the sciences and economics. In design technology, Year 8 pupils showed confident command of measurement when designing and constructing storage boxes from their own designs. In physics, Year 10 pupils deduced correctly that voltage is directly proportionate to current from graphs constructed following a practical.

- 3.11 Pupils develop excellent information and communication (ICT) skills. They are confident in applying these skills in all areas of their learning due to specialist teaching from Year 1 and consistent reinforcement opportunities from teachers in the majority of subject areas. This enables pupils to develop an extremely solid technical foundation on which to build in the future. For example, in Reception, children used touchscreen devices to correctly match animal pictures to their appropriate habitat. As they progress through the school, pupils continue to develop excellent digital skills. They are confident and adept in the use of ICT as a learning tool in lessons, whether completing online quizzes, working on shared electronic documents or accessing online resources. The use of ICT is seamless within lessons and enhances teaching and learning for those studying both in the classroom and from home. Pupils understand how to make use of reliable online resources in their independent research to enhance their work. For example Year 10 pupils moved skilfully between different digital applications and software platforms as they listened to, and researched and created a presentation on Handel's *Messiah*.
- 3.12 From the Early Years, pupils develop an increasingly wide range of study skills to draw upon. Throughout the junior school they are regularly challenged by teachers to question, develop high-order skills such as predicting and hypothesising, and to investigate and analyse data and draw reasonable outcomes from this important process. They are able to use initial information or data and manipulate or process this to then demonstrate a secure knowledge of more challenging aspects of the curriculum, which they are confident and happy to explain in front of their peers.
- 3.13 Older pupils have excellent study skills and draw confidently on a wide range of sources. Well-planned teaching ensures that pupils are exposed to a large variety of learning techniques to remain engaged. Pupils' higher-order thinking skills are excellent, demonstrated in their ability to analyse and hypothesise with confidence and purpose. Pupils are inquisitive, questioning, and eager to apply understanding. For example, in religious studies, Year 11 pupils carefully analysed videos, text and images to inform a thoughtful discussion on attitudes towards disability.
- 3.14 The academic and other achievements of the pupils at the school are excellent, and the high level of participation in extra-curricular activities is notable. In the senior school, pupils not only achieve outstandingly within the formal curriculum, but they also achieve excellent results in scholarships and other competitions in response to the provision by governors and senior leaders of a comprehensive extra-curricular programme and specialist coaching. As a result, pupils achieve success in many areas including music, creative writing, drama, art, design technology and robotics. In recent years, pupils have achieved considerable success at regional and national level in swimming, netball, cricket and hockey. Teachers instil a passion for their subjects by offering pupils a vast array of opportunities to enter competitions and stretch their interest outside the curriculum. Pupils regularly gain places in the finals of national competitions.
- 3.15 Pupils have an excellent attitude towards their learning. They are willing learners, who are motivated and challenge themselves to achieve. Pupils' positive attitudes to learning are deeply embedded, and support their independence, initiative, ability to self-challenge and to take responsibility for their own learning and development. In the junior school, pupils demonstrate a deeply embedded desire to learn as is evident in the open homework tasks, where pupils direct their own learning, including its depth and rigour. Pupils of all ages show an eagerness to develop their knowledge and understanding through independent study and collaborative exchange. They are as comfortable working collaboratively as they are independently. Year 11 pupils worked successfully both independently, selecting the tools and materials to build a prototype for their individual GCSE project, and collaboratively, in refining the design. Pupils are extremely well supported by senior leaders and staff to enable them to reach these high standards of development.

## The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils' self-understanding is highly developed. In the junior school, pupils develop high levels of self-knowledge, self-esteem, self-confidence, self-discipline, and resilience because they are encouraged to challenge themselves, strive to improve and to work things out for themselves. Pupils reflect on their strengths and weaknesses and take appropriate risks within a safe and secure environment. They are confident in the knowledge that getting things wrong or asking questions to get support is perfectly acceptable and helps you to improve and develop future performance. Pupils are able to apply significant knowledge and skills they have gained to a variety of social and academic situations. They are self-aware and say the school facilitates their development emotionally and socially. Inspection evidence supports this view. Pupils gain confidence when performing in concerts and plays and leading in aspects of the school's development such as promoting diversity. Pupils benefit from the school's emphasis on pupil-led activities and initiatives, particularly in the EYFS.
- 3.18 Pupils become excellent decision makers who demonstrate clearly a drive towards being their very best self. Pupils say that, whilst their teachers help them on their journey to success, it is they themselves who will ultimately determine how they succeed as they continue to mature. The school encourages pupils to suggest, organise and run their own clubs, and many do so. Pupils commented that they would like more feedback regarding suggestions that are rejected, as they say that a clear rationale is not always given. Sixth-form pupils demonstrated their strong preparedness for the next stage of their lives when discussing university applications. They showed a clear understanding of the skills, attitudes and attributes that they feel make them suitable for the higher education route they have chosen.
- 3.19 The pupils' development of spiritual understanding and an appreciation of non-material aspects of life is excellent. As pupils move up through the junior school they develop an excellent spiritual understanding. For example, in the junior school, pupils were able to explain the benefits of taking time each day to relax. In the senior school, pupils appreciate 'Wellbeing Wednesday' when form time is given over to a mindfulness activity such as listening to music or meditation. In Year 12, pupils showed sensitivity in their interpretation of the Renaissance sculpture being studied in an art lesson, considering the visual impact and the theme of parenthood. Pupils are aware of and appreciate other religions and cultures, and the arts in all its forms. Through the school's personal, social and health education (PSHE), charity work and links with the local and wider community, pupils develop a deep understanding and appreciation of the non-material aspects of life. For example, when choosing charities to support, junior school pupils eloquently conveyed their desire to be kind, generous and charitable to those less fortunate than themselves. As they progress through the senior school, pupils develop a good appreciation of the opportunities they have been given and reflect on these in a sensitive manner. In studying Hindu beliefs and stages of life, Year 7 pupils recognised meditation as a way in which to develop spiritual understanding. Pupils demonstrate high levels of reflection in response to the provision by senior leaders of a range of curricular and extra-curricular opportunities to consider and appreciate philosophy, religion, art and music. These encourage pupils to discuss and reflect on non-material matters. For example, in Year 7 pupils write letters to their future self, which they then read and reflect upon at the end of their schooling. Artwork around the school demonstrates a well-developed aesthetic awareness.
- 3.20 Pupils' moral understanding and responsibility for their own behaviour is excellent. There is a friendly and happy atmosphere throughout the junior school, and pupils understand how to behave well. Older pupils understand the importance of taking responsibility for their behaviour and demonstrate an excellent moral understanding. They recognise the complexities and nuances of societal expectations and laws in line with their intellectual abilities and levels of maturity. For example, in Year 11, pupils discussed cogently when breaking the law might be considered morally acceptable, with clear reference to history and modern practices in relation to COVID-19 restrictions. Pupils fully embrace the importance of treating one another well. They agree that bullying should not be

tolerated, recognising it as a wider social problem of which the school is aware, addressing it through, for example, assemblies, anti-bullying activities and clear systems for pupils to report any concerns.

- 3.21 Pupils are fully able to argue their thoughts and they respect that not everyone will agree with them. Debating is a strong feature of the school and pupils are challenged to debate moral dilemmas. They fully respect different societies, cultures and those with protected characteristics. Opportunities to express feelings and debate ideas are numerous, and pupils spoke with enthusiasm about a workshop delivered by staff on how to protest effectively. Through the social education programme, pupils are taught how to give constructive criticism as was seen, for example, during a drama lesson where pupils critiqued each other's performances in readiness for their GCSE assessment.
- 3.22 The pupils' social development and ability to collaborate is excellent. Pupils work extremely well together. They work extremely effectively with others as is demonstrated in class, or through sport, music, drama or other collaborative activities. They fully understand and appreciate the benefits of all this and the importance of being socially aware and able to get on with others. This allows pupils to forge stronger relationships, be confident to challenge answers, as well as being a motivating factor in trying to keep up with and exceed their peers. Pupils develop their social skills further through the school's curriculum, which, along with the vast programme of clubs and activities, offers a platform for development as they participate in pupil-led projects and activities. Pupils form respectful relationships with each other with older pupils supporting younger ones in clubs such as drama, gardening and sci-fi, and in committees. In their responses to the pre-inspection questionnaire a minority of senior school pupils indicated that the school does not always listen to their point of view. In conversations with inspectors, pupils explained that the school has in place a range of avenues and forums for gauging pupils' views and hearing their concerns. Their view was that the processes by which the school responds lack clarity and, as a result, pupils are not always certain that their voice has been heard.
- 3.23 Pupils make highly positive contributions to the school and wider community, through fulfilling leadership roles, mentoring, and charity work. Younger pupils do this extremely well through taking on positions of responsibility and leadership as they move up through the school. They develop a strong focus, through the school's charity work, on striving to help and improve the lives of others in the locality and abroad. Through a wealth of charity activities, pupils contribute to those less fortunate than themselves, taking the initiative to raise awareness of and funds for causes about which they care deeply, such as victims of domestic abuse. Each year group is responsible for selecting and collecting for their chosen charity. Pupils have well-developed leadership skills and the encouragement of pupil-led community initiatives helps pupils fulfil these responsibilities extremely effectively. Senior pupils relish the chances they have to work with younger pupils from local schools, providing enjoyable and interesting activities for their visitors, and giving up their own time to plan and deliver the programmes. Pupils show high levels of emotional maturity in their community work. They also think critically, as was seen in a sign language lesson, where pupils spoke with great sensitivity about the challenges faced by the deaf community and the benefits of those in the hearing community learning sign language.
- 3.24 The pupils' respect for diversity and cultural understanding is excellent. Pupils are accepting of everyone and respect that people choose to behave differently and believe in different things. This was demonstrated throughout the junior school, where pupils show great understanding, tolerance and respect for the diversity of life and different cultures both within the school and throughout the world. Pupils from the school's wide range of cultural backgrounds interact positively with each other. Their awareness and tolerance of other faiths is fostered and celebrated successfully through the pupil-led diversity and inter-faith councils. Senior leaders ensure that the curriculum recognises the pupils' interest in matters relating to diversity. The opportunities it provides for pupils to reflect and discuss diversity makes a valuable contribution to their understanding of cultural issues. For example, following an online meeting with a school in Philadelphia, Year 11 pupils discussed different attitudes in the US and UK to issues of race, showing understanding of and sensitivity towards racial diversity

and discrimination. Year 7 pupils demonstrated respect for different religious beliefs in their exploration of Hinduism, relating ideas of hierarchy and duty to their own society. Pupils have been instrumental in starting various co-curricular clubs, such as the LGBT+ society to enable pupils to have a forum to learn from each other and to be a focus for support.

- 3.25 Pupils' understanding of how to stay safe and healthy is excellent. Pupils of all ages clearly know how to stay physically and mentally healthy. They participate successfully in varied team and individual sports, and in exercise activities that help them keep fit, ranging from cricket to Zumba. Pupils are confident to ask for extra support or classes if they need them. Following media focus on issues of sexual harassment, pupils asked for self-defence classes which they now engage in as an enrichment activity. Keenly aware of mental health issues, pupils make good use of a range of activities that help them to relax and achieve balance in their busy lives, such as knitting and yoga. They also benefit from and appreciate support from staff in addressing mental health concerns. Pupils in the sixth form undertake safeguarding training on what to look out for in younger pupils who may be struggling. From a young age, pupils develop an understanding of healthy eating, and respond positively to healthy food choices which are readily available in the dining hall. Pupils develop effective digital literacy skills through the curriculum and keep themselves safe online. All pupils show emotional resilience. They know where to find support when needed and what steps to take if they encounter anything that gives them cause for concern.

## 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, a representative of the trust and with the local chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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 Chris Manville	Reporting inspector
Mr Adrian Dellar	Compliance team inspector (Deputy head, HMC school)
Ms Wendy Barrett	Team inspector (Head, GSA school)
Mr Jeremy Farrell	Team inspector (Deputy head, HMC school)
Mr Luke Harrison	Team inspector (Head, IAPS school)
Dr Sarah Lockyer	Team inspector (Principal, ISA school)
Mrs Wendy Martin	Team inspector (Former head, SOH school)
Mr Andrew Towse	Team inspector (Director of boarding, ISA school)
Mr Richard Evans	Team inspector (Former head, IAPS school)