



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Oxford High School GDST

March 2023

Contents

School's Details	3
1. Background Information	4
About the school	4
What the school seeks to do	4
About the pupils	4
2. Regulatory Compliance Inspection	5
Preface	5
Key findings	6
PART 1 – Quality of education provided	6
PART 2 – Spiritual, moral, social and cultural development of pupils	6
PART 3 – Welfare, health and safety of pupils	6
PART 4 – Suitability of staff, supply staff, and proprietors	6
PART 5 – Premises of and accommodation at schools	7
PART 6 – Provision of information	7
PART 7 – Manner in which complaints are handled	7
PART 8 – Quality of leadership in and management of schools	7
3. Educational Quality Inspection	8
Preface	8
Key findings	8
Recommendation	8
The quality of the pupils' academic and other achievements	8
The quality of the pupils' personal development	11
4. Inspection Evidence	13

School's Details

School	Oxford High School GDST			
DfE number	931/6093			
Registered charity number	306983			
Address	Oxford High School GDST Belbroughton Road Oxford Oxfordshire OX2 6XA			
Telephone number	01865 559888			
Email address	oxfordhigh@oxf.gdst.net			
Head	Mrs Marina Gardiner Legge			
Chair of governors	Miss Katherine Haynes			
Proprietor	Girls' Day School Trust			
Age range	4 to 19			
Number of pupils on roll	864			
	Early Years	24	Pre-prep and Prep	210
	Senior School	460	Sixth Form	170
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Founded in 1875, Oxford High School is an independent day school for female pupils. Its three sites are within walking distance of each other in the Oxford area of Summertown. The school is a member of the Girls' Day School Trust (GDST), the council of which carries legal responsibility for its governance, supported by an advisory local governing board. The school comprises four sections: the early years, for children in the Early Years Foundation Stage (EYFS); pre-prep and prep; the senior school and the sixth form.
- 1.2 The current head took up her position in January 2021. The current chair of the local governing board took up her responsibilities in January 2020.

What the school seeks to do

- 1.3 The school's aim is to encourage its pupils to be resilient, unafraid of challenge and willing to question, so that they become curious, aspirational, and self-assured. It intends to nurture pupils' individual strengths and academic potential within a friendly and down to earth environment which offers intellectual challenge and values creativity.

About the pupils

- 1.4 The majority of pupils are of British nationality, living in Oxford and the surrounding areas. There are a number of international pupils, particularly from Hong Kong, China, the United States and a range of European countries. The ability of pupils in the prep school is average or above average, and that of pupils in the senior school is significantly above average compared to those taking similar tests nationally. There are ten prep school pupils with identified special educational needs or disabilities (SEND), of whom five receive additional support. There are 134 pupils who speak English as an additional language (EAL), of whom 33 receive additional support for their English. There are 53 senior school pupils with SEND, such as dyslexia. Of these, 41 receive additional support. One pupil has an education and health care (EHC) plan. Of the 54 pupils with EAL, there are 20 who receive additional support for their English.

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 (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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 prep 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 In the senior school, the school's GCSE and A-level results in the years 2020 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 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.
- 2.6 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 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 wellbeing 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.

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 have an excellent attitude to their academic work; they are curious, ambitious and scholarly learners with an excellent work ethic.
- Pupils make rapid progress across the curriculum, especially when teaching sets high expectations and consciously builds on previous learning.
- Pupils have excellent communication skills; they speak fluently, listen attentively and write with maturity and flair.
- Pupils' study skills are highly developed; they ask searching questions and are confident in drawing together and analysing information from a range of resources.

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

- Pupils develop excellent self-knowledge, self-esteem and a confidence in their own abilities without any conceit.
- Pupils demonstrate outstanding initiative and commitment in their contributions to the life of the school and the local community.
- Pupils show excellent moral awareness; they have a firm set of values and a willingness to take responsibility for their own behaviour.
- Pupils demonstrate high levels of respect for diversity of all kinds, helping create an inclusive and respectful school atmosphere.

Recommendation

3.3 The school is advised to make the following improvement.

- Ensure that pupils' achievement in assimilating new knowledge is enhanced still further by sharing the practice that characterises the most successful teaching.

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 children in Reception reach a good level of development before moving to Year 1. The school's own assessment data indicate that pupils in the prep school reach high levels of attainment compared to those taking the same tests nationally. A large majority of pupils reach the standards required for

entry to the senior school. Pupils' attainment at A level in 2022 was excellent. Almost half of results were at the highest grade and the majority of grades awarded were between A* and C. At GCSE, a very large majority of results were at the highest two grades and almost all results were awarded at grades 9 to 4. These very high levels of attainment mirror the centre- and teacher-assessed results in 2020 and 2021. There is a consistent pattern of strong academic attainment, with many pupils attaining results above those expected on entry. Almost all sixth form leavers go on to higher education at universities with rigorous entrance requirements, some progressing to conservatoires or art colleges. In their responses to the pre-inspection questionnaire, a very large majority of both parents and pupils expressed satisfaction with the pupils' progress.

- 3.6 Pupils' knowledge, skills and understanding develop at an excellent pace across all areas of the curriculum. The school is highly successful in nurturing pupils' individual strengths and academic potential in a scholarly atmosphere which encourages curiosity, aspiration and creativity, in line with its aims. In a rehearsal for a forthcoming production, the singing of pupils in Years 3 and 4 was excellent, with good intonation and dynamic control. Physical skills develop well. Children in Reception develop confident fine and gross motor skills, trying new activities with resilience and determination. Pupils play competitive sport to high levels. Pupils' grasp of new ideas and new knowledge was especially rapid when teaching combined high expectations and rapid pace with encouragement to pupils to think beyond the obvious. The most able pupils make extremely swift progress, aided by the extension opportunities offered to them. Pupils made good but less swift progress on the rare occasions when teaching did not capitalise on their curiosity and expectations were not so high. Pupils consistently show the ability to draw effectively on previous learning and use it to further their understanding. In a Year 3 Mandarin lesson, pupils confidently drew on their understanding of radical symbols and the significance of brush strokes. In a biology lesson, Year 12 pupils applied knowledge gleaned previously to the new topic on the reproductive cycle of the jellyfish.
- 3.7 Pupils of all ages have excellent communication skills and their ability to express themselves with considerable fluency is one of their key strengths. They develop oral confidence because of the many opportunities the school provides to speak to an audience. Pupils talked with inspectors with maturity and assured ease. They are articulate and intelligent speakers, who know to adapt their tone according to the task. Appropriately formal language and style was evident, for example, as pupils in Year 10 spoke in the Model United Nations meeting. Pupils listen carefully and respectfully, as seen in a Year 5 mock trial debating whether Goldilocks should have entered the bears' house without permission. Pupils read confidently. Children in Reception confidently recognised complex words with the pattern 'air'; pupils in Year 7 had no difficulty with Dickens' complex sentence structure. As pupils talk about what they have read, they demonstrate excellent understanding and an increasingly sophisticated expression. Year 12 pupils engaged in a highly articulate debate on Chaucer's *The Merchant's Tale*, offering sophisticated commentary on how the narrative worked. Pupils' creative writing is highly imaginative and effective. Pupils' skills in note-making are efficient and precise; they select relevant material and use subject specific terminology confidently.
- 3.8 The pupils' numeracy skills are excellent and build effectively as they move through the school. Children in Reception use mathematical language confidently, for example, discussing the number 15 and whether other numbers were more than, less than, odd or even. Older pupils in the prep school are highly confident to apply their mathematical skills in other subjects, such as using the dates of famous figures in history to work out their ages. Year 5 pupils mapped out the dimensions of Nelson Mandela's prison cell and compared it to the size of their classroom. Senior school pupils display excellent mathematical skills in other subjects and informal situations. For example, a Year 10 geography task required pupils to calculate the cost of coastal management per size of area. Year 11 musicians explained that good mathematical skills are essential in composing music in compound time. Senior pupils increasingly use the language of mathematics and science with fluid, elegant assurance in their mathematics and science lessons.

- 3.9 Pupils are highly effective in their use of information and communication technology (ICT). Pupils in the pre-prep and preparatory schools enjoy using tablet devices to support other areas of learning and benefit from leaders' provision of a wide range of stimulating online resources which capture their interest and enthusiasm and enable them to make rapid progress. Older pupils' skills in this area developed rapidly during periods of school closure and the school has capitalised on this by continuing to use online platforms to support learning. Pupils are confident in using word processing, spreadsheets, presentational software and the internet for research. Pupils view ICT as a useful supplementary tool in their everyday learning, but not as a replacement for the traditional scholarly skills of good penmanship and research via books.
- 3.10 From a young age, pupils demonstrate the intellectual curiosity to think beyond the obvious. They spontaneously ask thought-provoking questions. For example, Year 2 pupils asked how a butterfly sees, given that it is so different from other creatures. At the end of a lesson on religious responses to environmental issues, Year 7 pupils were keen to ask about global poverty and inequality. Pupils' eagerness to learn beyond the boundaries of a curriculum is encouraged as teachers take the time to explore matters pupils raise. Pupils' study skills are highly developed; they enjoy researching independently and analysing new information. Pupils in Year 2 considered images of various celebrations, using the visual clues to decide whether the celebration was religious or not. As they mature, pupils' skill and pleasure in researching, analysing and synthesising knowledge is evident. Year 8 pupils were excited by an open-ended task asking them to create a poster based on connections; one group suggested considering the link between genetics and specific learning disorders. The topics selected by sixth-form pupils for the school administered Extended Research Project qualification are wide ranging and challenging. They include genetic engineering and its potential effect on climate change, and exploration of links between the goddess Aphrodite and the Virgin Mary.
- 3.11 Pupils' achievement beyond the classroom is excellent. They gain confidence and experience in the extensive choice of extra-curricular activities, sporting, creative, cultural and intellectual. Many pupils achieve success in external music and speech and drama examinations. Pupils in the prep have been selected to perform at local music festivals. Pupils are successful in joining the National Children's Orchestra and the National Schools' Symphony orchestra. Participation in sport is a strong feature of the school with considerable success in fixtures especially in football, hockey, netball and cricket. Pupils have successfully represented the school at county levels in a range of sports including cricket, biathlon and swimming, with some competing at national or international levels in sports such as football, tennis, ice skating and rhythmic gymnastics. There have been many successes in mathematics challenges and Olympiads, science and linguistic Olympiads, language speaking competitions and in demanding science and engineering challenges. A sixth-form team has reached the finals of an international science and technology challenge with their design for a space device to catch space debris. Pupils who have SEND and EAL are as keen to take advantage of the range of opportunities as their peers and their achievement is greatly enhanced as a result. Supported by governors, leaders have designed a stimulating curriculum that gives all pupils the chance to fulfil their potential, both academically and beyond the classroom.
- 3.12 The pupils' attitude to their learning is uniformly excellent. They are consistently focused, curious, ambitious and emotionally intelligent. Pupils settle to work rapidly, and no time is wasted in irrelevant chatter. Pupils with EAL and those with SEND persevere well with activities they find challenging; their determination and the focussed learning support they receive enables them to achieve at least as well as their peers. Pupils are genuinely excited by learning. In a lesson exploring the imagery and symbolism in Du Maurier's *Rebecca*, Year 11 pupils said they enjoy the subject because they found it intellectually stimulating and they like being challenged. Pupils work independently and with equal focus in pairs and groups. They are keen to do well personally and are supportive of their peers' aspirations. The result is a scholarly ethos and positive work ethic to which all pupils subscribe.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout the school, pupils show outstanding levels of self-confidence. Pupils were openly welcoming to inspectors, talking with an easy self-assurance that had no hint of conceit. In their independent learning times, children in Reception moved between activities happily and confidently, asking for help when needed. In a personal, social, health and citizenship education (PSHCE) lesson, Year 3 pupils reflected critically on their understanding and management of their own emotions when they encounter difficulties. The same ability to reflect honestly on their experiences was evident amongst senior pupils. Year 13 reviewing their responses in their mock examination were highly reflective on their areas for improvement, identifying their strength in analysis and weakness in personal responses. A very large majority of parents agree that the school is highly successful in encouraging pupils to be resilient, unafraid of challenge and self-assured regardless of their academic profile. A group of sixth-form pupils with specific neurodiverse needs volunteered to speak to younger pupils in a PSHCE assembly. They explained the ways in which their brains operate differently, the ways in which their own neurodiverse issues affect them and encouraged others not to be ashamed about a need, instead urging them to be proud of their difference because it's part of what makes them who they are.
- 3.15 Pupils are highly skilled at making decisions which are clearly reasoned and consider potential outcomes. From their earliest days in the school pupils are encouraged to make decisions about their activities and work in lessons. Year 3 pupils negotiated with their teacher a different focus for an art project. They argued for the change of direction as allowing them to harness their own passions and so improve the final outcomes. Over lunch, a group of Year 9 pupils were animated in discussing the benefits and consequences of their recent GCSE option choices, engaging in friendly and intelligent debate about the potential impact of their selections. The pupils' skill at managing their time effectively enables them to balance a demanding workload with enthusiastic engagement in other activities in school and beyond. Pupils say that they can rely on staff to help with advice or flexibility regarding work deadlines should they start to feel overwhelmed.
- 3.16 Pupils have an excellent awareness of issues which move beyond the material. They have a strong understanding and respect for a range of belief systems as discussed in lessons and enjoy ethical discussions. Year 13 pupils mused thoughtfully on the legal and philosophical dilemmas created when religious convictions clash with equalities legislation. The pupils' awareness of spirituality moves beyond matters of religious faith and many pupils spoke eloquently of experiences which generated an awareness of a non-material dimension of existence. Pupils in Year 5 described spirituality as a sense of being at one with the world, of being astonished by natural phenomena such as the Northern Lights. Year 8 pupils expressed the same level of appreciation of the natural world. They spoke of experiencing an awed rush of emotion on hearing live classical music for the first time or seeing a complex art installation. Uniformly, pupils spoke of the importance of strong relationships and of the wonders of imagination leading to progress for the good of humanity.
- 3.17 Pupils show a consistently outstanding level of moral understanding in the quality and depth of their reflections on ethical issues. In a religious studies lesson, Year 13 pupils explored the 'just war' theory before going on to write a precise and succinct written explanation. Pupils demonstrate a deep commitment to their peers. They behave well, showing respect for their peers, staff and visitors. Pupils appreciate the recently introduced behaviour code with its emphasis on positive behaviour and agree that the sanctions for misbehaviour are fair. Their words and actions show that they are maturing into perceptive moral citizens with an acute perception of the impact of behaviour on others. They say that they have developed this awareness because they are part of a close-knit and supportive school where people look after each other. Pupils in the prep school were adamant that they would refuse if asked to misbehave in pursuit of popularity and older pupils were equally clear that they would challenge unacceptable behaviour. Their reasoning showed they have a firm sense of values on which to draw.

- 3.18 Pupils have highly developed social skills which they utilise to excellent effect when working together. This was frequently observed in classroom. For example, Year 3 pupils co-operated, negotiated and compromised when working in small groups to decide on what advice they would give in a potentially dangerous situation. In a dance lesson, Year 10 pupils worked effectively in small teams to perfect complex physical lifts from photographs of the final positioning. Pupils are supportive and kind in helping each other. In a Year 11 English lesson requiring pupils to work in pairs, they supported each other well with generous comments on their partner's contributions. Skilful lesson planning with high expectations and excellent relationships between staff and pupils engender an atmosphere of mutual pleasure in working to achieve success. Strong teamwork skills were evident as the lower school orchestra worked on a performance of Mahler's *First Symphony*, guided by sympathetic and supportive conducting. The many team successes in sports, the Duke of Edinburgh's Award scheme, Young Enterprise, innovation competitions, drama and music performances are all evidence of the pupils' excellent collaborative skills.
- 3.19 The pupils are proud of being part of a school with a long tradition of encouraging young adults to be proactive in seeking to affect change. Their determination to contribute to school life is outstanding. There is a tangible culture of engagement, of a commitment to doing something which will have an impact on the school community. Their enthusiasm is strongly supported by school leaders and governors who actively encourage and facilitate pupil initiatives. The school council is an active and effective body; for example, pupils' opinions directly influenced the creation of the PSHCE programme, changes in uniform and the GDST gender policy in the school. Pupils have organised conferences and host guest speakers. Pupils regularly approach leaders with requests to launch a club or an initiative, and several clubs in the senior school are run by pupils. Pupils are encouraged to accept responsibility from the start; children in Reception took their part in tidying away all the play equipment after break and Year 6 pupils are diligent in helping their juniors in the dining room. The majority of pupils in Year 12 act as peer mentors for their juniors. Pupils have welcomed the re-launch of the house system, and house prefects and captains lead in house activities that are imaginative and enthusiastically supported. Charity fund raising is actively pursued, and a significant number of sixth-form pupils are involved in the school's outreach programme and work with pupils in local primary schools.
- 3.20 The pupils show an excellent level of respect for diversity and appreciation of the different cultural backgrounds represented in the school. They say that the school's atmosphere is one of genuine mutual respect and inclusivity. They do not simply tolerate difference, they relish and value it, evident when a multi-national and diverse group of pupils articulately described what they learnt from each other. They know the importance of considering different viewpoints and cultural attitudes to ethical issues. Pupils have created a diversity calendar displayed in form rooms which highlights different cultural festivals. The pupils are strong minded, with a firm sense of their responsibilities for ensuring that the school community is one in which all are valued for themselves, whoever they are. Their commitment to ensuring there is active promotion of equality issues is evident in pupil-led diversity societies, including groups representing different cultures, feminism and LGBTQ issues. Pupil initiative led to the production and distribution of pronoun badges to encourage sensitivity to all.
- 3.21 Pupils' understanding of how to stay safe is excellent, as evidenced by their conduct around the site and their behaviour in lessons. They use safety equipment appropriately. Pupils are well aware of the potential risks of the internet and how to keep themselves safe. They know the importance of a healthy lifestyle and participation in the extra-curricular sports clubs is strong. Pre-prep pupils were able to explain why their breaktime fruit and cheese were healthy and that chocolate wasn't. Pupils are also conscious of the importance of their mental health, for example, setting their own limits for use for social media and ensuring they get enough sleep. They trust their teachers and will turn to them for support; they praised the care they experience from teachers and the pastoral team. They say that the school is a safe place, a community where they feel known, respected, and encouraged to grow into the people they want to be.

4. Inspection Evidence

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

Inspectors

Mrs Colette Culligan	Reporting inspector
Mr David Scott	Accompanying inspector
Mr Stuart Williams	Compliance team inspector (Compliance officer, HMC school)
Miss Francesca May	Team inspector (Director of studies, HMC school)
Mr Neal Parker	Team inspector (Head, HMC school)
Mr Umeshchandra Raja	Team inspector (Former head, ISA school)
Mrs Maxine Shaw	Team inspector (Head, IAPS school)