



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Portsmouth High School GDST**

**March 2023**

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## School's Details

<b>School</b>	Portsmouth High School GDST			
<b>DfE number</b>	851/6003			
<b>Registered charity number</b>	306983			
<b>Address</b>	Portsmouth High School 25 Kent Road Southsea Hampshire PO5 3EQ			
<b>Telephone number</b>	023 9282 6714			
<b>Email address</b>	headsec@por.gdst.net			
<b>Headteacher</b>	Mrs Jane Prescott			
<b>Chair of the local board of governors</b>	Mrs Krysia Butwilowska			
<b>Proprietor</b>	Girls' Day School Trust			
<b>Age range</b>	3 to 19			
<b>Number of pupils on roll</b>	514			
	<b>EYFS</b>	33	<b>Prep</b>	117
	<b>Seniors</b>	288	<b>Sixth Form</b>	76
<b>Inspection dates</b>	28 to 30 March 2023			

## 1. Background Information

### About the school

- 1.1 Portsmouth High School is an independent day school for female pupils. It was founded in 1882 and has occupied its present site for 140 years. It is one of a group of schools owned and managed by the Girls' Day School Trust (GDST); the trust has overall responsibility for the governance of the school, in which it is supported by a board of local governors. The prep school, Dovercourt, occupies its own grounds close to the main school site.
- 1.2 The school comprises two sections: the prep school, which includes the EYFS, for pupils aged three to eleven; and the senior school, which includes a sixth form, for pupils aged eleven to eighteen.
- 1.3 Since the previous inspection, the school has refurbished the senior library, the sports surface, created outdoor classrooms, a well-being centre and established common rooms for all year groups. In the prep school a new all-weather sports surface, an outdoor classroom for woodland learning and a new medical centre have been created.

### What the school seeks to do

- 1.4 The school is committed to individual excellence and encouraging girls to be creative, independent and ambitious in a caring and friendly environment.

### About the pupils

- 1.5 Pupils come from a diverse range of backgrounds and a wide geographical area around Southsea. Nationally standardised tests indicate that the ability profile of the prep school and senior school is above average and for the sixth form it is broadly average when compared to those taking the same tests nationally. The school has identified 103 pupils who have special educational needs and/or disabilities (SEND), which include slow processing and dyslexia, of whom 29 receive additional support. One pupil has an education, health and care plan. English is an additional language (EAL) for 49 pupils, of whom four require additional support. Pupils who have been identified as more able are offered appropriate extension activities and opportunities aligned to their abilities.

## 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 prep 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'.**

#### Key findings

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

- Pupils have outstanding communication skills; they listen attentively, write with flair and accuracy and are extremely confident and articulate speakers.
- Pupils' attitudes towards their learning are decidedly positive and their willingness to work collaboratively is outstanding.
- Pupils' attainment and progress from their starting points are excellent.
- Pupils have highly developed study skills; they analyse, synthesise and hypothesise data and material confidently from a very young age.
- Pupils' knowledge, skills and understanding develop to extremely high levels as they move through the school.

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

- Pupils at all levels have excellent levels of perseverance and resilience and respond to challenges with commitment and enthusiasm.
- Pupils, from the very youngest, are extremely confident decision-makers and value the many opportunities to develop these skills.
- Pupils have a deep understanding of the non-material, speaking with ease and insight about music, art and the beauty of their surroundings.
- Pupils have a strong commitment to helping others and make an outstanding contribution to the school through the many positions of responsibility in both sections of the school.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Further ensure pupils' progress and achievement by embedding a feedback approach across all subjects that clearly identifies targets for improvement.

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

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

3.5 Pupils develop outstanding communication skills, because they are constantly encouraged to voice their opinions in lessons, debates and public performances. Children in the EYFS demonstrated outstanding speaking skills in a woodland learning session when explaining seed-planting and talking



about the weather. In a science lesson in Year 2, pupils gave verbal feedback on their peers' work on plants that was both positive and corrective, well in advance of age-expectations. Pupils continue to build these skills, becoming highly articulate in expressing their ideas verbally. Their writing is fluent, well written for purpose, and applied successfully in all subjects. Leaders' and teachers' focus on reading results in strong comprehension skills. Pupils in Year 7 showed excellent reading, writing, speaking and listening skills when reviewing and analysing Shakespeare's sonnet '*Shall I compare thee to a summer's day?*', accurately describing the structure and poetic forms of sonnets. Pupils in Year 12 demonstrated excellent public-speaking skills when delivering their campaign speeches to become head girl. They had clearly prepared well for the event and used interesting strategies such as comparing themselves or their experiences metaphorically, for instance to being a rugby player or a Hollywood actor.

- 3.6 Pupils' knowledge, skills and understanding are extremely strong across all areas of learning. The high expectations of school leaders and strong subject knowledge and expertise of teaching, effectively challenges pupils from a very young age, to aim high. For instance, pupils in Year 6 displayed outstanding knowledge of pentameter and tetrameter when discussing an extract from *Macbeth* and pupils in Years 1 and 2 were encouraged to explore independently in their woodland learning session and demonstrated exceptional knowledge of wild flowers and birds. Appropriate challenge in lessons enables pupils of all abilities to maximise their progress. Pupils in Year 11 accurately recognised and characterised different types of textiles in design and technology (DT). They exhibited excellent knowledge of the properties of synthetic and non-woven textiles while assessing how they were made and their resultant impact on the environment. Pupils respond to verbal and written feedback that emphasise the need for them to self-reflect and review. However, work scrutiny revealed that marking strategies in the senior school are inconsistent and in interviews, pupils commented that they would value clear steps for improvement to be given in all subjects.
- 3.7 Pupils confidently use their excellent information and communication technology (ICT) skills to enhance their progress. Governors have invested in high-quality resources to support teachers and leaders in their endeavours to promote these skills with the result that coding and programming are embedded in the prep school ICT curriculum. Pupils demonstrate high levels of competency as a result. For example, pupils in Year 5 successfully coded their own games, showing an outstanding grasp of the software they were using. Senior pupils employ a range of ICT devices and techniques with expertise, enabling them to make strong progress. During GCSE computing pupils in Year 11 skilfully programmed several tasks such as the number of vowels in a word, using a computer programming language tool. In a music lesson, pupils in Year 8 displayed excellent skills to create Irish Jigs using a music software package. They composed and then adapted their compositions to devise different tempi, chords and choices of musical instruments to create differing moods.
- 3.8 Pupils including those with SEND, EAL and the more able make excellent progress from their starting points. Pupils' strong desire to succeed is supported by the high expectations of teachers, school leaders and governors who successfully fulfil the school aims to promote and strive for individual excellence. Nationally standardised test data, lesson observations and scrutiny of pupils' work, show attainment to be well above average in relation to national age-related expectations. Children in the EYFS make rapid progress from their various starting points, so that almost all reach the expected levels of development for their age by the end of Reception. In the years 2020 to 2022 results were consistently above or well-above national norms at GCSE and A level. Pupils are highly successful in accessing a wide range of higher education courses, often with highly competitive entry requirements. Cohesive leadership, high-quality teaching and a broad and exciting curriculum enhance and support learning along with highly effective assessment and tracking and swift intervention and support when required.
- 3.9 Pupils are excellent mathematicians, confidently developing numerical skills from an early age. Core numerical skills are strong in relation to age and are employed effectively across the curriculum. Secure mathematical skills are embedded as a result of well-planned, effective teaching which

successfully meets the needs of those with particular difficulties as well as providing challenge for the more able. Pupils in Year 11 made rapid progress when calculating the sizes of angles of a regular pentagon inside a regular octagon, working together seamlessly on the complex task. Having been shown a calculating method in verbal feedback, a number of pupils pointed out a simpler and equally accurate solution showing exceptional levels of confidence and ability as well as a very positive relationship with the teacher. In lessons observed and in scrutiny of pupils' work, higher-level reasoning skills were often employed to solve advanced mathematical problems across the curriculum. For instance, pupils in Year 6 used their mathematical ability to excellent effect in science, measuring and analysing data during experiments, such as when illustrating cress growth data in a line graph.

- 3.10 Pupils develop an excellent range of study skills, responding positively to tasks which promote independence of thought. They plan and organise their work effectively, read critically and reflect on the knowledge gained. Inspectors noted many examples of higher order thinking where pupils of all ages could evaluate and reflect upon information to predict outcomes and solve problems. They show great ability to research and synthesise information from a wide range of sources, hypothesising and drawing conclusions effectively. Source material, be it the use of texts in English across all age ranges or research resources used in geography or science, is analysed and synthesised to excellent effect. Pupils are consistently challenged to go out of their comfort zone. For instance, in their studies of the Tudors, pupils in Year 13 displayed excellent abilities when hypothesizing who was the most successful. They analysed each reign, identified success criteria and synthesized historical sources to bring the evidence back to the initial hypothesis. Pupils showed strong analytical skills when debating whether or not Mary I advanced women's rights in this country. The overwhelming majority of parents responded to the pre-inspection questionnaire agreed that the school equips their child with the research skills they need in later life.
- 3.11 Pupils achieve outstanding success in academic and other areas, due to the commitment of governors and leaders in providing a wide range of activities from the EYFS onwards. Pupils give high-quality performances in musical and drama productions, choirs, orchestras and smaller music groups. This was clearly seen in a rehearsal for a musical performed during the inspection. Many pupils gain Duke of Edinburgh's Award scheme gold, silver and bronze awards, Associated Board music and LAMDA drama qualifications each year. Pupils achieve significant success across a wide variety of sports, including boxing and sailing. Pupils respond enthusiastically to the high degree of personal choice that they are given to develop their wider interests and talents. As a result, pupils are able to compete at county or national level in rugby, cricket, sailing and netball. The horse-riding team came first in a National School Equestrian Association show jumping event. Pupils are encouraged to follow their passions and work to their strengths and thus successfully gain academic, art, music, drama and sports scholarships to the senior school.
- 3.12 Pupils' attitudes to learning are excellent. Pupils of all ages are highly engaged, enthusiastic and committed learners. In their enjoyment of learning, younger pupils fulfil the attributes identified in the prep school's learning wheel, *confident; courageous; committed and composed*. For example, in religious studies, pupils in Year 3 work effectively together on their Easter symbols poster, ensuring that everyone had a part to play. Senior pupils take initiative in their learning, work collaboratively and actively support one another with thoughtful advice. Pupils engage with enthusiasm in lessons and embrace working collaboratively, also demonstrating initiative and independence when working alone. In drama, groups of pupils in Year 7 successfully created characterisation tableaux based on *Romeo and Juliet*, showing great depth of understanding of Juliet's unwillingness to accept an arranged marriage. Their enthusiastic attitude was outstanding throughout, as well as their incisive peer-evaluation and constructive criticism of each other's work.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils develop outstanding levels of self-knowledge, confidence, self-discipline and resilience, so that by the time they leave they possess skills that prepare them extremely well for the next stage of their lives. Pupils' self-understanding builds as they progress through each section of the school, nurtured by excellent welfare and pastoral support. The governance and leadership are highly successful in fulfilling the school's aims to develop individual excellence and encourage pupils to be creative, independent and ambitious in a caring and friendly environment. Pupils of all ages demonstrate a highly developed understanding of how to improve their learning. They are keen to 'have a go', embracing opportunities to self-evaluate and self-correct when required. Children in the EYFS take responsibility for their learning in advance of age expectations. For example, pupils in reception use resources to show how they feel. Pupils are tenacious and persevere. In learning support, pupils in Year 10 developed their self-confidence and self-esteem rapidly when learning new strategies to help them with their revision schedules such as mind maps and cue cards, showing great determination and resilience when faced with seemingly onerous amounts of revision work to undertake. In response to the questionnaire, the overwhelming majority of parents agreed that the school helps their children to be confident and independent.
- 3.15 Responding to the ethos of the school to promote individuality, pupils exhibit a heightened capacity to make informed decisions in a wide range of situations that help them to develop their personal interests and aspirations. They learn from the early years onwards that the decisions they make play a part in moulding their future success and wellbeing. Highly developed collective decision-making is evident throughout the school, exemplified by the pupils' ability to set and drive the agenda for clubs and activities. Pupils are encouraged to make their own learning choices. In geography, pupils in Year 5 were given free choice over how to present their comparative work. This was a key contributor in enabling the pupils to make the most of their learning experience. Senior school pupils value the extensive support offered by the school in helping them to choose subjects that suit their talents rather than choices aimed at a particular career or profession. Pupils are keen to express their views through the school council and head girl teams, seeing them as effective mechanisms for affecting changes on matters of importance to them, including recently on food choices and uniform. Pupils effectively make decisions about the charities they support and the eco-action plan, demonstrating their competency in the process. In a discussion, pupils in Year 7 debated maturely and sensibly how to decide who to vote for in the head girl hustings. They identified key public-speaking attributes such as speaking clearly, being confident, passionate, enthusiastic and well-prepared.
- 3.16 Pupils have a sensitive awareness of the non-material aspects that enrich life. In the prep school, the pupils demonstrate an excellent spiritual awareness, via an appreciation of the wider world garnered from the explorers' curriculum and assemblies. Younger pupils demonstrated a high appreciation of non-material aspects of life when they spoke of planting wildflower seeds to 'make the school look beautiful and smell nice'. In religious studies, pupils in Year 3 discussed the hope inherent in the Easter symbols, and their significance, with insight and sensitivity. In interviews art was mentioned by pupils as a subject through which their appreciation of beauty and wonder was nurtured. Pupils in Year 1 and 2 showed a genuine sense of awe when exploring nature in the woodland area and older pupils commented that they enjoyed the opportunities to appreciate the sea and beach during their weekly *mindful meanders* along the nearby shore. In interviews senior pupils showed great depth of understanding of the non-material, commenting that 'what is beautiful is different for everyone – beauty is in the eye of the beholder'. They explained that running assemblies about their own religion had enabled them to appreciate the spirituality invoked by their practices. Pupils discussed with insight their appreciation of the high-quality artistic displays around the school and in interviews many pupils of all ages commented on how much they valued performing in drama and in the wide range of music groups, choirs and orchestras.

- 3.17 Pupils have a mature understanding of right and wrong and, for the most part, their behaviour is excellent. They show compassion and respect for their teachers and peers, feeling that they can air their own opinions about moral issues, and that they are listened to. This capacity to distinguish right from wrong and to self-regulate behaviour builds steadily as pupils proceed through the prep and senior schools. This was evidenced in observations of the pupils in lessons and as they travelled around school, as well as in conversations with pupils, who all referenced that kindness was the backbone of their school discipline. Pupils give convincing reasons for the values they espouse and respond with cogent arguments in debates and discussions, for example in lessons and pupil meetings. They display a strong moral compass and an internalised set of values and objectives that guide them with regard to ethical behaviour and decision-making.
- 3.18 Pupils' collaboration with each other, and their teachers, is outstanding. Pupils are highly socially aware and readily offer assistance to anyone who needs it, for instance, stepping in to help visitors understand the procedure for clearing away dishes in lunch. Pupils are highly effective when working together across year groups such as in the mixed-age musical ensemble. During discussions with pupils in Year 6, it became clear that they feel that working collaboratively increases their understanding and their confidence. Pupils are keen and willing to work together and seamlessly move from independent work to group work. Older pupils willingly act as 'big sisters' and spend time within the prep school reading with younger pupils or supporting extra-curricular activities. In their responses to the pre-inspection questionnaires, almost all parents agreed that the school helps their child to develop strong teamwork and social skills.
- 3.19 Pupils make an outstanding contribution to the school community and to the lives of others beyond school. Older juniors show their commitment by actively offering their time at breaks and lunchtimes to help in the EYFS. Those with prefect responsibilities in this area take their role very seriously. Pupils naturally develop strong leadership skills through their commitment to running numerous activities such as charity week. Pupils have a well-developed understanding of how they can contribute to others in the school community, particularly as prefects, as food reps, via the school council and as eco and wellbeing ambassadors. Pupils are fully involved in the school's charity endeavours and have an excellent understanding of how they can help others. They plan and run many events themselves. Recently, the Head Girl team, plus others in Year 6, held a fundraising day for Ukrainian children. Pupils choose where they will work for the volunteering element of their Duke of Edinburgh Award, including supporting the wellbeing of animals by knitting blankets for a RSPCA centre, supporting children with special needs in their day-to-day activities and writing postcards for a care home linked to their Duke of Edinburgh Bronze Award.
- 3.20 Pupils are highly respectful and tolerant, valuing the diversity within their school community and in society in general. Displays of pupils' work around the school depict a wide variety of cultures and traditions. Pupils welcome and support everyone, whatever their culture or background, and form highly positive relationships. Pupils demonstrate an excellent understanding of the learning needs of others and a heightened awareness of gender, race and cultural issues, through assemblies, personal, social and health education (PSHE) lessons and school's recent neurodiversity week. It was clear in discussions with pupils that they not only respect cultural and individual differences but also celebrate them. Recently pupils in Year 13 led an assembly on Ramadan and supportive question sheets were used to enhance understanding of each other.
- 3.21 Pupils have a mature appreciation about how to stay safe and physically and mentally healthy, particularly in terms of diet, exercise and a balanced life-style. Pupils feel cared for, well-prepared for life, and understand how to keep themselves safe in many difference contexts, including online. Pupils in Year 3 clearly understood the value of cardiovascular endurance to their personal fitness during a PE lesson. The school recognises the impact of mental health and stress on pupils and the newly created dedicated pastoral wellbeing centre offers opportunities for pupils to drop in or take part in workshops to improve their wellbeing. Sixth-form wellbeing ambassadors are trained to work with the clinical team to support all pupils. This was strongly emphasised in discussions with the pupils, who

spoke with enthusiasm about how well they are supported and advised by the school and their teachers. The vast majority of parents responding to the questionnaires agreed that the school encourages their child to adopt a healthy lifestyle.

## 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 the chair of governors and a member of the proprietorial board. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended house and form meetings and 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 Loraine Cavanagh	Reporting inspector
Mrs Joan Storey	Compliance team inspector (Former head, GSA school)
Mr Carl Rycroft	Team inspector (Head, IAPS school)
Mr Michael Taylor	Team inspector (Head, ISA school)
Mr David Williams	Team inspector (Former director of estates and compliance, IAPS school)