



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance and Educational Quality Inspection Reports**

**Queen's Gate School**

**November 2021**

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## School's Details

<b>School</b>	Queen's Gate School			
<b>DfE number</b>	207/6026			
<b>Registered charity number</b>	312724			
<b>Address</b>	Queen's Gate School 133 Queen's Gate Kensington London SW7 5LE			
<b>Telephone number</b>	020 758 93587			
<b>Email address</b>	registrar@queensgate.org.uk			
<b>Principal</b>	Mrs Rosalynd Kamaryc			
<b>Chair of governors</b>	Mr Michael Cumming			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	498			
	<b>EYFS</b>	11	<b>Juniors</b>	102
	<b>Seniors</b>	318	<b>Sixth Form</b>	67
<b>Inspection dates</b>	16 to 19 November 2021			

## 1. Background Information

### About the school

- 1.1 Queen's Gate School, founded in 1891, is an independent day school for female pupils. The school is a charitable trust, and its work is overseen by a board of governors. The school occupies five Victorian buildings in Queen's Gate, which have been adapted for school use. Its junior section includes a Reception class, and the senior section incorporates the sixth form.
- 1.2 Since the previous inspection, the school has created an additional governors' sub-committee to focus on compliance and has expanded the senior management team to include a director of curriculum and a director of sixth form and outreach.
- 1.3 During the period March to August 2020, the school was closed except for some pupils in the junior school, Year 10 and Year 12 in June and July. During this period of closure, the school provided remote learning materials for all pupils.
- 1.4 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.
- 1.5 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.
- 1.6 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.7 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre- and teacher-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school's mission is to offer an education for life in a stimulating environment where sound values and individuality are nurtured within a supportive atmosphere.

### About the pupils

- 1.10 Pupils come from families with a range of professional and other backgrounds. Nationally standardised test data provided by the school indicate that the ability of the pupils in the junior and senior schools is above the national average. The school has identified 96 pupils with special educational needs which include dyslexia and dyspraxia, 19 of whom receive additional support. No pupil in the school has an education, health and care plan (EHCP). In a multi-cultural school community in which many pupils speak languages other than English as a first language, 11 pupils receive support in English as an additional language (EAL) from a specialist teacher. More able pupils are identified departmentally using standardised data and are supported by an extended curriculum.

## 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, 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 REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

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

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

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

**COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.**

## 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Preliminary	Reception
Transition	Year 1
IB	Year 2
IA	Year 3
IIB	Year 4
IIA	Year 5
III Form	Year 6
Remove	Year 7
Lower IV	Year 8
Form IV	Year 9
Form V	Year 10
Upper V	Year 11
Lower VI	Year 12
Upper VI	Year 13

#### Key findings

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

- Pupils achieve excellent A-level and GCSE results and make strong progress.
- Pupils in the junior school make excellent progress, and their academic performance is consistently of the highest quality.
- Pupils achieve particularly well in extra-curricular activities such as sport, especially in fencing, debating and essay writing.

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

- The behaviour of the pupils is excellent; they are articulate, confident and courteous.



- Pupils develop a mature self-confidence which strengthens the strong relationships between pupils and teachers and helps to create a cohesive culture and sense of community.
- Pupils make an excellent contribution to the school community by fulfilling roles as mentors, subject ambassadors and school leaders.
- Pupils make extensive contributions to the wider community through charitable volunteering and community involvement.

## Recommendations

- 3.3 In the context of the excellent outcomes, the school might consider making the following improvements:
- Ensure pupils have a clear idea of what they need to do in order to improve their work by providing more detailed guidance when marking pupils' work in line with the examples of good practice seen.
  - Improve pupils' ICT skills by ensuring there are sufficient opportunities for pupils to develop and apply these skills consistently across the curriculum.

## 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 achieve highly across the wide range of academic and extra-curricular opportunities available to them. In Reception, children make excellent progress in relation to their age and development. By the end of Reception, most are exceeding their Early Learning Goals. Pupils in the junior school perform strongly in 11-plus consortium examinations as well as examinations for other London day schools and boarding schools; they regularly win places at other leading schools and are offered scholarships, though many choose to stay on to Queen's Gate senior school.
- 3.6 Pupils' attainment at A level has consistently been excellent in relation to national trends during the years 2018–2019, with 54 per cent of grades awarded at A\* or A in 2019. The centre-assessed grades in 2020 and teacher-assessed grades in 2021 show results that are consistent with this attainment. Pupils' attainment in GCSE examinations reflects a similar picture with almost 75 per cent of GCSE grades awarded at A or A\* in the years 2018 to 2019; centre-assessed grades in 2020 and teacher-assessed grades in 2021 show results consistent with this attainment. On average, pupils achieve a grade higher in their A-level and GCSE subjects than the grade that intake scores would have predicted. Almost all pupils go on to higher education, with most securing places at their first-choice university.
- 3.7 Data provided by the school indicate that pupils of all abilities make excellent progress from entry to A level. Standardised test scores across the school show notable improvements in both English and mathematics, with EAL and SEND pupils making similar progress to their peers. Attainment is promoted by teachers who set clear learning objectives and use a range of well-produced and varied resources to teach with pace and energy. This is consistently the case in the junior school. In lessons observed during the inspection, pupils were engaged, contributed to their own learning with enthusiasm, and embraced the opportunities to work collaboratively. Pupils make determined efforts to succeed, but do not always have a clear understanding of what they need to do to improve. Some teaching provides pupils with detailed comments on their work and targets for improvement but, in other cases, the marking of pupils' work provides them with little guidance on what needs to improve. In their responses to the questionnaires, a small number of parents and pupils commented that the marking of homework is an area for improvement.

- 3.8 High levels of attainment are seen in an extensive range of extra-curricular activities, with pupils achieving extremely highly in sports such as tennis, netball, rowing and especially in fencing, where some pupils have participated at international level. A small number of parents commented that the school could provide more opportunities for pupils in art, music and drama. However, the inspection found that pupils achieve excellent results in music, speech and drama examinations and some have been invited to join the National Youth Theatre and National Youth Orchestra. Many pupils achieve well in The Duke of Edinburgh's Award scheme, and in competitions such as the UK Maths Challenge, Physics, Chemistry and Biology Olympiads and the Model United Nations. Queen's Gate pupils achieved best delegate and best speaker at a recent regional MUN conference.
- 3.9 Pupils' achievement is enhanced by many teachers who give generously of their time outside formal lessons to provide extra support through Saturday morning sessions, revision lessons and clinics. Carefully planned meetings with parents, which focus on pupils' progress against expected achievement, support pupils in helping to identify appropriate interventions and targets. The size of the school means that senior teachers know the pupils well, and pupils' progress is further developed by a careful analysis of their assessment data.
- 3.10 By Year 13, pupils have developed good, often excellent, knowledge, skills and understanding through supplementary study skills, and opportunities beyond the taught curriculum such as the Foundation and Extended Project Qualifications. This rich offer of opportunity is strengthened by the warm relationships between pupils and teachers. A large majority of parents noted that pupils' knowledge, skills and understanding have developed well across a range of subjects since September 2020. This has been because of imaginative and well-focused tasks on the school's remote learning platform during lockdowns due to COVID-19, enabled through effective training and guidance for staff by the school's leadership and management and a careful readjustment of the school day to allow for screen breaks.
- 3.11 Pupils' oral and written communication skills are highly developed. In discussions with inspectors, pupils were articulate and enthusiastic about their school. Pupils, particularly in older year groups, are regularly asked to present in lessons as well as to lead form assemblies, and activities such as debating and peer mentoring supplement the development of communication skills and help to develop self-confidence. The modern languages department, which helps to promote the celebration of the multi-cultural nature of the school, further develops pupils' often sophisticated communication skills.
- 3.12 Pupils in the junior school demonstrate a strong understanding of numeracy. They have a secure grasp of mathematical skills and show particular strength in number work. Senior school pupils apply relevant mathematical skills such as constructing graphs and data-handling in history and geography with great adeptness, and they skilfully apply these skills across the curriculum through projects such as the Foundation and Extended Project Qualifications. Focused support helps to ensure pupils with SEND develop their numeracy and mathematical skills in the same way. Pupils' results in mathematics at A level and GCSE are strong.
- 3.13 Pupils in the junior school are competent in their use of basic ICT in lessons. They are able to research effectively and use software to produce written work and presentations. Junior school pupils develop coding and programming skills but currently have little opportunity to apply more advanced skills in their lessons. Pupils' ICT skills, seen in the extended projects they submitted, are good, but in the senior school there is an inconsistent approach to the use of ICT, and discussions with pupils suggest that the main use of the school's virtual learning platform is at home, should the pupil want to access digital resources. In discussion groups and questionnaires, pupils commented that there were insufficient opportunities to use ICT in lessons.
- 3.14 Independent study skills are strongly developed in the school, and pupils show a real determination to succeed. In the junior school pupils have good study skills. Pupils demonstrate that they can hypothesise in straightforward situations and are good at analysing data. Pupils are encouraged to express their opinions and discuss, question and debate with confidence. In a religious studies lesson

in Year 10, for example, pupils were animated in a discussion about the nature of heaven and hell and questioned the nature of a loving God. In the senior school, there is a strong focus on the development of study skills, which are developed as part of the Year 7 curriculum. Peer mentoring, through which younger pupils benefit from the advice and coaching of older girls, helps to develop these study skills, and departmental strategies, such as individual target setting in English, contribute to the promotion of strong study habits. Above all, the many opportunities for extended research, such as 'The Queen's Gate Challenge', which offer pupils the opportunity to engage in their own research and develop presentation skills, help to develop excellent study habits. Pupils engage with these opportunities with enthusiasm. They are willing and successful participants in essay and debating competitions and annual enrichment challenges, such as a cross-curricular topic on the theme of change for pupils in Year 8.

- 3.15 Pupils' attitudes to learning in the junior school are of the highest quality. It is evident that pupils take pride in their work and in their school. In class, especially in the junior school, they listen well, are fully engaged and apply themselves in a conscientious manner. They enjoy opportunities to work together but also respond well when asked to work individually. Evidence from formal and informal observations, as well as discussions with pupils and staff, indicates that most pupils in the senior school have an excellent attitude towards school life and their own learning. The proximity of the school to London's museums and the opportunities this affords pupils to directly experience exhibitions of such high quality greatly contributes to the development of positive attitudes and a love of learning.

### **The quality of the pupils' personal development**

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils are self-confident and independent. Senior pupil school leaders could articulate with enthusiasm their enjoyment of, and loyalty to, the school, and this positive view was shared by the vast majority of pupils. This is because the school's culture of strong pastoral care, through which pupils' progress and well-being are carefully monitored, means that pupils are well-known by their teachers and are given time to develop and express themselves. In response to the questionnaire, most pupils agreed that their teachers are supportive. Pupils were able to reflect on their strengths, consider areas for improvement and were supportive of one another in achieving their individual and collective goals. This is recognised by parents, most of whom agree that the school helps their children to be confident and independent. This sense of independence is strengthened by the many forms of extended project work and competitions in which the school encourages pupils to participate. Junior school pupils giving tours to prospective families showed very high levels of confidence and pride in their school. They were highly positive about the opportunities available and were welcoming to visitors.
- 3.18 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their later life. In Reception, children develop curiosity and choose the direction of their own learning and play. Pupils in the senior school were keen to inform inspectors that they had decided to campaign, with success, to be allowed to wear trousers; a first in the 130-year history of the school. Decision making by pupils was strong when pupils made their own choices about how they might contribute to the wider life of the school such as in their choices of which charities to support or in volunteering to mentor younger pupils. Pupils are very involved in independent projects and understand very well the importance of their choices on their future career choices and success.
- 3.19 Pupils in the junior school appreciate the non-material aspects of life and were filled with wonder and excitement to see the newly hatched chicks growing during the inspection. Pupils can give convincing reasons for the beliefs they espouse and enjoy responding with enthusiastic arguments in debates and discussions. Pupils in the senior school develop a good understanding of the spiritual dimension of life through compulsory religious studies lessons in Years 7, 8 and 9, as well as through assemblies which celebrate different cultures and religious festivals. The strong understanding of this spiritual

dimension shown by pupils is promoted through an assembly programme which focuses on values and which promotes opportunities for reflection and helps to create a shared sense of awe and wonder. A sixth-form assembly observed during inspection asked pupils to reflect on friendship and kindness and to think about the importance of the non-material benefits the community enjoys. Pupils visit the local church for a variety of services at Christmas, Remembrance Day and special occasions, such as the school's 130<sup>th</sup> anniversary, and these opportunities strengthen both the sense of community and a deep awareness in pupils of their place in the world.

- 3.20 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, which pupils and parents recognise in their overwhelmingly positive questionnaire responses on behaviour. Pupils and parents value the 'wider world' and 'Albertopolis' talks which give pupils opportunities to explore and question the strong values they hold and which contribute to a strong sense of belonging. Pupils appreciate that this sense of community, in which respectful relationships are central, is very much driven by the vision, values and care of the principal and her strong leadership and management team. Pupils' excellent behaviour is seen in lessons, and teachers help to reinforce moral understanding in many subjects. For example, in a drama lesson in Year 10, pupils were helped to develop empathy and understanding in a discussion on the plight of a mother giving away her child during their rehearsal of *Blood Brothers*. Junior school pupils' interactions with peers and staff are excellent.
- 3.21 Pupils in the junior school have an excellent level of social awareness. The values of kindness, community and respect are evident in children's interactions, and the school clearly fulfils its stated aim to offer an education where sound values and individuality are nurtured. Pupils engage sensibly and productively in group activities. Observations of lessons, of pupils' informal time around the school, and in their clubs and societies, as well as pupil interviews, all indicate that there is a highly collegiate, supportive and close-knit school culture. Pupils show excellent levels of awareness of each other and those less fortunate than themselves. When given the opportunity to do so in class, they work very effectively and respectfully with each other. For example, pupils in Year 5 demonstrated excellent collaboration skills during a netball lesson; the carousel had five stations but only two teachers and so the pupils often had to solve problems, disagreements and some confusion independently. They were very supportive of each other, took turns and gave feedback without prompting from the teacher. Senior school pupils exhibit similarly excellent levels of social awareness and greatly enjoy the social opportunities that the school affords. Pupils work very well together to organise events or to find solutions to issues, for example in the school council, outreach, charitable events and enterprise and in making harvest boxes and organising class Christmas decorations.
- 3.22 Pupils make a very positive contribution to the school by taking on roles of responsibility, which they relish and perform with great energy. The school provides many opportunities for such leadership roles for older pupils in both the junior and the senior schools through the school council, schemes for subject ambassadors, peer mentors, prefects and captains and as tour guides for parents of prospective pupils. These roles equip pupils with a sense of self-worth and an understanding of the need to support others. Pupils' active support for charities, such as weekly help at the local foodbank and the cake sale for Children in Need that took place during the inspection, increases pupils' awareness of their place in the wider world. Inspectors observed an excellent A-level subjects fair which was entirely run by sixth-form pupils for the benefit of pupils in Year 11 who were considering their future option choices.
- 3.23 Pupils are very conscious of, and greatly appreciate the richness of the school's multi-cultural community, and this is enhanced by the school's geographical location in the heart of the city. This supports a very strong foundation for a culture which clearly respects and values diversity. Pupils in the junior school demonstrate tolerance for others and a good understanding of the importance of diversity. Pupils show a high level of respect for each other and their teachers and mix easily with children from a range of backgrounds. Pupils develop high levels of facility in the many and diverse foreign languages which are studied and highly valued. The small size and supportive atmosphere of

the school community foster a culture of mutual respect, and this is supported through the celebration of different cultures and religious festivals in the assembly programme, reflecting the school's international ethos. It is clear that pupils are inclusive of those from backgrounds different to their own, mixing readily with pupils of other nationalities, backgrounds and beliefs. This is a significant strength of the school and is embedded in its culture.

- 3.24 A vast majority of pupils agree that they understand how to stay safe online, and pupils demonstrated that they have a good understanding of how to stay safe and keep healthy. They understand the importance of a balanced life, and the school curriculum and ethos reflect and promote this. Leadership and management support a strong awareness of how to stay safe by the provision of talks on healthy eating and mental well-being, and by using external speakers on 'pastoral days', although discussions with pupils in Years 9 to 11 indicate that they would like topics to be covered in greater depth. Pupil questionnaire responses indicate that most pupils know that they can speak to an adult if they are worried about something, although not all pupils could identify the school's safeguarding lead.

## 4. Inspection Evidence

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

### Inspectors

Mr Michael Goodwin	Reporting inspector
Mrs Julie Lowe	Accompanying inspector
Mr Andrew Webster	Compliance team inspector (Head, ISA school)
Mr Lawrence Coen	Team inspector (Head, ISA school)
Mr James Dahl	Team inspector (Head, HMC school)
Mr Mark Hammond	Team inspector (Head, HMC school)