

Focused Compliance and Educational Quality Inspection Reports

The Grange School

December 2019



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School's Details

School	The Grange School			
DfE number	896/6005			
Registered charity number	525918			
Address	The Grange School Bradburns Lane Hartford Northwich CW8 1LU			
Telephone number	01606 539039			
Email address	office@grange.co.uk			
Headteacher	Mrs Debbie Leonard			
Chair of governors	Mrs Karen Williams			
Age range	4 to 18			
Number of pupils on roll	1167			
	EYFS	39	Juniors	387
	Seniors	582	Sixth Form	159
Inspection dates	3 to 5 December 2019			

1. Background Information

About the school

- 1.1 The Grange School is a co-educational day school for pupils aged between 4 and 18 years. Founded in 1933, the school expanded in 1978 with the addition of a senior school. The school is managed by a board of governors, of whom a number are required to be parents.
- 1.2 The Early Years Foundation Stage (EYFS) and the junior school are located together, half a mile away from the senior school.
- 1.3 Since the previous inspection, the school has built a new sports centre, created an additional science laboratory and extended the information and communication technology (ICT) provision across the school.

What the school seeks to do

- 1.4 The school aims to create a learning environment where pupils develop confidence, respect and a desire to achieve the highest personal and academic standards.

About the pupils

- 1.5 The pupils come from families representing a range of professional and business backgrounds, with a large majority from white British families alongside a small minority from other ethnic groups. Nationally standardised test data provided by the school indicate that the ability of the pupils in all parts of the school and the sixth form is above average. The school has identified 162 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, and of these 42 receive specialist help. No pupils in the school have an education, health and care plan. English is an additional language for 37 pupils, whose needs are supported by their classroom teachers. The school modifies the curriculum for pupils identified as being the most able in the school's population, and for other pupils because of their special talent in drama, art, sport and music.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; 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 full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 In the junior school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 At GCSE in the years 2016 to 2018, performance has been well above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2016 to 2018 have been above the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

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

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

3. Educational Quality Inspection

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

Key findings

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

- Pupils demonstrate exemplary attitudes to learning: they work collaboratively and independently with purpose and commitment.
- Pupils of all ages demonstrate excellent communication skills, articulating challenging concepts with confidence and listening to each other with respect.
- Pupils have excellent information and communication technology (ICT) skills, employing them effectively to promote their learning.
- Pupils achieve highly in a wide range of academic and other areas such as sports, the creative arts and outdoor pursuits.

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

- Pupils of all ages have high levels of self-esteem and self-confidence: they approach challenge with resilience and a determination to succeed.
- Pupils display outstanding social skills, contributing to their school community with vigour and demonstrating high levels of commitment to social outreach.
- Pupils' moral understanding is well developed: they understand how their decisions affect those around them and their own futures.
- Pupils are respectful and supportive of each other, actively working together to ensure their school community is one of harmony and tolerance.

Recommendation

3.3 In view of the excellent outcomes, the school may wish to consider:

- enabling pupils of all ages to take responsibility for their own learning through greater intellectual challenge in the classroom.

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 of all ages respond extremely well to the school's ethos of academic challenge with a determination to succeed in all they do. They approach their learning with a sense of purpose and a genuine desire to extend their understanding. In keeping with the school's mantra of 'Live your Education', pupils work with enthusiasm, focus and commitment, making the most of the educational experience offered by their school. Supported by creative and resourceful teaching, pupils develop a strong foundation of knowledge and skills which they apply effectively and confidently to extend their understanding. The atmosphere in a senior biology lesson, for example, was electric as pupils applied their skills in a mock 'bush tucker trial', first catching their own live crickets and then observing them under a microscope to uncover the facts about insect gas exchange. Young pupils in the junior school demonstrated an excellent grasp of the niceties of debate as they considered arguments for and against banning television, first in group work, then in oral presentations and finally as individual written work.

3.6 As independent learners, pupils of all ages make rapid progress. In Reception, children demonstrated their independence as they collected their own coats and bags, tidied up and sat for carpet time without fuss. Junior school pupils demonstrated high levels of independent learning in a coding lesson, showing significant resilience and determination to solve problems. Senior pupils tackle a wide range of extended essay projects effectively, relying on high-quality independent research to validate their

chosen topics. Pupils of all ages understand the importance of taking responsibility for their learning and are eager to achieve high personal standards. They respond enthusiastically to the challenges set for them but make less progress in the few lessons where there is a lower intellectual expectation and opportunities for independent learning are more limited. Pupils excel in collaborative tasks, routinely supporting each other as was seen in a drama lesson when young pupils in the senior school worked sensibly together to create an excellent recreation of a television crime programme. In a German lesson, older pupils discussing social issues displayed maturity and confidence as they worked together to prepare an oral response. Junior pupils demonstrated a positive group dynamic as they collaborated to investigate the properties of magnetism.

- 3.7 From Reception to the sixth form, pupils have extremely well-developed communication skills. They are confident speakers and enjoy expressing themselves verbally as when the youngest children in the school compiled their own attendance registers and proceeded to read them out, happily mimicking their teachers. During a lunchtime library activity, pupils in Year 6 read books to younger children using excellent communication techniques to engage their interest. Sixth-form pupils spoke with confidence as they discussed scenarios of market failure, debating toothpaste tax and the effect of house building on flood plains. In an English lesson, pupils in the senior school used highly technical language with aplomb as they dissected Shakespeare's portrayal of Lady Macbeth through textual devices. Pupils of all ages listen to their teachers and to each other with respect and appreciation. They understand the benefits of careful listening as explained by a group of pupils in Year 8 who believe passionately that listening can change the way they think about a subject and help them understand something they did not before. Pupils respect each other's views, demonstrating an understanding of how personal beliefs are important and may vary, as was seen in a religious studies lesson when pupils discussed polyamorous relationships with sensitivity. Pupils read and write with fluency and maturity of style: senior pupils wrote eloquently about their feelings on the subject of life after death, referencing examples to support their conclusions. Younger pupils displayed an excellent level of competence as they incorporated similes, metaphors and personification into their poetry work on the journey of a tree through the seasons. In both junior and senior schools, pupils offer supportive and helpful assessment of each other's work, and in doing so, develop their own learning and that of others.
- 3.8 Throughout the school, pupils apply their excellent mathematical knowledge, skills and understanding competently across the curriculum. Pupils in chemistry, for example, created solubility curves for copper sulphate and calculated atomic masses with accuracy. Budgeting occupies pupils preparing for university, and they competently assessed differences between potential outgoings and income, determined to remain financially solvent. In the junior school, pupils measured accurately to investigate extension of elastic bands as weights are added, making sensible predictions and averaging out readings to produce accurate data. Pupils of all ages and abilities are highly effective at numerical calculation. Tackling the topic of inequalities, pupils made excellent progress through the provision of differentiated activities. Young senior school pupils enthusiastically described applying their numerical skills to double up quantities to produce more cookies while junior school pupils demonstrated a good understanding of doubling and halving sweets in an exercise about sharing. Pupils are highly competent in their use of data, analysing and making conclusions with confidence, demonstrating an ability to think outside the box as they make intuitive short cuts to exclude redundant data.
- 3.9 Pupils are highly competent users of ICT, employing their skills to support and extend their learning in an environment where ICT is well embedded. Throughout the school, pupils apply their technical skills with confidence and creativity across the curriculum as was seen in the imaginative display of photographs in the junior school where pupils had competently captured a wide range of images using electronic devices. In a design and technology lesson, junior pupils used technology effectively to create individual plastic throwing discs. Older pupils confidently navigated between programmes as they prepared a graphics project for the Natural History Museum insect display, finally constructing their 3D models using wire. In textiles, pupils adeptly use a range of software to develop individual designs. Pupils of all ages use language laboratories effectively to develop their oral skills and musicians compose and record electronically with verve. ICT is thoroughly embedded in all subjects:

there is a well-resourced culture of using ICT to extend learning and pupils find online marking helpful in promoting their learning. Pupils use technology sensibly and understand the need to evaluate information available on the internet carefully. Digital leaders in Years 8 and 9 have excellent understanding of online safety having had training from the Cheshire police force and disseminate this to peers at school and to parents.

- 3.10 Pupils of all abilities achieve highly across a range of subjects. Performance in both GCSE and A-level examinations remains consistently high overall. Results at GCSE remain well above national averages and, in their A-level examinations, more than half the candidates achieve A* and A grades. Pupils with SEND and EAL make consistently rapid progress with many exceeding expectations. The excellent progress made by pupils of all ages is supported effectively by the school's rigorous data collection and monitoring procedures. Rigorous monitoring of teaching and learning by governors and senior managers, combined with the provision of high-quality resources has resulted in the continued progress of all pupils. In their responses to the pre-inspection questionnaires, an overwhelming majority of parents and pupils agreed that teaching enables pupils to make progress. In discussions, pupils were highly appreciative of the support they receive from their teachers in the classroom and through the extensive enrichment programme.
- 3.11 Pupils' academic and other achievements are excellent. Pupils of all ages have gained notable successes at regional and national level in mathematic and science Olympiads. Sports teams consistently achieve success at regional and national level in football, hockey, netball, rugby and rowing, with a number of pupils selected to represent England at international level, encouraged by the sporting ethos of the school. Pupils delight in the creative arts, supported by the plethora of opportunities offered by the school. Their art is exhibited annually. Pupils develop a range of skills and experiences of all aspects of theatre through the many school productions throughout the year and participate enthusiastically in the house drama competitions. They are high achievers in public speech and drama examinations with almost all candidates achieving a merit or distinction in 2018. Pupils gain musical skills through participation in choirs, orchestras, bands and music ensembles. Over half of the candidates in recent public examinations achieved at merit and distinction levels. Supported by the strong musical tradition of the school, pupils have gained entry into the Cheshire Youth Orchestra, the Vale Royal Concert Band, the Halle Youth Choir and Orchestra, and the National Youth Music Ensembles, choral and orchestral.
- 3.12 Pupils are zealous in their learning and display excellent study skills, responding to academic challenge with determination to succeed. The curriculum offers a broad range of challenge and opportunity, and the vast majority of parents and most pupils are satisfied with the number and variety of subjects offered. Supported by the classroom ethos of learning from mistakes and the exciting enrichment programme, pupils approach difficult problems with confidence, resilience and a 'can do' attitude. Pupils of all ages employ higher-order thinking skills competently: they are able to analyse, synthesise information and draw up valid hypotheses, evaluating arguments to support their understanding. Junior school pupils, for example, used chromatography to make informed predictions and carry out a forensic investigation to discover who murdered the ringmaster. Sixth-form pupils demonstrated their ability to evaluate and synthesise competently as they proposed and justified a suitable government policy response. In an English lesson, pupils applied analytical and evaluative skills as they researched new material to explore the portrayal of Shakespeare's Desdemona as a female archetype. Throughout the school, pupils demonstrate excellent levels of conceptual skill and enjoy opportunities for debate, competently analysing and proposing counter arguments with vigour and imagination.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils thrive as part of a community which actively seeks to develop the academic potential of its pupils and nurture their social awareness. The school's Latin motto, 'E Glante Robur' ('From an acorn,

an oak'), encapsulates the atmosphere of the school, where pupils are encouraged to acquire intellectual acumen and develop mature social skills. Pupils are proud of their school and undertake roles of responsibility with dedication, understanding the positive contribution this makes to their community and towards their own personal development. In physical, social, health and economic (PSHE) lessons, the youngest pupils explore ways to control their emotions, learning how to be a good friend and make others feel welcome. Others become buddies, acting as mentors and helping their contemporaries with wholehearted commitment. Senior pupils train to become peer supporters, approaching their roles sensitively and sensibly. Prefects work closely with senior managers to organise and run house competitions throughout the year. Elected form representatives attend school council meetings and are confident that their input is valued and acted upon by the school whenever possible. One recent innovation has been the introduction of trousers for females in the senior school. Supported by the strong pastoral system, pupils gain an appreciation of the spirit of community and the positive reward that comes from helping others.

- 3.15 Pupils are confident and self-aware. Through effective tutor mentoring, pupils develop a reflective approach towards their life in school. They manage their commitments successfully, understanding the need for a balanced lifestyle where academic and extra-curricular activities complement each other. Pupils know how to improve their academic performance: they are proud of their work and demonstrate resilience and a determination to promote their learning in response to the excellent teaching and pastoral guidance they receive. Within the classroom, pupils approach their tasks with perseverance, encouraged by the pervading 'can do' ethos. Younger pupils, for example, tackled a dance lesson with vigour and enthusiasm, trialling moves until they were satisfied with their performance. Pupils in Year 7 gained considerable understanding of how computers work by dismantling some and identifying key components. Outside the classroom, pupils gain an appreciation of the world around them and of their place within it through the school's extensive trips and visits programme. Transition arrangements allow junior pupils to feel comfortable about their move into the senior school. Older pupils are confident in their choices for GCSE because of the excellent quality of support they are given by their tutors. Sixth-form pupils feel very well prepared for the next step in their careers and are highly appreciative of the guidance provided by the school through the programme of visiting speakers, careers fairs and special breakfast events in addition to the help they receive from tutors and the careers department.
- 3.16 Every pupil responding to the questionnaire stated that they understand the behaviour which is expected of them by the school; most parents agree. Pupils of all ages reflect sensibly on the need for rules in order to maintain a calm and harmonious community. They demonstrate exemplary attitudes within the classroom, encouraged by the expectations of their teachers and their desire to learn and do well. In the junior school, for example, pupils actively reminded each other of what is appropriate behaviour in the laboratory, including the use of goggles to protect their eyes. They have a strong sense of what is right and wrong, understanding the class rules and working well within them and, as a result, enjoy fun-filled and purposeful lessons. Older pupils displayed mature insight as they wrote about the concept of morality in a religious studies lesson, while others in an English lesson, pondered the 'wrongness' of persuading a partner to act unlawfully. Pupils of all ages are well behaved and polite as they move between lessons or enjoy their breaks and lunchtimes. They respect each other as they queue for lunch, hold doors open for each other and are welcoming to visitors. Pupils are confident in their understanding of the need to take responsibility for their own actions, realising that their own behaviour can affect those around them.
- 3.17 Throughout the school community, pupils demonstrate a strong sense of spiritual awareness and a mature appreciation of the non-tangible aspects of life. Pupils in the junior school, for example, understand the importance of doing something they love and how listening to their choice of music can affect how they feel. They enjoy singing together and talk confidently about how music and singing can lift their mood. Older junior pupils showed strong spiritual understanding in a lesson about holy books, appreciating the reverence owed, in this instance, to the Koran. Older pupils explained the effects of colour where blue can often represent sadness or coldness versus the happier spectrum of

pinks and yellows. Responding to thoughtful, well-planned teaching, senior pupils are encouraged to consider why a text such as *Never Let Me Go* is able to create emotions of pity and empathy in the reader, further deepening their spiritual understanding. Young pupils considered some historical figures and reflected with maturity on the impact these had as they tried to make the world a better place. Sixth-form pupils explored intangible and spiritual themes through art and textiles as they researched symbolism within the annunciation, contrasting traditional interpretations with those depicted in cartoon or experimental styles.

- 3.18 Pupils are courteous, welcoming and friendly, celebrating cultural diversity with enthusiasm. In the interfaith week arranged by the school, pupils gained a wider knowledge of a range of faiths and beliefs. Pupils developed their understanding of difference further, through sensitively directed PSHE lessons where, for example, they collected a variety of different shoes to place under the kindness tree to illustrate difference. Pupils are eager to engage with each other through language, as was seen in a pupil-led Catalan session where pupils showed significant respect and appreciation for the home language. In a lunchtime activity, pupils were very positive in their responses to a new language, finding some expressions 'beautiful'. Individuals from different backgrounds feel valued and able to share their personal beliefs and traditions without censure. Younger pupils were able to talk about their own circumstances in an honest and open way without any sense of criticism from their contemporaries. Pupils of all ages demonstrate great respect for each other and for those who teach them, regarding differences as not important. They work together with a shared sense of purpose and celebrate each other's achievements with genuine gladness. Pupils gain a further insight into cultural differences across the wide variety of disciplines within the curriculum including modern foreign languages, the humanities, art and music. Most parents feel that the school treats their children fairly, regardless of their faith, gender or needs, with a similar proportion of parents and pupils indicating that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.19 Pupils demonstrate mature social awareness, embracing opportunities to contribute to their school community and to that of the wider world with wholehearted commitment. Junior pupils have led the new eco-committee to promote a clear air zone in the car park and greater recycling, achieving a bronze award and working towards the silver. Pupils in Year 5 take responsibility for organising events to raise money for charity with a very significant sum raised over the course of last year. Reception children learned about looking after others as they cared for their 'babies', feeding them and keeping them warm. They articulated the importance of caring for others who need help. Throughout the school, pupils contribute actively to the house competitions with sixth formers taking the lead. Sports leaders work towards qualification in sports leadership and visit three local schools to offer coaching to younger pupils. The Community Action group is highly effective, collecting food for local food banks, monitoring waste in school and encouraging the recycling of items such as plastic bottles. Pupils make Christmas cards of kindness, preparing them with thought and care, ready for delivery to the nearby residential home for older people. Links with a school in The Gambia have been strengthened as pupils raised money to build a new teaching block and went as a team to concrete floors, clear land and take donations of clothing, medical supplies and other needed items. Pupils are acutely aware of the needs of those less fortunate than themselves and demonstrate a genuine desire to help as they engage in projects to make the world a better place for everyone.
- 3.20 Pupils develop a clear understanding of how to keep themselves safe and healthy, supported by the strong PSHE programme, assemblies, tutor talks and visits from specialist speakers. Younger pupils competently explained the benefit of physical and mental well-being, displaying a jar of happiness and a jar of calm to illustrate their points. They know how to take any concerns to their teachers, confident of receiving help and support and believing that no-one should ever feel scared. Pupils engage fully with their mindfulness exercises, reporting how these help them when they feel cross, even at home. Safety monitors in Year 6 talk sensibly in class and assembly times about staying safe in the car park and on the roads. Senior pupils describe with understanding the need to protect oneself online. Pupils of all ages know the benefits of good nutrition and regular exercise, learning about this in their lessons and through assemblies. They understand the value of mental well-being and safeguarding, messages

which are reinforced through the school's Wellfest initiative which offers the opportunity for pupils to gain a deeper appreciation of how to look after oneself and others. They participate actively in a wide range of physical activities, are appreciative of the healthy options available in the school's dining room and of the provision of first aid and counselling should these be required. The overwhelming majority of parents feel that the school is effective in its safeguarding measures, and pupils value the care they receive from their teachers. Most parents in their responses, stated that they are satisfied with the way the school is governed, led and managed and believe that their children are actively encouraged to develop the skills they need for the future.

4. Inspection Evidence

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

Inspectors

Mrs Pamela Leech	Reporting inspector
Mrs Diane Gardiner	Deputy reporting inspector
Mr David Scott	Compliance and deputy reporting inspector
Mr Christopher Emmott	Team inspector (Executive head, ISA school)
Mrs Marina Gardiner Legge	Team inspector (Headmistress, GSA school)
Mrs Suzie Longstaff	Team inspector (Headmistress, HMC and GSA school)
Mrs Valerie Stewart	Team inspector (Assistant principal, ISA school)
Mr John Watson	Team inspector (Principal, HMC school)
Mrs Susan Woodroffe	Team inspector (Principal, HMC school)