



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Helen and St Katharine School

February 2022

Contents

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

School's Details

School	St Helen and St Katharine		
DfE number	931/6096		
Registered charity number	286892		
Address	St Helen and St Katharine Faringdon Road Abingdon Oxfordshire OX14 1BE		
Telephone number	01235 520173		
Email address	info@shsk.org.uk		
Headmistress	Mrs Rebecca Dougall		
Chair of governors	Mr Kevan Leggett		
Age range	9 to 18		
Number of pupils on roll	712		
		Juniors	40
	Seniors	500	Sixth form 172
Inspection dates	15 to 18 February 2022		

1. Background Information

About the school

- 1.1 St Helen and St Katharine is an independent day school. It is registered as a single-sex school for female pupils. The school operates in four sections: the junior school (Years 5 and 6); the lower school (Years 7 and 8); the middle school (Years 9 to 11); and the sixth form (Years 12 and 13). The school is a registered charity and is overseen by a board of trustees who constitute the governing body of the school. It was established in 1938 following the merger of two independent day and boarding schools. The school occupies a 22-acre site on the outskirts of Abingdon.
- 1.2 Since the previous inspection, the school has started building a new sixth-form centre which will be completed in autumn 2022. The curriculum has been developed to include computer science and the extended project qualification (EPQ), and there has been an increase in the use of technology throughout the school. The leadership roles of the school have been restructured and there has been significant development of partnership work.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided online remote learning provision 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 and 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-assessed and teacher-assessed grades were awarded.

What the school seeks to do

- 1.8 The school aims to enable every girl to discover and develop her own strengths, to develop the aspiration to achieve academically and beyond the classroom, and to gain the self-belief and confidence to equip them for life.

About the pupils

- 1.9 Nationally standardised scores show that the ability profile of St Helen and St Katharine pupils is well above the national average. The school has identified 93 pupils as having special educational needs and/or disabilities (SEND), which include cognition and learning difficulties, all of whom receive additional specialist help. There is one pupil with an education, health and care (EHC) plan. English is an additional language (EAL) for nine pupils, whose needs are supported by their classroom teachers. Academic departments identify approximately a tenth of the pupils in each year group from the cohorts they teach as being the more able in their subjects. They challenge them through extension activities, supra-curricular and extra-curricular activities.

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. 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](#).

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

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

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

PART 3 – Welfare, health and safety of pupils

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

PART 4 – Suitability of staff, supply staff, and proprietor.

- 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 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.

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils have excellent knowledge and understanding of all areas of the curriculum.
 - Pupils develop excellent skills in communication; they are articulate, listen with respect and present their ideas coherently.
 - Pupils have a positive attitude to their studies and an outstanding work ethic.
 - Pupils gain confidence and skills in the wide variety of extra-curricular activities available to them and through participation in local and national competitive events.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show an excellent level of maturity in their relationships with each other and the staff.
 - Pupils have a very strong sense of community both in and out of school.
 - Pupils develop a strong sense of self-worth throughout their time in the school.
 - Pupils are very aware of the importance of respect and tolerance and of the inclusion of all.

Recommendation

- 3.3 The school should make the following improvements:
- Further the love of learning and academic passion of the more able pupils by giving a greater variety of extension activities in class.

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 are highly motivated, articulate and have a strong work ethic. During their time in school, they gain a high level of knowledge and skills and a deep understanding of the subjects they study. Pupils are reflective learners; they contribute actively in lessons and collaborate well with their peers. Their studies are enriched by the experiences gained through the wide range of extra-curricular activities in which they take part.
- 3.6 Pupils of all abilities achieve highly across a range of subjects. The following analysis uses data from 2018 and 2019, the last two years for which comparative statistics are available. Results at GCSE and at A level have been well above the national average for maintained schools. Results for 2020 and 2021, based on centre-assessed and teacher-assessed grades, indicate that these high standards have

been maintained. In Years 5 and 6, data show excellent progress being made by the vast majority in both reading and mathematics. The use of a centralised tracking system clearly shows how pupils make excellent progress individually and in groups. Pupils with SEND and EAL make similar progress to other pupils over time with many exceeding target grades. Rigorous monitoring of teaching and learning throughout the school, along with excellent teaching where pupils are encouraged to be self-reflective as to how to improve their learning and the commitment of pupils, ensures that the pupils achieve the best possible outcomes. Occasionally, however, the learning of the more able pupils is held back in lessons which focus too rigidly on examination requirements rather than encouraging them to explore further. In their response to the questionnaire, a very large majority of pupils agreed that lessons are interesting, that their teachers have good subject knowledge and are very supportive giving individual feedback for improvement. Almost all parents agreed that teaching enables their children to make progress.

- 3.7 Pupils of all abilities approach their learning with enthusiasm, applying themselves diligently to their lessons. They make rapid progress, supported by high-quality teaching and excellent resources. They have an excellent work ethic, working with high levels of concentration and commitment, and they respond to academic challenge with enthusiasm. Pupils reflect constantly on their learning and how to improve and are supported in this by an excellent study skills programme within the personal development course. As independent learners, pupils make rapid progress, as demonstrated by the depth of research shown by pupils in extended essays. For example, in written work on Plato's *Allegory of the Cave*, pupils in Year 8 demonstrated a high quality of assimilation of knowledge and a philosophical understanding beyond their years. Excellent independent practical skills were seen in a sixth-form biology lesson, where pupils showed a very high level of confidence and competence when setting up and performing a practical investigation into enzymes. There was minimal teacher intervention and pupils showed excellent independence, confidence, and motivation. Pupils are keen to embrace challenge and develop their knowledge beyond the curriculum. In the sixth form, for example, there is a high uptake of the EPQ where pupils tackle projects such as whether music therapies help people with dementia.
- 3.8 Pupils have excellent communication skills. They are confident, articulate speakers and explain complex concepts using the correct technical language. For example, a pupil presenting her EPQ project gave a speech that showed sensitivity, depth of thought and application of her knowledge of psychology. Pupils listen to each other and their teachers, sharing their ideas with courtesy and respect. They consistently encourage and support each other in their performance; for example, in a drama lesson, pupils in Year 9 communicated in an open and confident manner both with each other and with the teacher. Pupils write with a fluency and maturity of style and read with attention to detail. When making a critical appreciation of a passage from *Or We Will All Hang Separately*, pupils in Year 12 showed considerable higher-order thinking deliberating around the observation of whether an ambiguity in text can feel menacing. They were fully engaged and focused, and they used the text to reinforce their reasoning and argument.
- 3.9 Pupils have excellent numeracy skills as seen in examination results in mathematics and in success in the UK Maths Challenge and mathematics Olympiads. Pupils apply their skills across different areas of the curriculum, showing an excellent level of confidence and understanding. The use of work matched to pupils' needs through the school enables all pupils to make progress in an environment where they are comfortable with the pace of the lesson. In Years 5 and 6, pupils have an excellent grasp of the concept of number and associated skills. They report that they have many varied opportunities for using their skills in other subjects like weighing in science, food, and nutrition and also in a young entrepreneur project. In the senior school, pupils demonstrate their excellent numeracy skills, for example, balancing equations in chemistry in Year 11, plotting the impact of Lenin against other leaders on a theoretical graph in history in Year 13, and in accurate measuring in design and technology (DT) and food and nutrition.

- 3.10 Pupils' ICT skills are excellent, and they apply them well across many areas of learning, such as music, ceramics, DT and geography. This has helped pupils become more independent and resourceful with their learning. Pupils use their skills in class and at home to extend their learning by researching and producing presentations which contain accurate information and illustrations. Pupils of all ages are aware of the need to evaluate all sources of information on the internet carefully. Senior pupils enjoy using ICT to present their homework and appreciate the online marking completed by staff, especially when they receive verbal feedback via a video clip. In music, pupils in Year 8 showed considerable skill in confidently using ICT to record compositions to accompany and synchronise with a film clip and pupils in Year 5 used an on-line programme to investigate the use of variables in programming, with minimal support. Pupils are very appreciative of the remote learning that they received during the lockdown and the current ability to join lessons online if isolating because of Covid 19.
- 3.11 Pupils' study skills are excellent as seen in class and in a scrutiny of pupils' work. For example, younger pupils in Year 5 were observed using hot seating to develop character description writing using open-ended questions to develop their understanding. Study skills are reinforced by a study skills course in Year 7 and opportunities for independent study are abundant throughout the school in the curriculum and the *Going Beyond Programme*. Pupils are adept at researching, extracting, collating and presenting information as seen in DT where pupils in Year 8 researched and designed boxes using ICT and then used their knowledge to create their own drawings, and in a politics lesson where pupils in Year 13 synthesised research information very competently reducing a large amount of research to three key points. Pupils confidently analyse, synthesise, and evaluate arguments to support their understanding. This is supported by teachers encouraging academic discussion during which the pupils learn to develop their thoughts and consider the views of others. In the responses of parents to the questionnaire, a very large majority felt that the school equips pupils with the teamworking, collaborative and research skills they will need in later life.
- 3.12 Pupils' academic and other achievements are excellent. They enter a wide variety of competitions in which they achieve notable success: mathematics and science Olympiads, modern foreign languages, spelling and translation bees, university essay competitions in law, English and history, national poetry competitions, art and cooking competitions. Pupils have been highly successful in competitions run by the Royal Geographical Society, including winning Young Geographer of the Year in 2018. Sports teams consistently achieve success in regional and local competitions with a large number of pupils selected to represent the county in a variety of sports. Pupils develop a wide range of interests outside the classroom through the extensive provision of clubs and activities provided by the school. Significant numbers of pupils achieve bronze, silver and gold awards in the Duke of Edinburgh's Award (DofE) scheme, with an average of eleven pupils achieving gold in the last three years. Pupils participate in many musical activities through choirs, orchestras, bands and ensembles and enjoy success in such competitions as the Oxford Music Festival and the BBC Young Musician of the Year, a finalist for woodwind in 2019, and in Associated Boards of the Royal Schools of Music (ABRSM) examinations. They enjoy the learning process involved in the preparation and performance involved in drama and dance productions throughout the school year, including taking part in the Edinburgh Festival Fringe.
- 3.13 Pupils demonstrate excellent attitudes toward their learning. They come to lessons prepared and take an active part in all activities. They are reflective learners and gain much from analysing their work and taking the initiative to take steps to improve the standard. The curriculum offers a broad range of challenge and opportunity; hence the pupils gain confidence in their ability to cope with difficult tasks. Pupils of all ages demonstrate excellent skills of resilience, as shown in an English lesson when considering a text; the pupils in Year 12 showed resilience and respectful, attentive listening even though the text being studied was challenging. Group cohesion was excellent, and pupils rose to the challenge, some being able to synthesise thoughts in response to the structured questioning of the teacher. Similarly, in a physical education (PE) lesson pupils in Year 6 discussed what was working well and what they could improve upon and then successfully put it into practice. Pupils have high expectations of themselves and others.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils have a strong moral code and a deep understanding of their responsibilities as members of the community in the school and in the wider world. They are courteous and respectful of others, shown by the maturity of their interactions with their peers and staff. They develop a strong sense of self in line with the school's ethos.
- 3.16 Pupils have a high level of self-understanding, demonstrated by their confidence in problem-solving and having an aspirational approach to their learning. They have an excellent understanding of how to improve their learning and performance. The supportive community within the school and the strong pastoral system enable the pupils to flourish and grow. They develop self-confidence, resilience and independence in line with the aims of the school. Pupils have a maturity which develops as they move through the school. They value discussions that they have with their teachers and, in particular, their form tutors. They feel that their opinions are valued, and they are treated with respect. Excellent pupil and teacher relationships and amongst the pupils themselves create an environment which allows pupils of all ages to grow in self-confidence in preparation for the next stage in their lives.
- 3.17 Pupils' ability to make positive decisions with regard to their learning, personal development and relationships is excellent. This is facilitated by the self-reflective nature of the school within the formal curriculum, in structured lessons and the many opportunities for the pupils to receive feedback. Pupils are prepared to attempt challenging tasks within a supportive environment, knowing that if mistakes are made this can be a learning experience. For example, in tutor time, pupils in Year 9 showed great maturity in discussing the decisions to be made when choosing friendships. Pupils highly value the many effective forums, often pupil led, where they can discuss ideas and lead initiatives to make decisions, such as the school council, where a recent request from the pupils for self-defence lessons in response to events in the outside world has led to a course being arranged in the near future.
- 3.18 Pupils display an excellent understanding of spiritual matters, both religious and non-religious. They show an excellent appreciation of the non-material aspects of life and enjoy discussions around philosophical and ethical matters as seen in the religion, philosophy and ethics (RPE) course. They are extremely respectful of other people's faiths and appreciate the opportunity to celebrate them in chapel services. Pupils' development of spirituality is highly advanced as evidenced in essay writing competitions, poetry competitions and in extended philosophical writing in the sixth form. Their aesthetic awareness is clear from the artwork around the school and in photographic competitions where they have demonstrated their understanding of landscapes and beauty. In discussion, pupils spoke of their appreciation of music and performance and talked fondly of the school hymn which embodies the spiritual nature of the school. Within the curriculum, responses in class and outcomes in written work demonstrate pupils' awareness of spirituality. In an English lesson in Year 11, a discussion of the question 'If the Lord of the Flies was a tree what is it rooted in?' gave rise to consideration of themes of leadership, human nature and society, generating highly creative ideas which illustrated a deep understanding of the spiritual nature of the question.
- 3.19 The development of pupils' moral understanding and the way they take responsibility for their own behaviour are excellent. Pupils have a clear and deep understanding of what is right and wrong and show sincere respect for others. The pupils' code of conduct, written by the pupils themselves, supports the ethos of the school. The strong emphasis on discussion and reflection forms the basis of the school's behaviour code. On the rare occasions when unkindness is detected, pupils are able to challenge this sensitively within their peer group. Serious sanctions are rare and, when they do occur, support is put in place through the excellent pastoral care system in place in the school. Pupils feel able to challenge bad behaviour, confident in the skills they have gained through the personal development programme. In discussion, pupils in Year 9 showed an excellent understanding of their moral responsibilities in society. They understand the importance of supporting others in difficult situations along with the requirement to ensure that they stay safe.

- 3.20 Pupils have a highly developed sense of the importance of the community in school and in the wider world. They work willingly with others, either as part of a team or as a leader. They enjoy actively seeking solutions to problems and putting a strategy in place to achieve their goals, as seen in school where a team of Year 9 pupils who are environmentally conscious have undertaken food and bin surveys and are leading the rest of the school to reduce waste. Pupils have a strong commitment to charitable causes and the circumstances of those less fortunate than themselves. Led by members of the sixth form, they raise significant sums each year for causes such as the Sepsis Trust. The sixth-form mentoring scheme for younger pupils, restricted during the Covid pandemic, provides an opportunity for older pupils to advise and support younger pupils. There are also a number of clubs set up and run by older students for younger ones, such as the British sign language club. Partnerships undertaken with other local schools particularly provide further opportunities for pupils to develop their own moral code whilst learning from others.
- 3.21 The school encourages the development of community spirit through the strong house system where members of the sixth form play a prominent part and by recognising service through awards at prize giving along with colours awarded for a variety of roles and responsibilities. Pupils also volunteer in the community through the DofE scheme and support causes such as riding for the disabled. The ethos of the school is underpinned by the large variety of opportunities for collaborative work where pupils show outstanding skills of co-operation. PE, art, music and drama offer further opportunities for collaboration in competitions, exhibitions, orchestra, and productions.
- 3.22 Pupils have a strong understanding of the importance of tolerance and respect for all. Their interactions in school with staff and other pupils are courteous and based on mutual respect on all sides. In many discussions with pupils and from general observations, pupils were unanimous in their belief that diversity is a normal part of life and that they operate in and within a tolerant and inclusive community which does not exclude those from different backgrounds, faiths, or beliefs. Pupils demonstrate their desire to discuss and celebrate diversity in all its forms. For example in Equality Week which is run entirely by pupils and in setting up an equality, diversity and inclusion society. The displays by pupils seen in the corridors reflect their interest and understanding of cultural issues. For example, pupils in Year 9 considered African kingdoms before the slave trade, making an assessment as to how slavery destroyed lives and kingdoms. Pupils produced posters in the form of chronological writing and first-person imagined accounts showing their deep understanding of the topic and their empathy for the people involved.
- 3.23 Pupils develop an excellent understanding of the importance of a safe school environment and of being physically and mentally healthy. This is because keeping children safe is given the highest priority by senior leaders and governors. Pupils feel safe in the school environment, both physically and emotionally, supported by the excellent personal development programme, assemblies and talks from visiting speakers. They are confident that any concerns that they might raise related to issues in school or outside school will be listened to and dealt with appropriately and discreetly. In responses to the questionnaires, the overwhelming majority of parents and pupils feel that the school is a safe environment and almost all pupils said they know how to stay safe online. This is because the school has an excellent pastoral care system in place, counselling and mental health support and regular online safety training.
- 3.24 The pupils are confident that they know how to stay healthy and fit and maintain a balanced lifestyle. Advice is given through the personal development programme and food and nutrition lessons. In discussion with pupils of all ages, all pupils from the youngest in the school were appreciative of the wide variety of healthy options available at lunch. Tutors keep a watchful eye on the workload of their pupils and adapt deadlines where required. The PE department complements formal teaching with a wide range of extra-curricular activities designed to introduce the concept of sport for life. The pupils understand the value of regular exercise and participate enthusiastically in open sessions in the well-equipped fitness room and in the many sporting activities offered by the school.

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, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and assemblies. Inspectors visited 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

Dr Ruth Weeks	Reporting inspector
Mrs Diane Durrant	Compliance team inspector (Former deputy head, SHMIS school)
Mr Lawrence Coen	Team inspector (Headmaster, ISA school)
Miss Jacky Gill	Team inspector (Head of department, HMC school)
Mr Ian Griffin	Team inspector (Deputy head, IAPS school)
Mrs Elizabeth Harris	Team inspector (Former director of music, IAPS school)