



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Manchester High School for Girls**

**November 2019**



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## School's Details

<b>School</b>	Manchester High School for Girls			
<b>DfE number</b>	352/6030			
<b>Registered charity number</b>	1164323			
<b>Address</b>	Manchester High School for Girls Grangethorpe Road Manchester M14 6HS			
<b>Telephone number</b>	0161 249 2242			
<b>Email address</b>	administratoin@mhsg.sch.uk			
<b>Headmistress</b>	Mrs Claire Hewitt			
<b>Chair of governors</b>	Mrs Elisabeth Spence			
<b>Age range</b>	4 to 18			
<b>Number of pupils on roll</b>	968			
	<b>EYFS</b>	23	<b>Preparatory</b>	226
	<b>Seniors</b>	550	<b>Sixth form</b>	169
<b>Inspection dates</b>	26 to 28 November 2019			

## 1. Background Information

### About the school

- 1.1 Manchester High school for girls is an independent, selective day school for female pupils aged between 4 and 18 years. The school is a charitable trust and, since 2018, has been a company limited by guarantee overseen by a board of governors. The current headmistress has been in post since 2009.
- 1.2 The school was founded in 1874 by the people of Manchester and moved to its current site 75 years ago. The school has a two-form preparatory department including two reception classes. The senior school takes pupils from year 7 to sixth form with four forms per year.
- 1.3 Since the previous inspection, the school appointed a new director of co-curricular in September 2017 and a new head of the preparatory department in January 2018.

### What the school seeks to do

- 1.4 The school aims to educate the whole person; to encourage each individual to reach their potential and to develop an awareness of their own value from within the school's broad social, cultural and diverse community, with an increasing sense of responsibility towards others, both whilst at school and beyond.

### About the pupils

- 1.5 Pupils come from a diverse range of social and cultural backgrounds, from families living within a 40-mile radius of the school. One in ten pupils are in receipt of a school bursary. Nationally standardised test data provided by the school indicate that the ability profile of the pupils is well above average. The school has identified 68 senior and 11 preparatory department pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, of whom 63 senior and 8 preparatory pupils receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 78 senior and 57 preparatory pupils, 13 of whom receive specialist support. All pupils have access to provision for the very able and those with particular talents receive specialist support.

## 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 associated requirements, and no further action is required as a result of this inspection.

### **PART 1 – Quality of education provided**

- 2.2 In the preparatory department, 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 well 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. 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>
Reception	Reception
Year 1	Year 1
Year 2	Year 2
Year 3	Year 3
Year 4	Year 4
Year 5	Year 5
Year 6	Year 6
Year 7	Year 7
Year 8	Year 8
Year 9	Year 9
Year 10	Year 10
Year 11	Year 11
J6	Year 12
S6	Year 13

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- Pupils' achievement in examinations and in other activities is excellent throughout the school.
  - Pupils' have highly positive attitudes to learning, engage exceptionally well in lessons and are prepared to take a leading role in their learning.
  - Pupils are highly articulate and collaborate and co-operate extremely well with one another.
  - Pupils develop excellent study skills from the earliest age including the ability to work independently, to analyse, and to synthesize from a wide range of sources and materials.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils are confident and self-disciplined, highly appreciative of their school and well prepared for the next stage of their lives.
  - Pupils have a highly developed sense of right and wrong and work with each other and with adults extremely effectively.
  - Pupils embrace the many opportunities provided to improve the lives of others and make an excellent contribution to their community within and beyond the school.
  - Pupils' cultural awareness and understanding of diversity is outstanding.
  - Pupils have a strong understanding of healthy lifestyles, but this is less well developed in terms of healthy eating choices.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Raising pupils' awareness further of healthy eating choices.

## 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' achievement in public examinations is excellent. In the years 2016 to 2018, examination results at GCSE and A level have been well above the national average. In the years 2016 to 2019 at GCSE, in excess of 80% of pupils have been awarded grades 7-9, (equivalent of A\*-A). In 2019 at GCSE, 75% of pupils achieved grades 7-9, equivalent to (A\*-A). Between the years 2016 and 2019, at A level, in excess of 70% of pupils achieved A\*-A and in 2019, 92% of pupils achieved grades A\* to B.
- 3.6 In the Early Years Foundation Stage (EYFS) almost all children consistently exceed national expectations in the learning and development goals. In the preparatory department, overall achievement is excellent with high levels of success in numeracy and in reading. In the EYFS, regular tracking and observations are used effectively by staff to plan next steps. Children's progress is rapid because they learn to anticipate their own next steps, ably supported by highly experienced staff. In response to the previous inspection report recommendation, EYFS leaders have developed careful monitoring of children's performance in all subject areas in order to sustain the high standards in the setting.
- 3.7 Pupils make rapid progress at all levels because teaching staff and leaders track pupils' progress and provide regular high-quality feedback. In discussions, pupils confirmed their appreciation of staff support in lessons because this ensures they become better learners and know how to improve in their work. Pupils' learning is further supported by opportunities to attend academic clinics. Close scrutiny of progress data by teachers and leaders ensures that appropriate intervention is provided

when required and consequently, pupils continue to make rapid progress. Pupils with SEND and EAL achieve in line with their peers through specific interventions, subject clinics, and teachers' skilful questioning and setting of appropriate tasks in lessons. Strong pastoral care oversight ensures excellent foundations for learning are firmly established and pupils are enabled to learn well.

- 3.8 Pupils develop excellent knowledge, understanding and skills, and articulate their ideas clearly across all areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education because of the well planned curriculum. They anticipate being actively involved in their learning, as observed in numerous examples when, for example, senior pupils explored human imperfections of character through their reading of Greek tragedy. In studying politics, sixth form pupils demonstrated their in-depth knowledge of the significance of the post-war consensus and their contextual knowledge of general elections since 1979. Year 9 pupils demonstrated a secure understanding of pathetic fallacy in Shakespeare's *Macbeth* and of Lady Macbeth as an atypical female character of the time. Pupils studying GCSE art expressed their sophisticated knowledge of the Golden Triangle with specific reference to 'the artist in the studio' by Vermeer in developing their own artwork.
- 3.9 Pupils display excellent communication skills. Younger pupils read fluently and often beyond expected levels for their age aided by the strong focus of leaders in this aspect. EYFS children expressed their ideas with clarity, describing 2D shapes accurately, and Year 1 pupils confidently checked their own and each other's work in phonics; older preparatory pupils accurately recited months and dates in Mandarin. In French, younger pupils acquired vocabulary for rooms in a house and described their family in Spanish. Sixth form linguists discussed the effects of tragedy on homelessness. In the wider context of co-curricular activities, pupils present their arguments eloquently and with passion. For example, in discussing the impact of protest about climate change and in finding positive ways to contribute, and in debating club, expressing their views as to whether red is cooler than blue. As they progress through the school, pupils write with increasing fluency and sophistication, utilising an extensive range of technical subject vocabulary. They participate successfully in debating at Model United Nation (MUN) and in regional and national competitions. They present their research ideas clearly for their Higher and Extended Project Qualifications demonstrating the high calibre of pupils' work in developing excellent reading, writing and speaking skills.
- 3.10 Pupils acquire excellent mathematical skills across all areas of learning because of the well-planned lessons and high-quality teaching. Older pupils utilised excellent numeracy skills effectively to manipulate equations in physics and in chemistry as they calculated reaction rates from graph gradients. EYFS children demonstrated an increasing understanding of the value of number and used appropriate language in addition and subtraction, and older pupils calculated the area of triangles and parallelograms correctly. In sixth form lessons, musicians ably completed Bach harmonisations, physicists predicted electrical circuit changes when a component fails, and chemists accurately calculated the concentration of dilute hydrochloric acid and molarity. More able mathematicians enjoy the challenge of mathematical competitions and Olympiads with success. Throughout the school, the challenge and beauty of mathematics is enjoyed, pupils taking the subject in their stride with enthusiasm.
- 3.11 Pupils demonstrate high levels of competence in ICT and apply their skills successfully to other aspects of their learning. They confidently research and access on-line resources to complete project work. They learn coding skills such as Python in computer science lessons and apply their ICT knowledge across the curriculum. EYFS pupils manipulate devices correctly through a range of activities; well-planned activities in ICT club aided pupils to improve their touch-typing skills and pupils programmed robots to perform a series of tasks in robotics club. Pupils are well prepared for their future because ICT resources have been well developed by governors and leaders. Pupils readily use a wide variety of digital resources including adeptly creating power point presentations. In discussion, sixth form pupils confirmed the value of their excellent ICT skills for research purposes, scholarly essays and future university entry.

- 3.12 From the earliest age, pupils develop excellent study skills and are confident in assimilating and analysing information from a wide range of resources. For example, in the preparatory department, pupils research online for topic work and share their ideas with each other in developing presentations given to the class. In lessons observed, sixth form dramatists demonstrated higher order skills in evaluating Simon Stone's *Yerma*, using sophisticated language appropriate to the genre. GCSE pupils competently researched Florence Nightingale from a range of historical sources and biologists evaluated information effectively from new sources on vaccines. Across all subjects and levels, pupils demonstrate an excellent ability to work independently and to synthesize information which successfully aids their learning. Pupils are confident researching for scholarly essays such as the extended project qualification (EPQ), for exam preparation and for presentations in class. As a result, they are successful in public examinations and gaining entry to courses and universities of their choice. The overwhelming majority of parents and pupils agree in their questionnaires that the school helps pupils to show initiative, to take a leading role in their learning and to develop appropriate skills for the future.
- 3.13 Pupils of all ages engage in an excellent range of extension activities in co-curricular activities, day trips and visits further afield that support their learning and extend their horizons. The pupils' overall achievement in competitions, scholarships and academic distinctions, and in performing and other arts is excellent. Pupils in all year groups achieve high levels of success in music and drama through participation in orchestras, choirs and professional musical and operatic productions, as well as in school productions. For those who enjoy persuasive argument or recitation, debating competitions, model United Nations, Mother and Other Tongue national poetry, and Latin reading competitions bring success. This is because of the wide range of opportunities provided by the school. Pupils equally achieve highly in mathematics, physics, chemistry and biology Olympiads and many participate in the engineering education scheme (EES) with a view to pursuing further study in this area. On the sports field, pupils succeed in a wide range of regional and national, individual and team tournaments including in netball, hockey, football, skiing, tennis, gymnastics, indoor rowing, athletics, and biathlon.
- 3.14 Pupils' attitudes to learning are excellent. They develop a keen sense of responsibility for their own learning and demonstrate high levels of independence supported by the high-quality teaching. Pupils support one another highly effectively and are collaborative and co-operative, prepared to persevere to achieve their potential without being over self-absorbed. They are prepared to take appropriate risk, to learn from their mistakes and to see this as a way to improve, encouraged by their teachers. In their questionnaire responses, the overwhelming majority of pupils agree that they are encouraged to think and learn for themselves and that teachers help them to make progress. As a result, pupils are extremely well-prepared for next steps. Senior pupils are successful in securing their first choice of course, often at highly competitive universities, music conservatoires, art and drama schools. Governors and senior leaders are highly successful in ensuring that the educational needs of the pupils remain consistently at the forefront of their planning.

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

- 3.15 The quality of the pupils' personal development is excellent.
- 3.16 Pupils display excellent self-confidence at all ages and levels. They trust that they can be themselves, able to explore their ideas and express their opinions because teachers and leaders support them unstintingly. Pupils' understanding of self-awareness begins at the earliest age; for example, in a PSHE lesson, very young pupils acted out feelings with others guessing the emotions which they then discussed, and in senior school drama pupils effectively used pantomime style facial expressions and body movements to communicate mood and meaning. Pupils reflect on their learning, their co-curricular experiences and challenges, their successes and plan for next steps. They become increasingly self-assured because teaching supports pupils' personal development extremely well through well-organised tutor group discussions, the carefully planned age-appropriate well-being programme and the excellent pastoral support systems that operate throughout the school.

- 3.17 As pupils move through the school, they make an increasing number of choices enabling their excellent outcomes: which co-curricular activity to attend; should I attend a subject clinic; perhaps work in the library or undertake independent music practice? GCSE pupils meet individually or in pairs with career mentors to develop their career aspirations and pupils in years 9 to 12 enjoy a series of careers insight talks from alumnae. Younger pupils decide on roles as library volunteers, school council or the eco council. Pupils make significant contributions to the school's decision-making processes, for example by saving energy as part of climate change concerns.
- 3.18 Pupils have an excellent understanding of cultural diversity and awareness of individual differences. They treat one another with kindness and consideration within a community that is calm, convivial and accepting. Pupils are free to be themselves without fear of being different. They confirm a strong appreciation of being part of this diverse community and for staff and senior leaders who are excellent role models and treat pupils with the greatest respect. Pupils demonstrate excellent inclusivity, an example being year 9 pupils who gave an assembly on raising awareness of LGBTQ to support pupils who may be questioning their identity. Pupil led assemblies include cultural related themes for example, throughout black history month and 'respecting each other'. They have a sincere respect for different religions and beliefs, and support each other by attending faith assemblies that do not always relate to their own beliefs. They express their views with sensitivity and understand the footprint they leave through their actions and words. Pupils' spiritual understanding is further enhanced through the creative and aesthetic arts; parents share cultural knowledge; the creative counsel promotes and develops arts projects and individual pupils share their cultural traditions and experiences. Pupils' highly developed sense of the value of human life, was exemplified through the 'poppy project' where each senior pupil had the opportunity to research a soldier from the world wars, often with their surname. In questionnaires, the overwhelming majority of parents confirmed that the school actively promotes values of democracy, respect and tolerance of other people and similarly all pupils confirmed that the school encourages them to show respect for and acceptance of others.
- 3.19 Pupils have an excellent moral understanding. They portray highly positive attitudes towards others and in their own behaviour and have a clear understanding of right and wrong. On the very rare occasions that pupils break school rules, they are keen to learn from their mistakes and make amends. In lessons, pupils demonstrate excellent behaviour and attitudes; for example, EYFS children understand the 'golden rules' behaviour code and refer to it with each other. Older preparatory pupils discussed gender stereotyping and demonstrated a real sense of respect for each other in prefacing their comments with 'in my opinion' showing mature self-awareness that not everyone shares their particular view. Pupils take a leading role in assemblies, in discussion groups on ethical issues, and in lessons on topical issues, all of which nurtures their moral stance extremely well.
- 3.20 Pupils are highly supportive of one another. They demonstrate excellent collaborative and co-operative skills. In the preparatory department, older girls support year 1 and reception children through the 'Sister Scheme' and year 3 pupils have guardian angels in sixth formers acting as mentors. Pupils work with other year groups in musical events, drama and musical productions and in the extensive range of co-curricular clubs. Pupils show excellent leadership and teamwork through team sports and in pupil led activities. Pupils confirmed in discussion that the 'thoughts for the week' such as, 'don't give up' and 'be yourself' are extremely helpful, enabling them to persevere in their work and to try new challenges so that they build confidence and self-esteem. Pupils campaign for change together to make a difference and to represent their peers. For example, they have significantly reduced their purchasing of single use bottles by investing in re-usable water bottles. Pupils understand the strength of pupil voice and use it to bring about positive social change, bearing in mind the Pankhurst sisters, former alumnae, are held in the highest esteem as a tour de force for ongoing change. In questionnaires pupils confirmed that they readily help and support others, and all parents agreed that the school helps their child to develop strong teamwork and social skills.
- 3.21 Pupils' contributions to the lives of others within the school, the local community and wider society are excellent. They have a strong sense of responsibility for others and demonstrate this in action and

are acutely aware of those less fortunate than themselves. They respond enthusiastically to charity fundraising in support of a wide range of organisations at home and abroad. Year 10 pupils host an annual Christmas party for local elderly people and in 2018, year 11 pupils prepared a hamper and cards for residents of a local care home. All pupils readily engage with raising money as well as giving generously to collections of toys, food and pet food at Christmas. Almost all sixth formers are involved in a variety of initiatives including volunteering placements for children and adults with sensory impairments. Lower sixth pupils work with local primary schools, gaining a further sense of responsibility and a deeper understanding of social diversity. Sixth formers readily mentor younger pupils as well as running a junior science group. Preparatory department pupils have a range of positions of responsibility as prefects, house and sports captains and librarians. Pupils' social involvement and care for others is excellent.

- 3.22 Pupils understand how to stay safe physically and online. They understand the need to be physically and mentally healthy. This is because governors and leaders have ensured an extremely well-balanced health and well-being programme including extensive sports and activities choices, all of which contribute to pupils' excellent personal development. The pupils appreciate the well-being programme which helps them to consider a balance in their lives between work and physical health. They have a clear awareness of mental and emotional well-being and have access to a number of staff, including nurses, the counsellor, tutors and the pastoral team which supports them extremely well. The eco council have contributed to meat free Mondays due to their climate concerns. However, on occasion, pupils' decisions are less supportive of their well-being in terms of healthy eating choices. Pupils participate in a wide range of physical activities. In discussions, they confirmed that they really enjoy the activities and range of sports and the numerous opportunities for new challenges.

## 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 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

Mrs Flora Bean	Reporting inspector
Mr Lee Thomas	Compliance team inspector (Headmaster, SoH school)
Dr Marie Bush	Team inspector (Deputy head, GSA school)
Mr Alan Cooper	Team inspector (Senior teacher, HMC school)
Mrs Marie Edwards	Team inspector (Headmistress, IAPS school)
Mrs Caroline Jordan	Team inspector (Headmistress, GSA school)
Mrs Clare Macro	Team inspector (Headmistress, GSA school)