



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The King's School Chester**

**May 2022**

## Contents

<b>Contents</b>		<b>2</b>
<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
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 proprietors		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
<b>3. Educational Quality Inspection</b>		<b>8</b>
Preface		8
Key findings		8
Recommendation		9
The quality of the pupils' academic and other achievements		9
The quality of the pupils' personal development		11
<b>4. Inspection Evidence</b>		<b>14</b>

## School's Details

<b>School</b>	The King's School Chester			
<b>DfE number</b>	896/6019			
<b>Registered charity number</b>	525934			
<b>Address</b>	The King's School Wrexham Road Chester Cheshire CH4 7QL			
<b>Telephone number</b>	01244 689500			
<b>Email address</b>	info@kingschester.co.uk			
<b>Headmaster</b>	Mr George Hartley			
<b>Chair of governors</b>	Mr David Rowlands			
<b>Age range</b>	4 to 19			
<b>Number of pupils on roll</b>	1107			
	<b>EYFS</b>	37	<b>Juniors</b>	301
	<b>Seniors</b>	549	<b>Sixth Form</b>	220
<b>Inspection dates</b>	10 to 13 May 2022			

## 1. Background Information

### About the school

- 1.1 The King's School is a co-educational day school, founded by King Henry VIII in 1541. The school is a charity overseen by a board of governors who are also its trustees. It comprises four sections, all based on the same site on the southern outskirts of Chester: an infant school for pupils aged between four and seven known as Willow Lodge, a junior school, senior school, and sixth form. Since the previous inspection, the school has appointed a new chair of governors and added new sports and pastoral centres.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school's aims are to provide outstanding academic tuition and to give all pupils the opportunities to develop wider sporting, artistic and social skills; to nurture spiritual growth; and to provide a diverse and inclusive environment where each pupil can develop and fulfil their potential, thus allowing them to flourish in their future lives.

### About the pupils

- 1.4 Pupils come from a broad range of backgrounds, mostly from families living within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is well above average. The school has identified 151 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, 64 of whom receive additional specialist help. One pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 67 pupils, three of whom receive additional support with their English.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

## Key findings

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

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

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the senior school, the school's GCSE and A-level results in the years 2017 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the 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 proprietors**

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

## **PART 5 – Premises of and accommodation at schools**

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

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

## **PART 6 – Provision of information**

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the 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. 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>
IR	Reception
I1	Year 1
I2	Year 2
J1	Year 3
J2	Year 4
J3	Year 5
J4	Year 6
Removes	Year 7
Shells	Year 8
Thirds	Year 9
Fourths	Year 10
Fifths	Year 11
Lower 6	Year 12
Upper 6	Year 13

#### Key findings

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

- Pupils demonstrate excellent knowledge, skills and understanding in all areas of the curriculum throughout the school.
- Pupils' attitudes to learning are excellent.
- Pupils are highly articulate, both orally and in their written work.
- Pupils possess strong numeracy skills, which they apply confidently and effectively to other areas of their learning.



- 3.2 The quality of the pupils' personal development is excellent.
- Pupils show excellent levels of self-knowledge, enabling them to reflect maturely on their learning and improve their performance.
  - Pupils are highly confident and resilient.
  - Pupils make a significant contribution to the life of the school, demonstrating a strong awareness of the needs of others.
  - Pupils have a well-developed awareness of the non-material aspects of life, though they do not always fully understand how this contributes to their personal development.

## Recommendation

- 3.3 The school should make the following improvement:
- Strengthen pupils' personal development through exposure to moments of reflection across a range of aesthetic, cultural and spiritual experiences.

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

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 In the EYFS, Willow Lodge and the junior school, pupils make excellent progress. By the end of Reception, children invariably reach expected levels of development and are, therefore, well prepared for their transition into Year 1. Teachers and senior leaders have clear oversight of pupils' progress through extensive tracking of achievement data, and appropriate plans are put in place for any who might not be achieving their potential. Pupils who need additional support are catered for well in lessons, through one-to-one support and activities that are adapted effectively to their needs.
- 3.6 Pupils' attainment at A level was strong during the years 2017 to 2019, with about two-thirds of entries being graded A\* to A. Results in centre-assessed grades in 2020 and teacher-assessed grades in 2021 showed a significant improvement. These excellent A-level results mean that most pupils have been able to secure places of their choice for the next stage of their education, training or employment, a very large majority at universities with demanding entry requirements. During the period 2017 to 2019, pupils showed high levels of attainment at GCSE, with just under three-quarters of examinations being graded A\* or A, or at levels 9 to 7. Centre-assessed grades in 2020 show that this level of performance was maintained, with teacher-assessed grades in 2021 indicating a slight improvement. Extended Project Qualification (EPQ) results over the same period have been consistently excellent, with most of the entries awarded A\* or A grades. Data indicate that pupils make strong progress in relation to their starting points at all levels, though female pupils have tended to outperform their male peers at GCSE. Pupils with SEND and EAL or those identified as more able make progress in line with the whole cohort.
- 3.7 In Willow Lodge and the junior school, the development of pupils' knowledge, skills and understanding across all areas of learning is excellent. This is because pupils study a broad and varied curriculum in considerable depth. As they progress through the junior school, pupils' knowledge and understanding develop rapidly due to the increased provision of specialist teaching in music, science, modern languages, mathematics and English. In a junior school science lesson, pupils exhibited extensive knowledge of the workings of the human musculoskeletal system as they described with clarity the importance of the skeleton in providing support and protection to the body. The breadth and quality of the work produced by pupils in their workbooks is of an extremely high standard. Senior school pupils of all abilities, including those with SEND and EAL, demonstrate a high level of knowledge and understanding across the curriculum, which they are highly effective in applying in lessons, projects and assessments. For example, an insightful conversation between pupils and their teacher about the

implementation and validity of Dijkstra's algorithm showed a strong understanding of ideas and their application. Pupils achieve well because much of the teaching is well matched to their needs and is typically ambitious, challenging and stimulating. In the pre-inspection questionnaires, almost all parents who responded felt that teaching enables their children to make progress and most pupils were confident that their skills and knowledge improve in most lessons. Pupils are also supported by the school's 'Learning to Learn' initiative and excellent resources which they access and build upon with great efficiency.

- 3.8 Pupils demonstrate excellent communication skills. They speak confidently and express themselves clearly to a range of audiences, as evidenced by their conversations with inspectors, their interactions in lessons and performances in assembly. Writing skills are equally well developed. In a junior English lesson, for example, pupils wrote a persuasive letter to the council using emotive language. In the senior school, pupils are highly effective communicators across a variety of media and a range of disciplines and situations. They are active and respectful listeners who articulate their ideas clearly, using technical vocabulary with precision and well-chosen expressive language appropriate to their audience. Drama pupils could not only talk enthusiastically about their choices for characterisation but could bring their characters alive with passion and empathy.
- 3.9 Younger pupils' competence in numeracy is highly developed as they progress from Reception. They successfully apply mathematical skills across the curriculum, as was seen in a junior school religious studies lesson where pupils accurately calculated percentages as part of a discussion about the Muslim duty to donate income to charity. Throughout the senior school, pupils confidently demonstrate excellent mathematical skills, which they are able to apply in a variety of contexts. Pupils plot complex graphs with ease in economics and apply mathematical techniques and reasoning adeptly in their science lessons, for example in calculations and graph work. In discussion, sixth-form pupils explained that their mathematical competence has had a positive impact on their progress in other subjects such as psychology, geography and design and technology. The school enhances pupils' numeracy by offering excellent support and extension activities both through formal teaching and motivating voluntary activities and competitions.
- 3.10 Younger pupils develop strong information and communication technology (ICT) skills. In the junior school, pupils spoke enthusiastically of using a variety of software and the many opportunities for them to use ICT across the curriculum, including online research for a history project on the Tudors, or creating presentations for an application to become a member of the school council, charity committee or playground leader. Pupils throughout the senior school demonstrate a high degree of confidence and expertise in the use of ICT to enhance learning. They use their skills effectively to complete high-quality project work and assignments or to store and access resources and prepare for assessments. From organising notes in history or generating client-led design ideas to annotating scripts in drama, ICT is a familiar and well-used tool which pupils apply with consummate skill and a natural ease.
- 3.11 Pupils show increasingly well-developed study skills as they progress through the junior school. They evaluate and analyse information effectively. For example, pupils in Year 5 were thorough in their compilation of the data they used to produce accurate comparative rainfall graphs for Anglesey and Barcelona and made sensible hypotheses about the difference. Senior school pupils assimilate and analyse information thoughtfully, supported by a positive classroom ethos which allows them to develop the confidence and resilience to tackle challenging problems or tasks. In art, for example, pupils completed particularly accomplished pieces resulting from their research into a range of pop artists including Warhol, Blake and Lichtenstein. In a geography lesson in Year 8, pupils successfully analysed and explained the evidence of an Ice Age, focusing on discoveries in Central Park and Yosemite National Park.
- 3.12 Pupils' achievements beyond the classroom are excellent throughout the school, with notable performances across a wide range of activities, including sport, music, drama, art, public speaking, general knowledge, writing competitions, mathematics and similar academic challenges. Junior school

pupils have consistently reached the final stages of the annual UK Maths Challenge (UKMT). The majority of junior school pupils entering LAMDA examinations obtain distinctions, and older pupils in the junior school have reached the English Schools national swimming finals every year since 2018. Under-11 boys and girls were the 2019 North of England hockey champions. Similar junior school successes have been achieved in athletics, football, biathlon, cricket, tennis and netball. Senior school achievements are equally extensive. Pupils have enjoyed significant success in the UKMT maths challenges, and other recent academic achievements include success in scientific essay and other competitions in computing and modern languages. Football teams regularly achieve success in regional competitions, with a number of pupils achieving representational honours for county or independent school teams. Athletes are currently involved in the GB trials programme; cricketers and netball players represent regional teams, and the girls' first XI hockey team were Independent Schools plate runners-up in 2020. Five pupils have gained entry to the National Youth Theatre and National Youth Music Theatre over the last three years, and six pupils achieved LAMDA gold awards in 2021. Pupils perform to a high level in music, as evidenced by their considerable success in ABRSM examinations, membership of regional music groups such as the Halle Youth Orchestra and performance on the public stage. Pupils are encouraged in their pursuits outside the classroom by an exceptionally active and supportive governing body who take a keen interest in pupils' welfare and achievements.

- 3.13 Pupils' attitudes to learning are excellent. Throughout Willow Lodge and the junior school, pupils consistently try their best and work hard in lessons, independently and in collaboration. In all lessons observed, pupils exhibited a high level of interest, engagement and eagerness to participate. Consequently, all pupils, including those with SEND and EAL, make excellent progress and are well prepared for their transition to senior school, where the same culture of hard work, ambition and pupils' sense of pride in their achievements are evident. Pupils are prepared to take risks and learn from their mistakes, supported by a strong ethos of no-blame trial and error which encourages them to think for themselves and try different approaches. Their willingness to review, reflect and seek help if necessary is an important factor in their strong academic development.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Across the school, children's work and attitudes reflect their excellent perseverance and resilience. They aim high, inspired by staff expectations and older pupils' attitudes. They successfully develop self-knowledge, self-esteem and self-confidence as a result of a supportive personal, social and health education (PSHE) programme and teaching which enables them to become highly aware of their individual strengths and weaknesses. In the senior school, pupils display excellent self-confidence. They competently identify their personal strengths and areas for improvement as they reflect on their learning and co-curricular experiences and plan for next steps. They are equally receptive to advice from staff on how to improve. In discussions, pupils explained enthusiastically how the school has empowered them to take responsibility for their academic and personal development. Pupils become increasingly self-assured as they explore ideas and express opinions, nurtured by the strong pastoral support they receive. They show notable confidence and resilience in expressing opinions about matters of importance to them, for example when pursuing issues which they believe need redressing. This was seen during the inspection, with pupils taking the opportunity to approach the inspection team to articulate their considered views with passion and clarity.
- 3.16 Throughout the school, pupils' decision-making skills are strong. In Willow Lodge and the junior school, pupils respond positively to staff encouragement to make good choices through discussions founded on mutual respect. The youngest children make suitable choices from the range of imaginative activities and resources available to enable them to complete a chosen task, such as building a shelter for a forest fairy in the woodland learning environment; whilst older pupils make informed and reasoned decisions in their choice of method to solve, for example, mathematical problems. Older

pupils understand that the decisions they make have an impact on their future, as evidenced in tutor time where they showed excellent understanding and thoughtfulness whilst undertaking an exercise relating to personal characteristics and relevant job opportunities. Pupils' decision-making in this area is strongly supported by a careers programme which includes popular 'careers breakfasts', open to all ages. As pupils move through the school, they become adept at making the right choices about how to organise their life in school, work effectively, or choose suitable extra-curricular activities. Pupils value staff support.

- 3.17 Pupils' spiritual understanding is good. Younger pupils have a strong awareness and knowledge of other religions, and they value and celebrate the wonder of the world through the natural environment around them. They have a deep appreciation for the non-material aspects of life. From an early age, pupils speak of the pleasure they derive from listening to music in assembly or sitting and enjoying the peace and quiet of the library. Junior school pupils appreciate the artwork on display and value mindfulness club where they can take a break from school bustle. Senior pupils also show spiritual appreciation, though some struggle to recognise or articulate what this concept means or how it can add value to their lives. Some spoke of the impact of the philosophy and theology curriculum in enabling them to engage with deeper philosophical issues. In discussion, senior pupils displayed an appreciation of the sublime and for the deep emotional impact of experiences, whether participating in or witnessing high-quality cultural events, visiting sites of sombre interest such as battlefields, or being part of a high-performing sports squad, for example the rowing team. Pupils appreciate such curricular and co-curricular opportunities, though inspectors found insufficient opportunities for reflection in this area.
- 3.18 Pupils in Willow Lodge and the junior school are highly self-disciplined. They demonstrate excellent standards of behaviour and respect their peers and staff. Pupils acquire a profound understanding of right and wrong and take responsibility for their own behaviour as a result of clear rules and class charters. Willow Lodge and junior school pupils are thoughtful and considerate. They say that unkindness and bullying are rare and are confident that the school will deal with any such behaviour promptly and effectively. Pupils mix readily across age groups and say that teachers encourage them to be friends with everyone. Pupils in the senior school behave well towards others. They understand and respect the system of rules. They are prepared to stand up against injustice or unkindness and display strong self-discipline. One group of pupils described rebuking younger pupils for using unkind language; they reported the incident to staff which resulted in an assembly on banter. When pupils break school rules, the majority immediately learn from their mistakes. Pupils are proud of the camaraderie that pervades the school and the relatively rare incidents of bullying. They attribute this to well-defined behavioural boundaries, an atmosphere of corporate responsibility and increasing freedom as they progress through the school. The role of the anti-bullying ambassadors is also seen by pupils as highly supportive and effective. Pupils demonstrate a high level of understanding of morality in the wider world, as evidenced in a sensitive discussion on capital punishment by the Amnesty International group.
- 3.19 Pupils' social development is excellent. In line with the school's aims, collaboration is strong. In Willow Lodge pupils recognise that sharing ideas leads to better solutions, for example in a PSHE lesson where they worked together effectively to provide responses to scenarios about jealousy. Senior school pupils form productive relationships, willingly and frequently supporting each other in their learning, as observed in many lessons involving pupils of all ages and abilities. Pupils mix well across year groups as a result of the house system and a number of co-curricular activities. For example, in subject clinics, rowing, debating and in the Combined Cadet Force (CCF), older pupils often act as coaches to juniors. Pupils spoke positively about outward bound ventures designed to promote bonding within year groups. Pupils work exceptionally well with each other to achieve shared goals, for example in music ensembles, drama and musical productions. They show excellent teamwork and leadership in team sports, house competitions and in pupil-led activities.

- 3.20 In learning about other cultures and faiths, younger pupils understand and respect diversity. They strongly subscribe to the message of senior leaders that everyone should be accepted. As one pupil put it, people 'should not be judged by their looks but by their heart'. Supported by pupil-led assemblies, PSHE and the broader curriculum and an active equality, diversity and inclusion (EDI) club, older pupils show an intuitive ease in including individuals of diverse backgrounds and cultures. They are highly respectful of individual differences. A small minority of pupils who responded to the pre-inspection questionnaire did not agree that pupils are kind and respect each other. Relationships do break down from time to time, but inspectors found that pupils mostly treat each other with kindness and consideration. They are confident in expressing their own views but respect the views of others.
- 3.21 Pupils in Willow Lodge and the junior school make a significant contribution to the school, the local community and wider society. Younger pupils are involved in waste management and tree-planting initiatives in school, and the junior school choir regularly performs in the local cathedral. Through participation in the school council and charity committee, they make a difference to the quality of school life, for example extending the availability of vegetarian options at lunchtime, or to the quality of the lives of others by supporting charities such as Red Nose Day or, more recently, raising money for victims in Ukraine. In the senior school, pupils are equally proactive in their contribution to the school and local community through charity work, acts of service such as visiting care homes and local primary schools, or volunteering activities as part of The Duke of Edinburgh's Award scheme. They embrace opportunities for leadership, for example as prefects and anti-bullying or mental health ambassadors, roles which they undertake with notable commitment and to great effect. In response to the inspection questionnaire, a very small minority of pupils felt the school does not listen to what pupils have to say, but inspectors found that numerous opportunities exist for the pupil voice to be heard and for pupils to have an impact on school life. Examples of changes effected by pupils' suggestions include the introduction of a digital button link for raising pastoral concerns, the creation of further outdoor seating and the provision of and subsequent planned revision of gender-neutral toilets.
- 3.22 Throughout the school, pupils are keenly aware of the importance of leading a healthy life. They are able to explain the benefits of exercise, eating a balanced diet and staying hydrated and recognise the importance of good mental health. Younger pupils are supported effectively by initiatives such as worry monsters, whilst senior school pupils are able to explain when and how they can seek help if they need it. The availability of support notwithstanding, pupils display resilience and a willingness to support each other in tackling day-to-day issues. For example, in a virtual assembly delivered by pupil mental fitness ambassadors, a detailed, focused and articulate presentation was offered on key well-being issues, including examination stress. Pupils recognise the importance of balancing academic work and leisure, opportunities for which are provided by an extensive co-curricular programme.

## 4. Inspection Evidence

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

### Inspectors

Mr Stephen Fox	Reporting inspector
Mr Chris Manville	Assistant reporting inspector
Mr James Gregory	Compliance team inspector (Director of operations, HMC school)
Dr Marie Bush	Team inspector (Former deputy head, GSA school)
Mr David Harrow	Team inspector (Headmaster, HMC school)
Mrs Valerie Holloway	Team inspector (Former head of kindergarten and nursery, ISA school)
Miss Francesca May	Team inspector (Director of studies, HMC school)
Mr Jonathan Runswick-Cole	Team inspector (Compliance officer, HMC school)
Mr Nicholas Weaver	Team inspector (Headmaster, HMC school)