



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Clares Court Schools**

**November 2022**

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### School's Details

<b>School</b>	Claires Court Schools			
<b>DfE number</b>	868/6014			
<b>Address</b>	Claires Court Schools 1 College Avenue Maidenhead Berkshire SL6 6AW			
<b>Telephone number</b>	01628 327700			
<b>Email address</b>	registrar@clairescourt.com			
<b>Headteacher</b>	Mr James Wilding			
<b>Proprietor</b>	Claires Court Schools Ltd			
<b>Age range</b>	2 to 18			
<b>Number of pupils on roll</b>	959			
	<b>EYFS</b>	58	<b>Juniors</b>	250
	<b>Seniors</b>	501	<b>Sixth Form</b>	150
<b>Inspection dates</b>	15 to 17 November 2022			

## 1. Background Information

### About the school

- 1.1 Claires Court is an independent day school for male and female pupils. It is owned by Claires Court Schools Ltd whose directors are the academic and administrative principals of the school. The school operates on the 'diamond' model with regard to arrangements to educate pupils of different gender. The nursery and sixth form are organised in mixed-gender groups, while from Reception to Year 11, male and female pupils are educated separately. The school is organised across three sites: pupils in the nursery, female pupils in Years 1 to 11, and all sixth-form pupils are taught on the College Avenue site. Male pupils from Reception to Year 6 are educated on the Ridgeway site, and male pupils in Years 7 to 11 are taught on the Ray Mill Road East site.

### What the school seeks to do

- 1.2 The school aims for its pupils to recognise that achievement is nothing unless it is underpinned by a moral sense of worth. It cites responsibility, respect, loyalty and integrity as key values it seeks to instil in pupils. The school aims for pupils to acquire a love of learning and a range of relevant skills; develop strong spiritual and moral character, self-confidence and self-esteem, and thus better understand the need for care and consideration for others.

### About the pupils

- 1.3 Pupils come from mainly professional families located within a 20-mile radius of the school. Standardised ability tests used by the school indicate that the ability of pupils in Years 1 to 11 is above average and that of sixth-form pupils is broadly average for those taking similar tests. The school identifies 197 pupils as having special educational needs and/or disabilities (SEND). These predominantly include dyslexia, dyscalculia and attention deficit disorder; some pupils are identified as being on the autistic or Asperger's syndrome spectrum. Specialist teaching is required for 142 of these pupils and provided within the school. There are 15 pupils who have educational, health and care (EHC) plans. There are 23 pupils who speak English as an additional language (EAL); these are provided with specialist support on an individual basis.

## 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 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, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school does not meet all of the required 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 should take immediate action to remedy deficiencies as detailed below.**

### PART 1 – Quality of education provided

- 2.2 In the junior schools, 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 2020 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. 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 teaching encompasses effective behaviour management and is supported by suitable resources. It enables pupils to make good progress in most areas of the curriculum. However, currently teaching does not provide education of equal quality for male pupils in Years 10 and 11 because they do not have the same access as female pupils to the study of food preparation and nutrition.
- 2.7 The standards relating to the quality of education in paragraphs 1, 2, 2A and 4 are met, but that in paragraph 3 [teaching] is not met.**

### Action point 1

**The school must ensure that equal educational opportunities are made available to all pupils, irrespective of gender, in accordance with Part 6 of the Equality Act 2010 [paragraph 3(j)].**

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

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

### PART 3 – Welfare, health and safety of pupils

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

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

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

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

- 2.14 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

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

- 2.16 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

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

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

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

- 2.20 The proprietor has not ensured 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 wellbeing of the pupils, in particular, with regard to ensuring equality of educational opportunity.
- 2.21 The standard relating to leadership and management of the school in paragraph 34 is not met.**

**Action point 2**

**The school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and they actively promote the wellbeing of pupils, particularly with regard to ensuring equality of educational opportunity between genders [paragraph 34(1)(a), (b) and (c)].**



### 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 good.

- Pupils are highly proficient in the use of information and communication technology (ICT) to support their learning.
- Pupils regularly achieve success at a high level in a wide range of sporting activities, both as individuals and in teams.
- Pupils' strong attitudes towards their learning are a key factor in assuring their high levels of achievement.
- Pupils' development and use of higher order thinking skills and independence in their learning is inconsistent, particularly more able pupils.

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

- Pupils' behaviour is consistently strong. Pupils are respectful, diligent and committed to their own learning.
- The strong moral compass shown by pupils reflects the key values of the school.
- Pupils form productive relationships with each other and with their teachers. A strong sense of a proud community allows the pupils to feel secure.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable male and female pupils on separate sites to further develop their social understanding by extending the opportunities to collaborate.
- Enable all pupils, and especially the more able, to further develop and use instinctively their higher order thinking, and promote greater autonomy in their own learning.

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

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils of all ages reach good levels of attainment overall in lessons, work and public examinations. Their attainment at A-level is good in relation to national averages. More than half the grades awarded in 2022 were at A or B. and all grades awarded in the Extended Project Qualification (EPQ) were at A\*-B. Pupils' attainment at GCSE in the majority of subjects is excellent. In 2022, nearly 40% of all grades

awarded were levels 9-7. This, in most areas of learning, represents successful fulfilment of the school's aim to help pupils acquire a love of learning and a range of relevant skills. In the pre-inspection questionnaire, the very large majority of parents said that their child's particular individual educational needs were met effectively. An overwhelming majority of parents agree that teaching enables their child to make progress. Data provided by the school indicate that pupils of all abilities make good progress from entry to A level. The children in the EYFS show a secure understanding of number work, which helps lay the foundations for pupils' subsequent good progress in numeracy as they move through the school. In the junior divisions of the school, about a third of pupils are attaining in the upper ability range of tests, and outcomes are good. Pupils' progress to GCSE is strong. Pupils in the sixth form make progress that is largely in line with expectations. Standardised data provided by the school indicate that pupils make expected progress over the school year, with pupils who have SEND making better progress than expected. Pupils with SEND make excellent progress in relation to their peers. The majority of pupils go on to higher education, with nearly nine-tenths securing places at their first-choice university, which include universities with demanding entry requirements.

- 3.6 The development of pupils' knowledge, understanding and skills across all areas of learning is good. Pupils show strong, and sometimes excellent, knowledge, skills and understanding across the different areas of learning. This results from the supportive learning environment the school provides, although currently male pupils in Years 10 and 11 lack the opportunity to study food preparation and nutrition. In response to the questionnaire, a very large majority of pupils replied that their skills and knowledge improved in most lessons. Inspection evidence supports this view. Year 11 pupils showed excellent insights into Lady Macbeth's behaviour, explaining how she starts to show fear as the play progresses. In the EYFS, more able children showed excellent physical skills as they caught rugby balls, ran to score a try or managed to tag their opposition, with all children showing a good ability to run. Year 2 pupils showed a good ability to recognise patterns in nature, their knowledge further extended by skilful questioning from the teacher. Senior pupils have particularly strong creative skills, partly as a result of the opportunities available to develop these. Year 3 pupils very effectively took the initiative in their learning and were able to explain their thinking whilst doing column addition in maths. Year 8 pupils' art work shows good drawing skills and pupils produced imaginative photographs of objects around the home. In rehearsals for a concert, Year 8 and 9 pupils displayed outstanding musicality as they sang together in harmony. More able pupils in a Year 6 mathematics lesson showed an excellent ability to add mixed fractions. Pupils with SEND showed a good ability to split whole numbers into parts using visual aids. Both groups made progress because they were supported by clear teaching which recognised and provided for their different learning needs. However, opportunities for more able pupils to extend their learning are not consistent.
- 3.7 Pupils display good communication skills. Their listening skills are good; pupils listen well to one another and to their teachers. They are able to express themselves clearly, concisely and confidently. Children in the EYFS show excellent communication skills for their age and this provides a platform for subsequent success. In a Year 2 English lesson pupils showed excellent use of adjectives to describe the Great Fire of London in the first person, "I could see a blazing, raging fire engulfing the buildings around me". Oral communication skills are generally strong. In all years, pupils made considered comments in discussions with inspectors. This was also evident in lessons, especially when pupils were given opportunities to make presentations. In Year 11, pupils communicated with fluency their findings on character analysis in *Of Mice and Men*. Some pupils, supported by a well-run school library, have developed strong reading skills and pupils' reading skills are generally good throughout the school. Reading comprehension skills are also good. Pupils' work shows that they read for inference and deduction. Pupils develop good written skills. The development of pupils' core writing skills is good, as seen in English and history books; pupils use basic punctuation and paragraphing well. Pupils use simple and complex sentence structures as well as descriptive techniques in creative writing. Pupils with SEND achieve excellent levels of communication skills by the end of senior school.
- 3.8 Pupils have good numeracy skills. As pupils progress, they apply their good numerical and mathematical skills to a range of problems with confidence. This is due to the provision of well-pitched

learning activities in teaching and a focus on number skills. In senior school mathematics lessons, pupils were fluent in the mental arithmetic they applied to support algebra problems and it was clear that these numeracy skills are applied to other subjects. Excellent mathematical skills were evident in Year 12 business studies files, as pupils used decision trees to analyse the financial benefits and drawbacks of holding a fund-raising auction indoors or outdoors. There is a greater range of numerical fluency evident in the junior school. Some pupils struggle with the most basic sums while others demonstrate some strong numeracy skills. In Year 1, pupils confidently used accurate mathematical language to describe 3D shapes, showing that they had counted the vertices to confirm a shape as a triangular prism. Year 5 pupils used their knowledge of factors and multiples to play a pairs game with great enjoyment and success, challenging each other to deeper understanding as the game progressed. Pupils achieve at a high level in national mathematics challenges.

- 3.9 Pupils in all year groups demonstrate excellent ICT skills and are highly proficient in their use of ICT to support their learning. They use their devices with a natural ease and without prompting by teachers. This is because of the proprietors' successful commitment to promoting online learning and the better use of ICT as a working resource. All pupils are provided with their own electronic device. Pupils' independent internet research in a Year 11 English lesson enabled them to understand how the ideas of capitalism and socialism underpin An Inspector Calls. In discussions with inspectors, pupils explained they make excellent use of online post-it notes to share ideas and collaborate in tasks such as organising a school trip. Pupils with SEND reported that they make widespread use of voice-typing, which greatly helps them organise their thoughts. This group makes excellent use of ICT to enhance their learning and this enables them to make progress in line with their peers.
- 3.10 Pupils demonstrate good study skills, and in some subject areas they have developed good higher-order skills. Younger pupils in the senior school are able to think for themselves when prompted and can demonstrate the ability to hypothesise, analyse and evaluate when encouraged to do so. With teacher prompting, deeper thinking is facilitated, but pupils do not naturally show an ability to analyse independently. Strong study skills are apparent in the sixth form, and some examples of highly developed study skills were also observed in the junior school. In Year 12 EPQ assignments, pupils researched and synthesised information effectively. They used a wide range of sources successfully to research topics ranging from Thatcherism to whether genetics are the main cause of obesity. In a Year 5 science lesson, pupils showed a strong ability to hypothesise as they reflected on which materials would be most absorbent. Year 8 pupils' geography books showed pupils of different abilities demonstrating good skills of analysis, drawing upon different sources such as text, image and data. Pupils develop robust investigative skills in science. In the questionnaires, almost all parents agreed that the school equips their child with the team-working, collaborative and research skills they need in later life. Inspection evidence confirms that pupils know how to seek support from their peers, online resources or from their teachers.
- 3.11 Pupils' achievements in non-academic areas, including in sport, drama and music, are excellent, in confirmation of the school's aspiration to help each pupil to flourish intellectually and personally. Pupils regularly achieve success at a high level in a wide range of sporting activities, both as individuals and in teams. School rugby teams at under 12, under 15 and under 18 levels have won the county title. The senior team has been successful in reaching a regional final this year. There are similar successes in cricket, swimming, tennis, sailing and rowing; pupils delight in these successes. Pupils also enjoy success in drama, speech and language, music and art competitions and national examinations. Pupils take part and succeed in The Duke of Edinburgh's Award Scheme and the combined cadet force. Almost all parents agree that the school provides a suitable range of extra-curricular activities. The success of pupils in this myriad of activities is because school leaders are committed to providing a wide range of enriching opportunities. These extend well beyond sport and include clubs for chess, textiles and debating.
- 3.12 Pupils' excellent attitudes towards their learning are a key factor in assuring their high levels of achievement. Pupils are motivated to succeed. Pupils of all abilities apply themselves well in nearly all

areas of school life and mostly strive to reach their potential. They work purposefully and are very responsive to the clear guidance and encouraging oral and written feedback received from their teachers. Pupils are respectful, diligent and committed to their own learning. In class, they are fully engaged and apply themselves in a conscientious manner. More able pupils concentrate equally well, but are not consistently challenged to be autonomous in developing their own learning. They see themselves as working in partnership with their teachers to achieve the best results possible and are extremely appreciative of how well they are known by teachers as individuals. Pupils respond well to carefully planned and well-structured activities and small class sizes. When given opportunities to challenge themselves, pupils respond energetically: for example, in a Year 10 mathematics lesson there was a palpable buzz as pupils pushed themselves to solve more demanding problems in order to maximise their team's score. The school is therefore successful in instilling its values of responsibility, respect and integrity in its pupils.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent levels of self-confidence and high levels of self-understanding; they are happy, engaged and positive about their school experience. In response to the questionnaire, an overwhelming majority of pupils agreed that their teachers are supportive. The school's culture of strong pastoral care, through which pupils' progress and wellbeing are carefully monitored, means that pupils are given time to develop and express themselves. Pupils know themselves well, what their weaknesses might be and how to go about trying to improve. This is because they are well supported and directed by feedback and marking and are encouraged to reflect about what has gone well in their work. Children in an EYFS woodland learning environment lesson successfully achieved the set task of gathering logs, accepted redirection when challenged, and showed notable resilience after an accidental trip. In a Year 3 tutorial lesson, pupils demonstrated a highly developed understanding of their own emotional state when using their daily emotion tracker software. Older pupils state that their self-confidence grows markedly over their time in the school, helped by the many opportunities to be part of music and drama performances and to play in sports teams. Pupils are reflective learners and demonstrate a strong sense of wanting to analyse their performance with a view to improving it. In interviews they were aware that hard work and resilience would lead to progress. In this way the school successfully achieves its aim to develop pupils' self-esteem and self-confidence and prepares them effectively for the next stage of their lives.
- 3.15 Pupils in all parts of the school demonstrate an excellent understanding that decisions they make now have significance for their futures. They recognise the importance of choosing the subjects which are right for them, and an options process underpinned by teachers' strong knowledge of each individual ensures that pupils receive excellent guidance. Year 12 pupils showed strong decision-making skills in personal, social, health and economic education (PSHEE) as they discussed different online platforms that would help them in their future careers. They are helped by and appreciate the richness of careers advice provided through weekly presentations. Similarly, very strong decision-making skills were evident in sixth formers' preparation of their EPQs as they refined titles and used Gantt charts to schedule their projects. Pupils in a Year 4 physical education (PE) lesson successfully made decisions about how to dribble the basketball to avoid others on a crowded court. Year 2 pupils made effective decisions about solving number problems in mathematics. Decision-making by pupils is strengthened by a relationships and sex education (RSE) programme which helps pupils to reflect on outcomes when making life choices.
- 3.16 Pupils' spiritual understanding is excellent. In their discussions with inspectors, pupils expressed thoughtful insights as to how the school helps them to develop spiritual understanding, especially by encouraging reflection. Pupils show a strong appreciation for the non-material aspects of life, particularly celebrating the aesthetics of art and music. They display a well-developed cultural awareness. They are able to enjoy and experience the many opportunities provided by the school to

come together and share similarities and differences, such as through their charity work, and Easter and Ramadan celebrations. In a Year 11 religious studies lesson, pupils reflected deeply about their own self-understanding as it related to different religions' perspectives of heaven and hell. In a Year 7 textiles lesson, pupils reflected with insight and maturity for their age on the importance of aesthetics in clothing and its effect on self-esteem. They also articulated why uniform might be important to lessen obvious differences in social backgrounds and made strong connections to the importance of the inner person. Year 10 pupils expressed strong enthusiasm for art as a key means of exploring and expressing their creativity without it needing to have any other purpose. Excellent aesthetic appreciation was shown by pupils in a Year 9 music lesson as they added emotively scored music to film clips, using audio workstation software. Lower down the school, EYFS children show a love for, and admiration of, the natural world in their woodland learning classes.

- 3.17 Pupils demonstrate high standards of behaviour in class and around the school. They show an excellent understanding of right and wrong. They respect school rules, knowing that the willingness of teachers to listen means that they will be treated fairly. Pupils display a strong moral awareness which is inherent to the culture of the school. In a Year 9 drama lesson, pupils showed an excellent understanding of morality as they considered the battle between good and evil when creating a morality play based on a bible story. Pupils are clear that learning to be responsible for their own behaviour is an essential part of becoming a young adult. Pupils are supportive of the school's values and appreciate the way in which their teachers deal promptly with behavioural issues. They understand the importance of rules and laws, accept responsibility for their own behaviour and show a keen sense of fair play in sports. In their questionnaire responses, an overwhelming majority of pupils agreed that the school expects them to behave well. The school is successful in achieving its aim to help pupils understand that achievement is nothing unless it is underpinned by a moral sense of worth. The vast majority of parents agree that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.18 Pupils form productive relationships with each other and collaborate well. A strong sense of a proud community allows the pupils to feel secure to discuss moral, social and political issues. Year 13 pupils collaborated well in small groups to develop their thinking on the commodification of Hip Hop in a sociology lesson. They showed effective understanding of the threat to the rule of law and equal rights that this presented, reaching sophisticated conclusions. Pupils have a very high degree of social development and treat each other with great respect and consideration. They display excellent social skills and contribute to discussions with confidence. In lessons, where discussion and collaboration were expected and encouraged, pupils were invariably excellent in their interactions. Even when pupils' concentration lapses they can still collaborate effectively, helping each other with their work and overcoming small misunderstandings. An overwhelming majority of parents agree that the school helps their child to develop strong teamwork and social skills.
- 3.19 Pupils readily contribute to the lives of others in the school community and wider society. Their willingness to serve is a real strength of the school. Some sixth-form pupils take part in regular voluntary service by visiting a local hospice. They are proud of the contribution they make and actively seek out opportunities to make such commitments. During the inspection, about half of the senior school pupils were wearing odd socks in support of anti-bullying week, demonstrating their strong commitment to this cause. Newly created anti-bullying ambassadors in Year 9 successfully work with younger pupils to mediate differences. Pupils are active in a wide range of charities which bring benefits to the wider community. Whilst a small minority of pupils expressed the view that the school does not listen to them, others were clear that the pupil voice is strong in influencing matters of school procedure. Pupils value the opportunities they have to contribute in this way.
- 3.20 Pupils show great respect to their peers. They value diversity within the school, which is an inclusive, multi-cultural learning community whose members demonstrate sensitivity, acceptance and tolerance to all and a willingness to listen to the views of others. Junior school pupils explained that being a 'mix of people of different cultures makes this a nicer place to be'. When discussing racially

motivated hate crimes in a Year 11 religious studies lesson, pupils demonstrated their very clear sense that all races must be respected equally. They eloquently articulated their thoughts on this issue. This strong sense of inclusion is a product of the school's culture and is strengthened by excellent RSE and PSHEE programmes.

- 3.21 Pupils have a well-developed appreciation of how to stay safe and healthy and are supported in this through science and PE lessons. They make good decisions about their diet and exercise and know how to stay safe online. A very large majority of parents agree that the school encourages their child to adopt a healthy lifestyle and most pupils agree that the school encourages them to be healthy. Pupils show a high level of resilience and ability to cope with the complexities of modern society, well supported by the RSE programme. Year 6 pupils spoke enthusiastically about the opportunities to play sport and represent their school in fixtures, recognising that this helps them to be healthy. Pupils feel confident that they are very well informed and equipped with the skills they need to stay safe and be healthy, because of an excellent PSHEE programme, enriched by specialist input from medical staff. Across the age range, pupils appreciate that diet and exercise are important aspects of a healthy life and showed acute awareness that the school's food offerings were balanced and appropriate. Pupils had a strong sense of how the calm environment in the art department was good for their wellbeing. This is because the school recognises the impact of mental illness and stress on pupils and works to counter these issues.

## 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 the proprietors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. 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 Michael Goodwin	Reporting inspector
Mrs Sue Clarke	Accompanying inspector
Mr Ieuan Weir	Compliance team inspector (Deputy head, HMC school)
Mrs Catherine Hill	Team inspector (Senior teacher, HMC school)
Mr Mark Hammond	Team inspector (Head, IAPS school)
Mr Graeme May	Team inspector (Deputy head, HMC school)
Mr Richard Morgan	Team inspector (Head of department, IAPS school)
Mr Benjamin Purkiss	Team inspector (Head, IAPS school)
Mr Nicholas Weaver	Team inspector (Head, HMC school)