



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The Kingsley School**

**February 2023**

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## School's Details

<b>School</b>	The Kingsley School			
<b>DfE number</b>	937/6005			
<b>Registered charity number</b>	528774			
<b>Address</b>	The Kingsley School Beauchamp Hall Beauchamp Avenue Leamington Spa Warwickshire CV32 5RD			
<b>Telephone number</b>	01926 425127			
<b>Email address</b>	schooloffice@kingsleyschool.co.uk			
<b>Head</b>	Mr James Mercer-Kelly			
<b>Chair of governors</b>	Mrs Sally Austin			
<b>Proprietor</b>	Warwick Independent Schools Foundation			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	303			
	<b>EYFS</b>	14	<b>Juniors</b>	60
	<b>Seniors</b>	189	<b>Sixth Form</b>	40
<b>Inspection dates</b>	7 to 9 February 2023			

## **1. Background Information**

### **About the school**

- 1.1 The Kingsley School is an independent day school. It consists of a co-educational preparatory school for pupils aged from three to eleven years, and a senior school and sixth form, which is registered for female pupils. In 2021, the school joined the Warwick Independent Schools Foundation who provide the governing body for the school. The school is organised into three sections: a preparatory school, for pupils aged 3 to 11 years; a senior school, for pupils aged 11 to 16 years; and a sixth form.

### **What the school seeks to do**

- 1.2 The school seeks to provide a safe, caring community where individuality is celebrated, and positivity is valued. Pupils are encouraged to develop their intellectual curiosity, their creativity, and a life-long love of learning. Children are nurtured to become well-rounded, well-mannered and well-qualified members of society; senior students grow to be strong and independent, ready to claim their place in the world.

### **About the pupils**

- 1.3 Pupils come largely from a range of professional and business backgrounds within a ten-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of pupils is above average in relation to those taking similar tests nationally. The school has 63 pupils with identified special educational needs and/or disabilities (SEND) of whom 47 receive additional support. Two of these have an education, health and care plan. Fifteen pupils speak a language other than English at home, of whom one receives additional support for 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 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 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 prep 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 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. 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 wellbeing of the pupils.

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings:

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

- Pupils achieve excellent skills, knowledge and understanding, evident in their high levels of success in public examinations.
- Pupils are excellent communicators, with particularly well developed listening and speaking skills, reflecting their mature social development.
- Pupils' skills in numeracy and information and communication technology (ICT) are good, and they apply these successfully across the curriculum.
- Pupils have outstanding study skills and can draw on and evaluate a range of sources of evidence.
- Pupils achieve excellence in a range of academic and other activities, notably creative arts, outdoor pursuits and games.

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

- Pupils are extremely self-aware and self-confident, with a mature understanding of how they can improve their work as well as the need to develop their independence and resilience.
- Pupils develop strong decision-making skills, knowing that the decisions they make will have an impact on their success and wellbeing.
- Pupils nurture and value a strong culture of mutual respect for all members of the community.
- Pupils have an excellent understanding of how to keep themselves safe and healthy, physically and mentally, as well as online.

#### Recommendation

3.3 The school is advised to make the following improvement.

- Enable pupils to build further their independence and resilience as learners, including opportunities to use their ICT skills to enhance their learning.

#### 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 preparatory school, evidence from internal assessment data confirms that pupils attain at a high level and make excellent progress. Children in the Early Years Foundation Stage (EYFS) almost invariably achieve at levels in advance of expectations as they pursue the Early Learning Goals. This



excellent progress continues throughout the school, and at GCSE level in 2022, nearly a third of the grades awarded were at the top two grades. At A level, over a third were at the top grade and three-fifths at the top two grades. This reflects the excellent teacher- and centre-assessed grades awarded in 2020 and 2021. This positive picture is confirmed by observation of lessons, scrutiny of written work, and discussions with the pupils. A quarter of leavers' examinations in 2022 were Cambridge Technicals, with distinctions awarded in every paper. School leaders have ensured that the curriculum is flexible and appropriate for the needs and interests of the pupils. Pupils progress to a wide range of opportunities in the world of work and higher education, including universities with competitive entry requirements. Pupils make excellent progress in response to teaching which takes into account the requirements of each examination, and the needs and learning preferences of all groups of pupils, including those with SEND. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress.

- 3.6 In the preparatory school, all groups of pupils have highly developed knowledge, skills and understanding, fostered through creative and cross-curricular themes, an approach which is embedded in the school curriculum. There is a clear emphasis on developing skills, so that pupils regularly use, for example, skills acquired in English lessons in their humanities work and other subjects. Governors have been instrumental in supporting school leaders as they promote pupils' achievements through the development of the preparatory school curriculum. Pupils' knowledge, skills and understanding are also excellent in the senior school. In a GCSE French lesson, for example, pupils recalled prior learning about irregular word formations, applying the principle by analogy to find the correct form of a new word. They have rich subject-specific vocabulary, knowing what cognates are, for instance, and applying that knowledge effectively. Pupils know what needs to be done to attain top grades, and they also display curiosity and seek knowledge for its own sake. Pupils in an astronomy activity, for example, were passionate to understand how satellites work. Most pupils who responded to the questionnaire agreed that their skills and knowledge improve in most lessons.
- 3.7 Pupils' communication skills throughout the preparatory school are outstanding. They speak clearly and thoughtfully, whether leading assemblies, conducting tours for visitors, or sharing their hypotheses in lessons with their peers. Pupils' writing is excellent, with many pupils working above their chronological age. They are avid readers and take full advantage of the reading areas in all classrooms. Senior school pupils, too, have excellent communication skills. They are confident and articulate, speaking fluently and using sophisticated vocabulary in discussion and in lessons. In a choir practice, pupils enjoyed extending their means of communication by learning a little sign language to accompany their song. Pupils are respectful and attentive when listening to others. This reflects their social development and habits developed by the frequent use of paired and group work in lessons. In a GCSE chemistry lesson, for example, pupils successfully used key terminology such as electrostatic attraction when discussing covalent bonds and the relationship between positive and negative charges. In a textiles lesson, pupils expressed with precision their analysis of the design of an apron. Written work demonstrates excellent presentation skills. The best writing in the senior school is scholarly and persuasive, exhibiting excellent habits fostered by open-ended tasks requiring extended answers. These include the Higher Project Qualification in the senior school and the Extended Project Qualification in the sixth form.
- 3.8 Pupils have good mathematical skills in the preparatory school and apply them effectively across the curriculum. Children in the EYFS accurately calculated how many arms there should be on alien characters using the terms 'one more' or 'one less'. Year 2 pupils decided which units of measurement would be best used to record the time taken to eat grapes or to watch a film. Pupils in Year 4 have an excellent understanding of division of two-digit numbers and used this to successfully calculate remainders. In a GCSE mathematics lesson, pupils confidently described one-step and two-step equations to the rest of the class. Senior school pupils also use their numeracy skills confidently across a range of subjects, for example to calculate the number of electrons in shells in chemistry and applying Ohm's law in physics. Similarly, pupils drew appropriate accurate graphs in a Year 13

economics lesson. The most able mathematicians work towards additional level 3 qualifications in Year 11.

- 3.9 Pupils' skills in ICT are good. Preparatory school pupils become competent in their use of various programmes and applications. By Year 6, pupils' work in coding is of a very high standard. Senior school pupils indicated with confidence that they felt the school had developed their ICT skills. In a Year 10 ICT lesson, the pupils had at their command an excellent range of word-processing tools. They research effectively using the internet and present their results proficiently. In a Year 13 music lesson, pupils writing a string quartet in the style of Haydn used software which enabled critical analysis of their progress with their teacher. Pupils currently find that opportunities are limited to enhance their learning through ICT across the curriculum.
- 3.10 Pupils' study skills are very strong in the preparatory school. They draw on a range of resources to present their work in their own way. Children in the EYFS have highly developed skills in response to well-resourced classrooms and ambitious teaching from the staff. Senior school pupils demonstrate excellent abilities to synthesise and critically analyse information. In a Year 10 English lesson, for example, pupils identified key elements of the text in *The Strange Case of Dr Jekyll and Mr Hyde*, to explore how Jekyll is feeling. They explored his fake letter, developing a sophisticated argument that good and evil are not easily divided. In a physics lesson, pupils explained cogently that the current can only flow through a light-emitting diode in one direction. In a sixth-form philosophy, ethics and religion lesson, pupils accurately analysed a sample examination answer, offering effective and collaborative critiques to improve it. In a Year 8 mathematics lesson, pupils recalled previous material on percentage increases, adapting this to percentage decrease, and successfully working out how compound percentage change works. A-level geography pupils considered a range of factors when assessing the impact of local community groups when challenging change, such as the HS2 in Kenilworth and the Paradise Birmingham projects.
- 3.11 Pupils of all ages achieve excellence in a range of activities. They are successful in riding, netball and skiing, among other sports, at a local and national level. They achieve notable success in music diplomas through the ABRSM, distinctions in LAMDA examinations, and an increasing number of gold awards in the Duke of Edinburgh's Award scheme. Pupils of all ages contributed work of a high standard to a public art exhibition last summer. A group of pupils undertook a World Challenge expedition in 2022 to Costa Rica, partly based around a conservation project. Membership of the Warwick Independent Schools Foundation and of the Independent Schools Association has increased competitive opportunities for pupils to succeed on a regional and national level. The school's membership of the Round Square also offers leadership opportunities for pupils, who attended a recent conference and ran post-conference activities at the school.
- 3.12 Children in the EYFS are fiercely independent and highly skilled in leading their own learning. They make decisions about many aspects of their learning, from choosing painting materials to designing their own aliens based on their book, *The Man on the Moon*. Pupils in the preparatory school are highly motivated, asking and answering questions. They are quick to settle to tasks and no time is wasted in lessons. Pupils take pride in their work, which is neat and well presented. Pupils' attitudes in the senior school are characterised by self-motivation, drive and determination. They are enthusiastic and ambitious learners with a genuine desire to succeed. There is a purposeful atmosphere in classes. Behaviour is highly supportive of learning and is based on mutual trust and respect among teachers and pupils. Some pupils have also taken responsibility for their learning by opting to use their enrichment sessions, for instance, to take an additional IGCSE in world literature. School leaders have created the daily enrichment opportunities for all pupils to encourage them to make decisions about their own learning, and pupils have responded well to this change. This represents a fulfilment of the school's ambition to nurture pupils' curiosity.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout the school, pupils are self-aware and show an excellent level of self-understanding. Children interact confidently with other pupils and adults in the EYFS, benefiting from constant meaningful dialogue with staff, and further developing their emerging sense of self. Smaller class sizes mean all pupils are active participants in question-and-answer sessions. In lessons, pupils feel free to make mistakes, identifying this as a way of learning in a safe environment. Pupils are encouraged to be self-reflective following assessments. In science, for instance, senior school pupils complete a template in terms of their performance in each question, saying what they understand well. They then offer a personalised summary of their targets for future improvement, reflecting on how they revised, and how effective they felt this had been. As a result, they know how to improve their work. The school supports the pupils' personal development effectively through, for example, the *Girls on Board* assembly, part of an initiative to support a better understanding of relationships between pupils. Pupils say their self-confidence has grown due to the care and support that they receive from the teaching staff. While acknowledging the support they receive from their teachers, some pupils in discussion indicated that as learners they could become more independent and resilient. Almost all parents who responded to the questionnaire said their children are becoming confident and independent.
- 3.15 Pupils have an excellent understanding of how their decisions have an impact on their success and wellbeing. Pupils of all ages learn to make well-informed decisions, such as about their choice of enrichment activities. Pupils make careful decisions regarding their GCSE and sixth-form subject choices. In discussion, Year 13 pupils spoke convincingly of the paths they had identified for themselves after leaving school. They encompass a wide variety, not all conventional, but all based on a clear rationale. A minority of pupils who responded to the questionnaire said that they would welcome more advice about careers and subject choices. School leaders have identified this as an area for development.
- 3.16 Preparatory school pupils' appreciation of the wider world and the non-material aspects of life, particularly of the outdoors, is excellent. Children in the EYFS find it easy to be in awe of the natural world, as shown when they spent time drawing and writing in the frost on the wooden climbing frame on a cold day. Older pupils listened with intense focus to a musical performance in assembly. Similarly, pupils in a sixth-form assembly engaged fully with mindfulness activities. Pupils attach a high value to creativity, in accordance with the aims of the school, and as exemplified by high levels of participation in music and drama and outstanding displays of pupils' art around the school. They enjoy feeling that they are part of something bigger than themselves, such as the cast of a play, or a choir, or a house competing for athletic prizes.
- 3.17 Pupils at all stages demonstrate an excellent understanding of right and wrong through their daily interactions. Pupils fully understand the school's high behavioural expectations and accept responsibility for their actions. They know that teachers will ensure that any disciplinary incident has a positive outcome, with the emphasis on restorative justice and an opportunity to learn from an error. A minority of pupils who responded to the questionnaire did not agree that the school treated everyone fairly, or that the school addresses poor behaviour effectively. In discussion, however, they said that disciplinary processes are very rarely needed, and are usually effective. Pupils have a strong moral compass, with preparatory school pupils questioning, for example, the character of a person who might develop a weapon of mass destruction. In an A-level politics lesson, pupils had an excellent understanding of the principles of democracy and the rule of law and used them to test various electoral systems.
- 3.18 Pupils' social awareness is highly developed in fulfilment of the school's aim to encourage them to be well-rounded and well-mannered members of society. They work collaboratively throughout the school to solve problems in a variety of situations such as residential trips, classroom projects and *Girls on Board* scenarios and workshops. Younger pupils enjoy and learn from spending break times with older pupils, who act as excellent role models, in games and conversations. This is underpinned by the

strong shared sense of community and identity as a school, and newcomers talk about how they are made to feel at home. House prefects work together to organise house pantomimes and the house shout. Similarly, the school council is working together towards the introduction of a sustainable water bottle. In the pre-inspection survey, almost all parents agreed that their children developed strong teamwork and social skills. Lessons typically involve group discussion or practical work. In drama, pupils worked in small groups, with time constraints, to exemplify a certain theatrical style. In physics, feedback after a test was discussed in groups so that all understood and benefited from the exercise. In a geography lesson Year 8 pupils worked effectively in pairs to gather information about Africa and discuss certain statements to highlight misconceptions and stereotypes.

- 3.19 Preparatory school pupils' contributions to the lives of others within their school community is excellent. They fulfil their positions of responsibility with eagerness, relishing the idea that older pupils can help the youngest to learn and grow. Some have recently received the Diana award for anti-bullying, following an extensive workshop, and they now share their skills with other pupils to help them identify and tackle bullying behaviours. Senior school pupils contribute to the wider community including through volunteering at a local hospital, and by fundraising, giving of their own time and expertise. Sixth-form pupils run societies and the school council and offer support in form time for younger pupils. Pupil leaders also act as digital, learning, anti-bullying and food ambassadors. Preparatory school pupils describe their school as a family: their inclusivity and tolerance towards others is excellent. Pupils from all ages play together at break and at lunch. The male pupils in the preparatory school have integrated well with female pupils, working and playing happily alongside them. Pupils talk with enthusiasm about recent new joiners from overseas. They have, through sensitive conversations, gleaned a great deal of knowledge from the countries their peers have moved from and display a genuine interest in the diverse community that is their school. Age, culture, gender and religion are not barriers to friendships in the preparatory school but differences, to be celebrated by all. This message is reinforced through assemblies and PSHE lessons.
- 3.20 The school has a distinctive ethos of mutual respect and there is clear sensitivity and tolerance to those from different backgrounds and traditions. In discussing equality in developing countries, pupils in an A-level economics class had studied 'Living on a Dollar a Day'. Those in a Year 8 Geography class considered their own misconceptions and stereotypes about Africa and enjoyed learning more about the continent. School governors have encouraged the creation of structures in clubs and in the curriculum to reinforce a sense of inclusivity in response to the *Black Lives Matter* movement. Almost all parents who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of others. A minority of pupils in the survey did not agree that pupils treat one another with kindness and respect. In discussion those who spoke to inspectors indicated that it was rare for pupils to fall short in this respect. Pupils talk enthusiastically about the inclusive environment, in which pupils are all encouraged to be themselves.
- 3.21 Pupils have a highly developed understanding of how to stay safe and healthy. Through expert teaching of internet safety, they know how to remain safe on online. At all ages, pupils make healthy choices at lunchtime from a selection of freshly cooked food. The availability of fruit throughout the day was very appreciated by all the pupils who spoke to inspectors. Pupils of all ages have an excellent understanding of the importance of maintaining a healthy body and of the role that sport and exercise play in healthy lifestyles. Older pupils also understand the need to look after their mental health and recognise the role that physical health plays in it. They have confidence in the support available from all staff, including the pastoral team and counsellor. In a Sixth Form tutorial session, the pupils engaged positively with mindfulness activities. The origami paper crane and the colouring activities provoked conversation in the room about how well the activities prepared pupils for the start of the day. In the questionnaire, a small minority of pupils said that they could not speak to an adult in school if they had a concern. In discussion, however, all those who spoke to inspectors were able to think of a trusted adult in whom they would have confidence. Almost all pupils who responded to the questionnaire indicated that they understand how to stay safe online.

## 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 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 Bill Burn	Reporting inspector
Mrs Karenann Hood	Compliance team inspector (Deputy head, HMC school)
Mrs Gretchen Copeman	Team inspector (Head, ISA school)
Mr Stuart Corrie	Team inspector (Deputy head, HMC school)