



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Norwich High School

February 2020



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School's Details

School	Norwich High School			
DfE number	926/6123			
Registered charity number	306983			
Address	Norwich High School 95 Newmarket Road Norwich Norfolk NR2 2HU			
Telephone number	01603 453265			
Email address	admin@nor.gdst.net			
Head	Mrs Kirsty von Malaisé			
Proprietor	Girls' Day School Trust			
Age range	3 to 18			
Number of pupils on roll	658			
	EYFS	30	Preparatory	154
	Seniors	376	Sixth Form	98
Inspection dates	25 to 27 February 2020			

1. Background Information

About the school

- 1.1 Founded in 1875, Norwich High School is an independent day school for pupils aged between 3 and 18 years. It is registered as a single-sex school for female pupils. It is owned and governed by the Girls' Day School Trust (GDST). A local board of governors also provides support and guidance.
- 1.2 The school comprises nursery and pre-preparatory schools, preparatory school, senior school and a sixth form, sharing a site near the city centre.
- 1.3 Since the previous inspection, the school has increased its provision of outdoor education, and the use of technology in lessons.

What the school seeks to do

- 1.4 The school aims to enable pupils to develop a love of learning and to become self-assured, happy young adults with the confidence and drive to pursue their ambitions and make a positive difference to the world they live in.

About the pupils

- 1.5 Pupils come mainly from a range of academic, professional and business backgrounds, mostly from white British families living across the county and from the north of Suffolk. Nationally standardised test data provided by the school indicate that the ability of the pupils in the pre-preparatory, preparatory and senior schools is above average in comparison to those taking the same tests nationally. In the sixth form, the pupils' ability is broadly in line with the national average for pupils taking A levels. The school has identified 58 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia and attention deficits, all of whom receive additional specialist help. Four pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for sixteen pupils, and they are supported by their classroom teachers. The school modifies the curriculum for those pupils identified as the most able.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and 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 preparatory school, the school measures attainment using National Curriculum tests. In the years 2017 to 2019, the results were above the national average for maintained schools.
- 2.3 At GCSE in the years 2017 to 2019, performance has been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2017 to 2019 have been above the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

2.18 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.

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

3. Educational Quality Inspection

Preface

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

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

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

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

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

Key findings

- 3.1 The quality of the pupils' academic and other achievements is excellent.
- All groups of pupils attain and make progress at least in line with and often above their ability.
 - Pupils become effective, independent learners who communicate well and have excellent numeracy and study skills.
 - Pupils use information and communication technology (ICT) expertly to enhance their learning.
 - Pupils achieve high standards in a wide range of academic, cultural and athletic activities.
 - Pupils' attitudes are excellent, showing consistent ambition and engagement.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils' self-confidence, self-discipline, self-esteem and resilience are excellent.
 - Pupils make shrewd and balanced decisions and have a clear understanding of their importance for their well-being and progress.
 - Pupils have a strong moral sense and take responsibility for the consequences of their own actions.
 - Pupils make an outstanding contribution to their school and to the wider community, showing generosity and empathy.
 - Pupils have an acute awareness of how to promote their own well-being.

Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider:
- Enabling pupils in Years 6 and 7 to improve their understanding of careers and thus enable them to benefit even more effectively from careers advice given later on.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Evidence from lesson observations, interviews with pupils and scrutiny of their work, together with measures of progress provided by the school, indicate that pupils at all stages of the school make progress which is at least good and often excellent. Data from external examinations and tests also supports this evidence. In the Early Years Foundation Stage (EYFS), almost all children reach their learning goals and often exceed them. They become independent, responsible confident and assured, because they are frequently enabled to initiate their own activities, for example choosing from a range of play options after a session on reading and phonics. In the preparatory school and senior school, all groups of pupils, including those for whom English is an additional language (EAL), and those with special educational needs and/or disabilities (SEND), make strong progress in relation to their starting points, and achieve results at GCSE and A level above the national average. Day-by-day progress across a range of subjects reflects the pupils' fervent commitment to learning.

- 3.6 Pupils are supported by carefully planned teaching and a school culture based on high expectations and nurturing pupils to become effective, independent learners. Pupils respond positively and carefully to the verbal feedback they receive as they learn. In this way they know how well they are doing and can readily identify the specific steps they need to take to improve. All pupils use hand-held computers, tablets, as standard everyday practice, which allows them to have ready access to all teaching materials and to benefit from instant electronic feedback on their written assignments. As a result, pupils review their learning continuously, developing excellent mental habits based on a robust capacity for self-evaluation. They automatically take responsibility for addressing any gaps in their knowledge and understanding, supported by a programme of unit tests and formal examinations. The vast majority of pupils and parents in the pre-inspection questionnaire said that pupils are encouraged to learn and think for themselves. The school has made excellent progress in response to the previous inspection's recommendations to bring the quality of all teaching up to the standard of the best, and to improve departmental planning. Pupils develop their skills and knowledge through a flexible and extensive curriculum, which includes an excellent programme of activities. The subject choices available at GCSE and A level are tailored wherever possible to the pupils' own preferences. A very large majority of pupils in the pre-inspection survey said that teaching helps them to learn and make progress and that teachers help if they have problems with their work.
- 3.7 Pupils throughout the school have a strong knowledge base and develop their skills well. In the EYFS, children are already able to use tablets effectively, for instance to demonstrate their excellent understanding of phonemes and rapidly developing capacity to form letters accurately. In the preparatory school, teaching uses effective questioning to extend and deepen pupils' learning, and pupils are quick to respond, competently speculating, predicting and drawing comparisons with prior learning. In GCSE English and history lessons, pupils put their wider reading to excellent use and draw on examples from related texts to illustrate their arguments. In the sixth form, in languages classes, pupils manipulate verb forms confidently and successfully. They discuss philosophical issues and current affairs fluently in the target language. They enjoy enriching and elevating the register of their language by using synonyms. Pupils in all subjects recognise the importance of context, analysis and evaluation. Pupils' development is fostered by engaging teaching, for example by using a slinky to mimic wave motion in a GCSE geography lesson. The vast majority of pupils in the survey said that teachers helped them to learn and make progress.
- 3.8 Pupils' communication skills are outstanding. In the EYFS, children collaborated successfully on a gap-fill exercise in phonics, quickly mastering the long vowel sounds under consideration. Pupils write imaginatively when describing and narrating, and rigorously when analysing and evaluating. Their assurance is a product of the regular and frequent opportunities they get to write at length in continuous prose across a range of subjects. They are adept at writing for different purposes and different audiences, and they are inspired by creative writing competitions and by the work of a recent writer-in-residence. They use the library to support their learning and they also read fiction because the habit has been nourished through the pre-preparatory and preparatory stages: 'Bookworm Club' is well attended, and the school has responded well to the previous inspection's recommendation to improve the book stock in the senior library. Pupils speak with an articulate confidence in discussions and lessons. They develop rapidly as effective speakers because debate and discussion are facilitated in many lessons, and they make successful oral contributions to assemblies, the school forum, food committee, and the Model United Nations. Pupils' listening skills are excellent, encouraged by a programme of formal lectures, where their attention is unflinching, and by the school's emphasis at all stages on courtesy and respect for others. Paired and group work in lessons is effective because pupils listen carefully to one another so that they can respond appropriately and build on others' suggestions.

- 3.9 Pupils' numeracy skills are excellent as evidenced by external examination results, and also by the confident way in which pupils apply these competencies in other subjects. The methods used in mathematics lessons are replicated for instance in science, and design technology, and applied effectively in geography and economics. Pupils make excellent use of ICT. The current Year 13 pupils have been using tablets in lessons since they were in Year 8, and they have been carefully guided to make the most of them. They are now experimenting independently with fresh ways in which technology can enhance their learning. While preparing for the Extended Project Qualification (EPQ), in which results at the school are outstanding, pupils learned enhanced ICT skills. In addition, they have taught one another to use programs for referencing, resulting in more efficient use of study time, for example in geography project work. The introduction of tablets has transformed learning in all phases of the school, so that pupils routinely and competently use ICT for research, storing notes, making presentations and for computer-aided design and manufacture. In mathematics, pupils use programs to extend their own learning beyond the classroom and to consolidate skills and knowledge acquired in taught lessons. They also try out new techniques, such as an application for mind maps, for use as revision aids. Pupils' learning is supported well by subject departments which use technology as a repository for resources and as a means of setting, marking and reviewing homework.
- 3.10 In the preparatory school, pupils develop excellent study skills, which encourage them to hypothesise and to take risks, knowing that making mistakes is a way of learning. These habits endure into the senior school and sixth form, where pupils exchange ideas and learn from one another, for example in creating and sharing revision aids. Pupils are well used to deploying their skills, as exemplified in a geography GCSE lesson, in which pupils watched a film while simultaneously analysing information and synthesising it to make their own notes. Pupils concentrate well and seek to explore. They are ambitious, so that they work to the best of their ability and then create time to attempt extension tasks; for example, in ICT pupils purposefully extended their activity to establish whether a certain program worked in all cases, and in religious studies to consider whether to prolong or contradict a given argument.
- 3.11 Preparatory school pupils regularly win awards on entry to the senior school. Sixth-form leavers gain places at universities and colleges, including those with the most demanding entry requirements. Senior pupils are given highly effective individual guidance on the most appropriate options after leaving school. Pupils receive citations in nationally recognised essay competitions. They embrace opportunities for, and achieve success in, a wide range of high-quality enrichment and co-curricular activities. Pupils also excel in creative and performing arts, from the choir tour to Tuscany to music at Norwich Cathedral, the Norfolk Show and the school's winter arts festival. They attain distinction in debating, Young Enterprise, and the Model United Nations. They achieve excellent outcomes in netball and hockey as well as rowing, equestrianism and ballroom dancing. The success rate in winning gold awards in The Duke of Edinburgh's Award scheme has been outstanding for many years.
- 3.12 The pupils' attitudes to their work is excellent in all parts of the school. From the EYFS onwards they make assured progress in taking leadership in their learning, developing effective organisational skills and pride in the appearance of their work. They are ambitious and engaged, showing persistence and resilience, whether they are the youngest pupils filling in gaps from the story of Cinderella, or are older pupils grappling with the construction of a graph to relate wage demands to employment levels. Teaching seeks to trust pupils' decision-making, and they respond in a mature and positive way to the challenge.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent self-confidence, self-discipline and self-esteem. They make shrewd and balanced judgements about what they need to do to improve their work and they understand the process of learning through experience. They also celebrate their strengths and successes, which reinforces their

confidence. In the preparatory school, pupils spoke warmly of the ways in which they felt positive about their own abilities, especially how the school's 'Butterflies' and 'Qualities' initiatives encourage them to 'be bold, be brave, be beautiful', always distinguishing between the superficial and the internal, and developing outstanding habits and behaviour. As well as being confident and impeccably behaved ('why wouldn't we be?', they asked) pupils in the preparatory school quickly become happy, friendly, highly motivated and passionate about their school. At all stages of their education, they are effectively supported by highly structured discussions of their progress with pastoral staff using a shared language, captured in the acronym 'VESPA' (vision, effort, systems, practice and attitude). Sixth-form pupils use their study periods sensibly, relaxing when appropriate and always seeking to work hard. They engage with opportunities for reflection and are also tenacious in pursuit of their individual goals in lessons. Their self-confidence and resilience equip them well to try out their ideas and be prepared to revise their views in lessons. This is exemplified by a small number of Year 13 pupils: they did not feel that their EPQ work reached the standard they expected of themselves last year: they chose to delay submission by a year rather than give up. The pupils' qualities in personal development are informed by the 'Inspiring Females' programme, created by pupils and staff at the school, which enables pupils to hear the authentic experiences of eminent women from a range of fields. A very large majority of pupils in the survey said that they were encouraged to think for themselves, and almost all parents said that the pupils are confident and independent. The school amply fulfils its aim to educate pupils to be self-assured and ambitious.

- 3.15 Pupils have excellent decision-making powers, developed by the school's stance in trusting them to do what is in their own best interests. From routine choices over activities and food to major decisions about the next steps beyond school, pupils can explain their thinking clearly and take responsibility for the consequences. They recognise the importance of their own choices for their well-being and progress. For example, they are quick to choose the topics they would like to cover in mathematics enrichment sessions, or where they think follow-up sessions need to concentrate after talks and lessons in personal, social, health and economic education (PSHEE). Their sense of empowerment encourages the enthusiasm and high levels of engagement they customarily show.
- 3.16 Pupils have a well-developed sense of the non-material aspects of life, and the school makes every effort to encourage them in this. The selection of a theme for a textiles project, for example, was prompted by visits to museums as part of a 'Blue Skies Week' when pupils undertake an intensive project of their own choice. A recent pupil-led assembly asked: 'What is spirituality?' Answers included 'awe and wonder', and 'the mathematical concept of pi'. Assembly themes are discussed in sessions afterwards, including most recently the Holocaust, the bush fires in Australia, and the role of meditation. Pupils enjoy using the school's grounds and orchard for quiet contemplation. They are also well informed about spirituality in different faiths and belief systems because religious studies in the senior school embraces this dimension, covering for example the five pillars of Islam, and the significance of Rosh Hashanah. Their spiritual awareness is further enhanced through a Hindu immersion day, a Christian Union, and a display of artefacts from the Jewish and Buddhist faiths. Pupils discussed at a sophisticated level the philosophical issues raised by the film *The Matrix*, especially the contrast between reality and illusion.
- 3.17 The pupils have a highly developed sense of right and wrong, visible in the way they treat others with respect and kindness in lessons and elsewhere in the school. Pupils accept the need for a system of sanctions and rewards, although it is sparingly used, since the prevailing view is that they are in school to learn. Pupils' excellent social development leads to effective collaboration, which is a common feature of daily life. Pupils are keen to learn from one another in lessons, as seen in GCSE art, where groups of pupils worked on creating a kimono, or in languages, where pairs practised their speaking skills. The vertical system of houses, known as companies, brings together pupils of all ages, for example in drama. Pupils often work together effectively for a common goal: games and music, and also a range of peer support mechanisms such as paired-reading practice, 'Big Sisters' for mentoring, and 'Heads Together' to improve mental health.

- 3.18 Pupils find meaningful ways to make an outstanding contribution to their own school and to the wider community. They raise funds for charitable causes on a regular basis. Additionally, they give of their time and energy directly to benefit others where possible. They work in schools and care homes and help with teaching English to refugees. Their environmental awareness is manifested in their efforts in picking up plastic from Norfolk beaches, as well as the efforts to improve the school environment by planting an orchard and making a pond in the grounds. The Young Enterprise group has created a planner now used by all pupils. They reached the national final of the competition with their idea and also established the planner as a permanent feature of the school's life. In addition to useful tips on homework and target-setting, it offers sections on mindfulness, wellbeing, combatting stress, and ways to track sleep and water intake. The pupils involved competently canvassed opinions, consulted school leaders, identified sources of finance and assessed potential suppliers. The school council and in the preparatory school the forum, chaired by pupils, are currently considering how to write pupil-friendly versions of the school's rewards and sanctions policy, code of conduct, and anti-bullying policy. This is being done on their own initiative but also with the cordial approval of school leaders. The food committee collaborates with the chef to ensure that pupils' tastes are taken into account when menus are devised, and they often conduct research to that end. All these activities are indicative of the ways in which pupils develop effective communication skills, balancing assertiveness with consideration of others' views.
- 3.19 Pupils have an excellent attitude to diversity and understanding other cultures. It is an attitude which comes naturally to them, typified by the respect and tolerance with which they treat everyone regardless of background or origin. The school includes an international and multicultural dimension within lessons and activities and provides a range of overseas trips and visits to local Sikh and Hindu temples. During the inspection, the sixth form listened attentively to a visiting transgender speaker and held animated and sensitive discussions of the issues raised. The vast majority of pupils in the pre-inspection survey said that the school encourages them to show tolerance and respect towards others.
- 3.20 In the EYFS children are invited to start the day by giving an indication of how they are feeling. This trust and self-awareness continue to be developed by pupils in the preparatory school and senior school, and they receive excellent support in identifying and addressing issues through informal and formal counselling as well as peer mentoring. Pupils have a strong understanding of the link between physical and mental health. They are taught carefully in different areas of the curriculum about the importance of sleep, diet, hydration and exercise. Pupils engage readily in the school's offer of a wide choice of physical activities, establishing positive habits which they know will support their well-being into adulthood. When asked, pupils are unanimous in their appreciation of the quality of food served at school, although some expressed reservations in the questionnaire. Inspectors found the food to be of good quality. Pupils know the detail of how to construct and follow a healthy diet. Questionnaire responses confirm that pupils know how to stay safe online, especially after this term's safer internet week.

4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with 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. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Bill Burn	Reporting inspector
Mr Ben Edwards	Compliance team inspector (Former head of sixth form, HMC school)
Mrs Wendy Kempster	Team inspector (Head, GSA school)
Mr David Lloyd	Team inspector (Head, HMC school)
Mr David Pafford	Team inspector (Deputy head, IAPS school)