



**ISI** Independent  
Schools  
Inspectorate

## **Focused Compliance and Educational Quality Inspection Reports**

**St James Senior Boys' School**

**May 2019**



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## School's Details

<b>School</b>	St James Senior Boys' School			
<b>DfE number</b>	936/6016			
<b>Registered charity number</b>	270156			
<b>Address</b>	St James Senior Boys' School Church Road Ashford Surrey TW15 3DZ			
<b>Telephone number</b>	01784 266930			
<b>Email address</b>	mailing@stjamesboys.co.uk			
<b>Headmaster</b>	Mr David Brazier			
<b>Chair of governors</b>	Mr Jeremy Sinclair			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	413			
	<b>Boys</b>	413	<b>Girls</b>	0
	<b>Seniors</b>	350	<b>Sixth Form</b>	63
<b>Inspection dates</b>	8 to 10 May 2019			

## 1. Background Information

### About the school

- 1.1 St James Senior Boys' School is an independent school for boys aged 11 to 18 years. The St James preparatory school, senior girls' and senior boys' schools share a single governing body. Each school has its own governors' committee which oversees that school.
- 1.2 The school is divided into three sections with a lower school for Years 7 and 8, an upper school for years 9, 10 and 11 and the sixth form.
- 1.3 Since the previous inspection the school has closed its boarding provision. A design and technology workshop has been built, and rugby pitches and a cricket square have been provided.

### What the school seeks to do

- 1.4 The school aims to develop open-hearted young men who will be able to lead full and useful lives in the service of others. It seeks to build good character by instilling moral and ethical values and by training in self-awareness, stillness and attention.

### About the pupils

- 1.5 Pupils come from a wide range of ethnic backgrounds and live within a 15-mile radius of the school. Nationally standardised test data provided by the school indicate that the ability of the pupils is broadly average. Four pupils in the school have an education, health and care (EHC) plan. The school has identified 93 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia, all of whom receive additional specialist help. English is an additional language (EAL) for 16 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 39 pupils as being the more able in the school's population, and the curriculum is modified for them and for 46 other pupils because of their special talents in sport.

## 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. 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](#).

## Key findings

- 2.1 The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

### PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2015 to 2017, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2015 to 2017 have been above the national average for sixth formers in maintained schools.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

- 2.8 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.
- 2.9 Arrangements are not always made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. The school has not followed statutory guidance with regard to carrying out pre-employment checks in a timely manner. In particular, the school has allowed staff to begin work before the required checks have been completed.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9-16, 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 but those in paragraphs 7(a) and (b) [safeguarding] are not met.**

### Action point 1

- **the school must ensure that all required checks have been completed before allowing staff to begin work [paragraph 7 (a) and (b)].**

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

- 2.11 The school makes appropriate checks to ensure the suitability of supply staff.
- 2.12 The school has not always carried out checks of the identity, medical fitness or, when applicable, qualifications of staff. The school has not always checked the identity of proprietors before appointment. The single central register of appointments does not include dates of checks of identity, the right to work in the United Kingdom or, where applicable, qualifications.
- 2.13 The standards relating to the suitability of supply staff [paragraph 19] are met but those in paragraph 18 (2)(c)(i), 18 (2)(c)(ii), 18 (2)(c)(iv) and 18 (3) [suitability of staff], 20 (6)(b)(ii) [suitability of proprietors] and paragraph 21 (1), 21 (3)(a)(i), 21 (3)(iv), 21 (3)(vii), 21 (6) and 21 (7)(a) [the single central register] are not met.**

### **Action point 2**

- the school must ensure that checks of identity, medical fitness and, when applicable, qualifications are carried out before appointment [paragraphs 18 (2)(i), 18 (2)(c)(ii), 18 (2)(c)(iv) and 18 (3)].

### **Action point 3**

- the school must ensure that it checks the identity of proprietors before appointment [paragraph 20 (6)(b)(ii)].

### **Action point 4**

- the school must ensure that dates of checks of identity, the right to work in the United Kingdom and, where relevant, qualifications are recorded accurately on the single central register of appointments [paragraphs 21 (1), 21 (3)(a)(i), 21 (3)(iv), 21 (3)(vii), 21 (6) and 21 (7)(a)].

## **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 variously published, provided or made available to parents, inspectors and the Department for Education. These include 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 pupils with education, health and care plans or English as an additional language. They also include 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, in particular with regard to the recruitment process, so that the other standards are consistently met and they actively promote the well-being of the pupils.

**2.21 The standard relating to leadership and management of the school in paragraphs 34 is not met.**

**Action point 5**

- **the school must ensure that 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 [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.

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 good.
- Pupils have a positive attitude towards learning.
  - The participation levels and achievements of the pupils in a wide range of sports are excellent.
  - Success in examinations fulfils one of the aims of the school to inspire the boys in their subjects.
  - Pupils' skills in information and communication technology (ICT) are insufficiently applied across the curriculum to support independent learning.
  - Pupils make excellent progress when feedback is presented to them consistently in line with the school's policy on assessment.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils demonstrate notably high levels of respect for each other.
  - Pupils develop strong self-awareness through a comprehensive understanding of the school's philosophy of unity.
  - Pupils have an excellent rapport with each other and their teachers.
  - Pupils in the sixth form show an excellent sense of social responsibility through their work in support of younger pupils and the wider community.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- Adopt a more rigorous approach to the application of the assessment policy so that pupils always know how to improve their work.
  - Strengthen pupils' good ICT skills further through the application of them across the curriculum.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 The knowledge, skills and understanding of the pupils are good across the curriculum, as shown by observations of lessons. For example, in biology pupils in the sixth form built on their knowledge of homeostatic systems in the body as a result of skilful questioning. This is because teachers effectively encourage pupils to think through problems for themselves and so to acquire new knowledge and understanding in lessons. Pupils in an English lesson demonstrated high levels of understanding and were engaged very effectively with a task requiring them to work in groups on extracting information from a text with complex language and imagery. The effective structure of the lesson, the range of resources and the skilful questioning of the teachers help to promote achievement. Pupils develop excellent skills quickly in a range of physical activities and produce successful outcomes in this area at all stages. Pupils regularly gain entry to universities with high entry requirements.
- 3.6 The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE have been above the national average for maintained schools. Results in IGCSE examinations have been higher than worldwide norms. A-level results have been above the national average for maintained schools. The results in 2018 showed further improvements with 98% of GCSE results at Grades 9 to 4 and 91% of A-level grades at A\* to C. In the pre-inspection questionnaire, a very large majority of pupils responded that the teaching helped them to make good progress. Well planned lessons are a significant factor in enabling pupils to make effective progress in their learning.

- 3.7 The achievement of the pupils, including those with SEND and EAL, is good overall, as seen in lesson observations, scrutiny of pupils' work and the school's assessment data. Pupils with SEND achieve in line with their peers, as shown by the data supplied by the school and by their success in public examinations. They make good progress because they are assisted well in their learning by their teachers and support staff in lessons frequently, with tasks tailored to suit their individual needs. The pupils in the sixth form report that the small groups increase their confidence and encourage them to make more effective progress. Pupils with EAL make good progress overall because they are supported by teaching in small groups and by a curriculum that is adapted to their particular needs.
- 3.8 During the scrutiny of pupils' books inspectors found that the most effective marking supplied helpful feedback to enable pupils to understand how to make further progress. Often the pupils took the advice further, added comments of their own and improved their work. In the questionnaire, a small minority of pupils said that feedback and marking by teachers did not always help them to improve. It was recommended at the time of the previous inspection that the school should improve the consistency in the assessment of pupils' work so that a high quality of feedback is provided across the curriculum. This recommendation has only been partly met, as an inconsistency remains. In some subjects, feedback is not as specific as it could be. The ability to develop independent learning skills is sometimes limited by the quality and quantity of feedback that the pupils receive.
- 3.9 A very large majority of pupils develop good and sometimes excellent communication skills appropriate for their age. They listen attentively in assemblies and lessons and participate effectively. For example, in a sixth form mathematics lesson the pupils were able to articulate the circumstances for the use of integration by parts, including more complex examples which included reduction formulae. This is because their teachers question them supportively and challenge them to develop their ideas aloud. Communication skills are also developed because of the positive relationships between staff and pupils. Pupils have the confidence to express their views and to take risks in their learning, as guided and encouraged by their teachers. For instance, in drama older pupils were highly focussed when refining their devised component and experimenting with different ideas because they were encouraged by the supportive suggestions of their peers. In their written work pupils realise the importance of correct grammar, spelling and punctuation, especially as teachers refer to these aspects regularly in their review of pupils' work. In a lesson on *The Merchant of Venice*, pupils worked in groups to extract key information from the text and identify quotations to support these, showing an ability to understand complex literary language with some unfamiliar vocabulary.
- 3.10 Pupils' numeracy skills throughout the school are good in relation to their ability. Senior leaders' effective use of a recent cross-curricular audit has helped to strengthen the pupils' skills so that they are extremely confident when applying numeracy in other subjects. For instance, in a chemistry lesson, older pupils correctly applied their understanding of percentages to deduce figures for plotting on a graph, and then successfully plotted the graph. In a geography lesson, older pupils demonstrated good use of stratified sampling in testing a hypothesis for pebble smoothness in relation to longshore drift. Pupils in interview reported that they feel secure in mathematical applications in other lessons because teachers place a strong emphasis on non-calculator skills and regular assessment and testing of basic numeracy. The view was supported by lesson observations.
- 3.11 Pupils acquire good information, communication and technology (ICT) skills in lessons allocated to the subject and access on-line resources in school or from home. Pupils are able to use word processing to help in the completion of essays. Pupils with SEND receive excellent training in the use of a laptop so that it becomes their natural method of working. It was recommended in the last inspection that the school should improve the reliability and accessibility of provision for ICT. This has been achieved. However, in lesson observations and in the review of pupils' work, inspectors found that pupils have not fully explored the ways in which ICT can support their learning across the curriculum. This limits the extent to which the pupils become independent learners.

- 3.12 Pupils' attitudes to learning are very positive throughout the school. They are productive in individual work such as when developing kinetic sculptures in a design and technology lesson. Pupils are active participants in lessons. The most able pupils concentrate very well, and the questions that they pose to their peers and teachers often demonstrate sophisticated thinking such as in a Latin lesson when reflecting on constructions that require the subjunctive mood. Pupils recall relevant information efficiently, and can make links with their previous study. They make excellent progress when well considered, challenging questions are posed by their teachers. Pupils demonstrate deep thinking through independently posed questions about themes such as a consideration of whether all hot wars start as cold wars and the possible effect that Churchill's *Iron Curtain* speech had on the relations between the United States and the Soviet Union. Pupils develop their ability to analyse and synthesise through the opportunity to apply these skills in personal, social, health and economic education (PSHE) and within individual subjects. Pupils who spoke with the inspectors said that they are very positive about their learning and saw the supportive environment as a significant strength of the school. This is reflected in their attitude and application in lessons. Pupils are actively engaged in lessons and have an excellent rapport with their teachers and peers.
- 3.13 Pupils participate in national competitions in mathematics and chemistry and have achieved good success up to Kangaroo level. The vast majority of pupils are keen to take maximum use of the opportunities in sport, music, drama and the Combined Cadet Force to develop themselves and acquire further skills. Each year some pupils achieve in The Duke of Edinburgh Award scheme (DofE) at bronze, silver and gold levels. School teams have recently been successful in regional competitions in rugby, hockey, football and cross country. In sailing pupils were overall winners of the Pico fleet at the national regatta, achieving individual gold, silver and bronze medals. These achievements result from the senior leaders' and governors' dedication of a significant amount of time and importance to a range of activities to support the wider development of the pupils' character. For example, pupils hone their sporting skills during the Friday options which include some twenty activities ranging from golf, fencing, table tennis and rowing to boxing in addition to the traditional team games.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils display very high levels of self-awareness as they develop their individual learning skills. Self-awareness is practised during pausing and quiet time. The pupils convey a true sense of purpose through the connection with the peace, stillness and attention behind all moments of the day that they experience. Pauses at the beginning and end of a lesson become a natural way to frame any activity that enables the pupils to become fully focussed on and reflective of their learning. In interviews, pupils explained that they use the school's meditative approach at home when starting their homework and that they believe that it helps to improve the quality of work. Lower school pupils in a music lesson demonstrated high levels of self-confidence by successfully performing their mini compositions. The high quality of surrealist and expressionist work in art provides clear evidence of aesthetic appreciation. Pupils show self-confidence in many areas of school life. They explained to inspectors that they appreciate that they are becoming independent members of the community with strengths that are valued and recognised without arrogance. Pupils are self-disciplined and in the face of difficulty or challenge most pupils show perseverance, as in a history lesson, when partial answers were not deemed to be acceptable. Younger pupils in mathematics used a range of creative numerical, algebraic and pictorial methods to solve a range of complex ratio and proportion problems. Pupils say that they improve and mature in their levels of self-discipline by learning from their mistakes and taking their work more seriously as they move up the school. This is because the teachers make sure that they know their pupils extremely well and provide effective support. Pupils feel that their true being is not judged by others and that each person is genuinely allowed to become the individual character that he wishes to be. Older pupils stated that by the time they reach the senior part of the school they appreciate fully that the philosophy of the school enables them to become spiritually and

emotionally aware of themselves. In their questionnaire responses, almost all parents agreed that the school helps their children to be confident and independent. Inspection evidence fully supports this view.

- 3.16 Pupils understand that making the right choices is about listening to adults and older pupils and realising that they are receiving good advice. This is seen in the way in which pupils reflect on the variety of approaches to the tasks that teachers set for homework to ensure a successful outcome. Readings in assemblies which have deeper meanings help pupils to make appropriate choices for themselves about self-improvement. Pupils told inspectors in interviews that they know that there are people at school whom they can approach for advice. Pupils are required to select GCSE subjects at the end of Year 8 and so they develop the skills in making such decisions at an early stage. The aim of the *Stepping into Manhood* programme is to support fully the decisions that the pupils are making about their future education. Pupils choose to attend the lunch-time clinics to help them to boost their performance in their academic subjects.
- 3.17 Behaviour is of a very high standard. The stillness of quiet time helps to set a calm atmosphere that pervades the school's buildings and grounds, where pupils can spend break times in peaceful conversation with friends. In their questionnaire responses, almost all of the pupils agreed that the school expects them to behave well. Pupils have a clear understanding of what is right and wrong, and understand and respect systems of rules and laws. They willingly accept responsibility for their own behaviour, in line with the school's ethos of respect for others and the importance of reason. Bullying is never thought to be acceptable, and pupils are aware that they have a responsibility to confront it if it ever happens. Pupils understand the part they all have to play in upholding high standards of behaviour, as shown by their contributions to the committee that reviewed the school's system of discipline and restorative justice. Pupils explained to the inspectors that it is a more enduring lesson for life to discipline yourself before something wrong is done. Pupils speak favourably about the messages that they take from the full school assemblies. They feel that they are encouraged by the pause, the traditional prayer and the address to achieve more than they thought that they could. In this way the school successfully achieves one of its moral imperatives.
- 3.18 Pupils form enduring and productive relationships, collaborating very well in lessons and in the wider life of the school. The concepts of equality and taking responsibility which are central to the ethos of the school have a clear impact on the decisions that pupils make in regard to their relationships with each other and with staff. Mentoring of younger pupils by older ones, both academic and pastoral, is a strong feature of school life. Pupils understand that each individual has a special talent which they are willing to acknowledge with pride. In readily recognising the worth of each individual, pupils fulfil the school's ethos of treating each other with consideration, tolerance and respect. A science, technology, engineering and mathematics (STEM) day took place at the time of the inspection. This saw pupils in the lower school collaborating very well with each other when faced with challenging problems to solve. Pupils explained to inspectors that team building trips to locations such as the Lake District and Florence focussed their mind on overcoming fears in confronting the unknown.
- 3.19 The pupils have a strong sense of community, and many pupils are enthusiastically involved in a range of activities that benefit others both in and out of school. Pupils go outside once a week to pick litter to enhance their environment or serve each other at lunchtime. The older pupils show significant leadership in this respect. Pupils in the sixth form act as subject ambassadors and mentors for the younger pupils in a way that the younger pupils say they value. The pupils readily appreciate that many people in the local community are less fortunate than themselves. They have responded to this in a number of ways, including by their contribution to an outreach programme to support local homeless people run by the sixth form charity team and to assist in a nearby prison. The school successfully meets its aim to develop open-hearted young men who will be able to lead full and useful lives in the service of others.

- 3.20 The pupils quickly appreciate the diversity of their community and ensure that it is one that is at complete harmony with itself. This is because pupils value the notion that all faiths and philosophies essentially lead to the same aim of acceptance of one another. For instance, pupils purposefully use the prayer room and chapel to practise their faith. Banter is challenged immediately. Pupils display full appreciation of the worth of each one of its members. The pupils explained to inspectors with full sincerity that 'we are all brothers' here. Almost all parents and most pupils who responded to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils are well aware of the pressures that can be placed upon them by society and social media. They know how to stay safe, including online, because they have an enhanced sense of self-awareness and the school's implementation of its online safety procedures. They understand how to maintain their physical health as a result of the strong emphasis that senior leaders and governors give to physical education in the curriculum and the wide range of sports in the activities programme. Pupils are fully aware of the importance of good mental health which is underpinned by the school's ethos to embrace mindfulness and quiet meditation. Pupils realise when it might be beneficial to take advantage of the senior leaders' and governors' investment in counselling services. The comprehensive PSHE programme contributes effectively to the education of the pupils on a range of health-related themes. Pupils are fully aware of the importance of a balanced diet.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors of the local board, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mr Stephen Pugh	Reporting inspector
Mrs Elizabeth Thomas	Compliance team inspector (Head, GSA school)
Mr Jaideep Barot	Team inspector (Headmaster, HMC school)
Mr Ed Hester	Team inspector (Headmaster, HMC school)