



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Sydenham High School

January 2020



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School's Details

School	Sydenham High School GDST			
DfE number	209/6309			
Registered charity number	306983			
Address	Sydenham High School GDST 15 & 19 Westwood Hill London SE26 6BL			
Telephone number	020 8557 7000			
Email address	senior@syd.gdst.net			
Headmistress	Mrs Katharine Woodcock			
Chair of governors	Miss Rebecca Holbrooke			
Age range	4 to 18			
Number of pupils on roll	665			
	EYFS	21	Juniors	216
	Seniors	365	Sixth Form	63
Inspection dates	21 to 23 January 2020			

1. Background Information

About the school

- 1.1 Sydenham High School, located in south-east London, is a day school for female pupils aged between four and eighteen. It was founded in 1887 by the Girls' Day School Trust (GDST), the council of which provides governance for the school. The local school governing board provides advice and support to the school, but does not hold legal responsibility.
- 1.2 The prep and senior sections of the school share many facilities. The junior school, including the Early Years Foundation Stage (EYFS), was rebranded as the prep school in 2018 and provides for pupils up to Year Six. It is located a short walk from the senior school.
- 1.3 Since the previous inspection, the school has refurbished the sixth form centre and school libraries. It has created a covered outdoor play area for the EYFS and invested in increased digital technology. The head of prep and chair of governors were appointed in 2019. The leadership teams in both sections of the school have been restructured.

What the school seeks to do

- 1.4 The school remains committed to its original aim of providing a first-class academic education for females. It sets out to ensure excellent pastoral care in which pupils develop the confidence and inner strength needed to thrive, succeed and be happy. In line with its motto of 'Fear Nothing', its objective is that pupils develop ambition, resilience and independence of mind.

About the pupils

- 1.5 Pupils come from a diverse range of backgrounds and locations across London. Nationally standardised tests indicate that the ability profile of the pupils across the school is above the average in comparison to pupils who take similar tests, with a relatively wide range of ability. The school has identified 139 pupils with special educational needs or disabilities (SEND) for issues such as dyslexia and slow processing. No pupil in the school has an education, health and care (EHC) plan. English is an additional language for 95 pupils, none of whom require additional support. Pupils identified as more able are provided with extension work within the classroom and extra-curricular programmes.

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 REGULATORY 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.

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 The prep school uses its own framework to determine attainment, instead of the national framework.
- 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

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

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

3. Educational Quality Inspection

Preface

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

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

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.
- Pupils make rapid progress and achieve excellent results.
 - Pupils express their independent views and ideas fluently, with excellent written and oral communication skills.
 - Pupils have an excellent attitude to learning; they respond positively to challenges that enable them to aspire to the highest level of achievement.
 - Pupils show an excellent ability to work collaboratively and to take control of their learning, guided by teaching which consistently asks them to think for themselves and share opinions.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils develop high levels of self-confidence and the inner strength needed to succeed, as a result an understanding not to fear failure.
 - Pupils actively seek out challenge, reflecting the school's encouragement to remain resilient in the face of setbacks.
 - They have an excellent understanding of the importance of respect and tolerance.
 - Their sense of responsibility to themselves, their school and the wider community is highly developed.

Recommendation

- 3.3 In the context of excellent outcomes, the school may wish to consider the following recommendation for improvement:
- Ensure that pupils are consistently making excellent progress in the prep school by sharing best practice, so that every lesson has optimum pace and challenge.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Questionnaire responses show almost all parents and pupils are very satisfied with the progress pupils make and the skills they develop. Throughout the school, pupils reach high standards across all the required areas of the curriculum, as evidenced by test results, and by lessons observed and work scrutinised in the course of the inspection. By the end of the school year in 2019, children in the EYFS reached or exceeded the expected levels in five of the seven areas of learning. Older prep pupils, including those with SEND or English as an additional language (EAL), achieve above average standards in comparison to those of pupils nationally taking the same tests. Senior school pupils reach very good standards in public examinations. The pass rate at GCSE in 2019 was over 99%, with just over 70% being awarded grades 7-9. A-level pupils also performed at a very high level with 95% of results being set at grades A*-C and 57% at grades A*-A. Public examination results have steadily improved over the last three years as the pupils have been supported by the commitment of school leadership to ensure careful monitoring of progress so that interventions can be set in place swiftly. Pupils and parents highly value the quality of the education the school is providing.
- 3.6 The prep pupils develop excellent knowledge, understanding and skills across all areas of learning including linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Children in EYFS have an excellent grasp of basic mathematical concepts, for example when counting the number of wheels required for their paper train. Prep pupils apply knowledge of mathematical operations very confidently, multiplying and subtracting correctly to solve

problems. Pupils at the top of prep round up decimal points skilfully, responding very well to problems posed just beyond their knowledge level to challenge them further. They show an excellent ability to link their learning across the curriculum, for example explaining why their exploration of forces in science will help them in constructing a moving model in design technology (DT). Prep pupils almost always make rapid progress in their learning, although on a few occasions progress was less good because the lesson lacked challenge and incisive questioning. Prep pupils' strong understanding of environmental issues covered in science and personal, social, health education (PSHE) lessons was evident in the display of a tree with pupils' promises, attached as leaves, not to waste resources. They use information and communication (ICT) technology very confidently to research topics on the internet and tablet devices to film their own creative activities. They concentrate well in sports lessons, demonstrating their very good understanding of the importance of warming up before an activity and developing their ball skills rapidly.

- 3.7 Strong literacy and communication skills start to develop at an early stage and prep pupils are extremely articulate. They contribute highly effectively in lessons, supported by an encouraging atmosphere and by teaching which promotes imaginative use of language and maintains an excellent, stimulating pace. Children in EYFS make excellent progress in their fine motor skills when starting to write. They showed good recall of phonics to create a sentence describing the Gruffalo and in using a sound mat to help them write. Older prep pupils develop a thorough understanding of the power of language and the different stylistic registers. By the time they reach the top prep classes, they write with excellent vocabulary, use compound and complex sentences and demonstrate a firm understanding of stylistic conventions such as newspaper reporting.
- 3.8 Senior school pupils make excellent progress across the full range of their subjects thanks to strong school leadership which ensures a broad curriculum, challenging teaching and sensitive pastoral guidance. Pupils with SEND or EAL make progress which is at least as good as that of their peers, and those identified as more able achieve in line with or above expectations. Pupils successfully take on the intellectual challenges provided in the many opportunities made available to them by the school, such as the Socrates and Curioso programmes. Pupils respond extremely well to the encouragement these offer to be ambitious in their thinking and academic aspirations, in line with the school's aims. Sixth form pupils' high aspirations for their future lives benefit from the active support being provided by school leadership, for example in helping them prepare them for university applications.
- 3.9 Senior school pupils demonstrate excellent communication skills which they apply confidently across their learning. Their excellent grasp of the power of language is actively encouraged by such initiatives as the 'Word of the Week' displays in the school, brief periods set aside for silent reading in some English lessons and the wide variety of opportunities provided for public speaking. Pupils write fluently, explaining their thinking clearly in well-structured arguments for example in religious studies and biology. Informal conversations with older pupils revealed sophisticated reading tastes, ranging from classic Russian novels to the works of contemporary poets. Pupils are highly articulate and sensitive to the power of language. Younger pupils discussed characterisation and the significance of word choices in Shakespeare texts at an exceptionally mature level and sixth form pupils confidently discussed the use of rhetorical devices by Virgil.
- 3.10 Pupils develop an excellent understanding of scientific concepts and apply the appropriate technical language confidently when tackling questions. They quickly absorb new concepts introduced by the well-planned, stimulating lessons. For example, in a chemistry lesson they responded to test questions with clear diagrams and the accurate format for calculations. They demonstrate a highly developed ability to apply numerical skills across the curriculum, as seen, for example, in economics, where pupils swiftly interpreted numerical data presented in graphs. Their skills develop rapidly thanks to carefully structured teaching which ensures a firm foundation before posing questions of increasing complexity. Pupils use ICT and the school's intranet resources with great confidence and imagination. For example, pupils studying for their GCSEs produced a prize-winning film for the Institute of Physics on

radioactivity. Pupils work hard in sports lessons and show real commitment in training to improve, for example in early morning circuit training sessions for rowers.

- 3.11 Pupils throughout the prep and senior school demonstrate an excellent attitude to their work. In the pre-inspection questionnaire a majority of pupils state they find their lessons interesting, making them ambitious to learn. As a result, they settle down purposefully in lessons. They work together collaboratively extremely well. They listen to each other, challenge each other and their teachers appropriately, and negotiate to agree outcomes. They also work very well on their own, taking control of their learning. Children in the EYFS class confidently settle into productive activities of their own choice. In a prep music lesson, young pupils took charge of making decisions about the tone of voice and physical gestures to be used to add extra expression to their singing. Senior school pupils show considerable ability to work independently as seen when creating improvised drama. Pupils' ability to work so effectively, either together or independently, develops as a result of highly effective teaching with high expectations and use of imaginative strategies, such as using charades or silent debates.
- 3.12 Pupils develop outstanding study skills. EYFS children drew on their recall of the significance of colours used for warning road signs to create their own 'keep off' sign. Prep pupils were confidently able to analyse the results of their experiments on friction and apply these to their DT project. Their excellent skills in analysing and synthesising information were evident in their writing on the use of plastics in the world, balancing issues of practicality, business interests and pollution. Senior school pupils' comments and questions in lessons showed excellent high-order thinking. This was seen in a history lesson as senior pupils swiftly and thoughtfully analysed source material from World War One, a cartoon, before going on to question the political attitudes it indicated. In a Spanish lesson, they discussed the effectiveness of campaigns to raise awareness of violence against women. Pupils develop this outstanding ability to think and question because of excellent teaching based on skilful questioning that challenges them to reason their own way to an answer. Sixth form pupils' choices of topics for their extended project qualification (EPQ) show their willingness to consider and synthesise a range of information, for example combining issues of music genre, festival organisation, food and fashion.
- 3.13 Pupils' excellent creativity is apparent in their art and in their performance work. Prep pupils' very good creativity is evident in the lively displays of their work around the school. They sing with gusto and very good understanding of tempo and dynamics. Senior pupils enthusiastically and successfully tackle demanding classical music, such as Beethoven's fifth symphony. Large numbers of pupils across the school take the opportunities provided by the school to take speech and drama examinations or music grade examinations, achieving very good results. Rehearsals for a forthcoming production of 'Billy Elliot' showed senior school pupils drawing on their strong skills in acting, singing and dance.
- 3.14 Pupils from all phases of the school have achieved considerable successes beyond the classroom. The prep school netball team has won the honour of representing the borough of Lewisham in the London Youth Games. Senior school pupils with specific talents are supported by an elite sports programme. Many play sports at club or county level and some have gone on to achieve outstanding personal success in fencing, diving and riding. Large numbers of pupils achieve the Duke of Edinburgh's Award at Bronze level, with some progressing to Silver and Gold levels.
- 3.15 Pupils are very successful in a range of other competitive or extension activities, many of them undertaken with other GDST schools and organised by the Trust. For example, prep school pupils enthusiastically engaged in a formal debate with pupils in a nearby boys' school. Their many and varied interests are supported by an extensive programme of extra-curricular clubs, improved as recommended by the previous inspection. Senior school pupils have won prizes as outstanding representatives at a recent Model United Nations (MUN) conference. A Young Enterprise team were regional prize winners in marketing, technology and eco awareness. Pupils' skills grow as they mature, nurtured further in the extensive extra-curricular programmes, constructed in the senior school to encourage holistic development of 'Body, Mind and Soul'.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 Pupils of all ages show high levels of self-confidence and self-esteem. Comments in questionnaires and inspection evidence show that the school is highly successful in meeting its aims to help pupils be bold and fearless in their pursuit of individual excellence. Prep pupils are self-assured in speaking to visitors about their work and how they have improved at subjects they had initially found difficult. They say that they have become more confident in themselves thanks to the numerous opportunities in school to be the 'giraffe girls' cited by the school, sticking their necks out and facing challenges. In speeches in assembly, newly elected sixth form pupil leaders told the rest of the school how they had grown in confidence over the years by accepting the challenge of the school's motto 'fear nothing', and encouraged other pupils to do the same. Pupils' understanding of this message, core to the school's aims, is constantly reinforced by senior leaders and by initiatives such as 'Fearless Fridays' when pupils are faced with activities intended to take them outside their comfort zone.
- 3.18 Pupils throughout the school develop considerable resilience and a determination to persevere even when doubting their own ability. They learn not to be afraid of failure but to learn from setbacks, so as to do better next time. They respond positively to the very good feedback and advice from teachers provided orally and in marking, going on to produce improved work as a result. Progress is supported by the consistently high quality of the marking and feedback in the senior school. This meets one of the recommendations from the previous inspection. Pupils say that if they are struggling academically or with their health their teachers are helpful and supportive, offering advice which helps them to continue and succeed.
- 3.19 Pupils have a very good understanding of the personal responsibility they bear for their own success and well-being. Children in the EYFS demonstrated highly developed decision-making skills when choosing and pursuing activities such as selecting materials to make a paper train with moving wheels. Older prep pupils confidently decided which strategies they wished to adopt to solve maths word problems and made decisions about text features in English, encouraged by their teachers to choose for themselves. Senior school pupils are very adept at making decisions about how best they learn and what they need to do in order to achieve their ambitions. They spoke, for example, of selecting to attend activities such as electronics club or undertake community service to support their career aspirations. Those in public examination years successfully learn to balance their academic work with their other activities by developing very good time management skills. Sixth form pupils say they have found the professional skills unit in the school's 'Active Citizen' programme extremely useful in developing this skill, which they understand will also be important in the next stage of their lives.
- 3.20 The pupils' excellent understanding of the non-material values, which are important if they are to live fulfilling lives, is clear in their actions and their conversations. Children in the EYFS develop this understanding as they learn with excitement about the world around them. They were intrigued by the insect life in their bug hotel and excitedly anticipated the growth of the bulbs they had planted. Prep pupils' strong awareness of human responsibility for the threats to the planet is evident in their writing on the melting of the polar ice cap. Senior pupils exhibit attitudes based on a solid grasp of a values system not based on material success. They strongly value the open-minded and respectful ethos of the school which encourages them to reflect on a diverse range of belief systems and come to their own conclusions. Sixth form pupils speak intelligently of the transience of fame and wealth, dismissing these as far less important than finding personal satisfaction through self-fulfilment and commitment to others. They have a mature ability to engage in profound thinking about the meaning of human existence. Their thoughtfulness is evident in their writing and discussions on such topics as whether the mind and the brain are synonymous, on euthanasia, and on whether dress codes reflect outdated attitudes.
- 3.21 In discussions with pupils, they unanimously identified kindness, respect and tolerance as the essential key qualities which matter to them. These values underpin the school's pastoral support system and

are consistently modelled by senior leaders. Pupils' understanding of the importance of treating others as they want to be treated themselves pervades the school and they firmly reject discrimination of any kind and on any grounds. They appreciate the contribution made to school life by the wide range of cultures and backgrounds in the school community, saying that understanding more about others helps them to prepare for the world beyond school. Should relationship problems emerge, pupils seek to understand why and to find a solution, supported by the school's 'Girls on Board' or 'Kid Coaching' initiatives. Pupils have strong views on what is and is not morally acceptable either in school or society at large and have the moral courage to challenge actions they see as wrong. They show a very good grasp of their responsibility to become well-informed and active citizens, encouraged by activities in the PSHE programme such as Parliament Week and a recent mock election.

- 3.22 Pupils have a very strong sense of social justice, social responsibility and equality. Senior pupils argued persuasively in a short film for the importance of involving women in the development of artificial intelligence. There are pupil 'eco warriors' throughout the school. Prep pupils make commitments to reduce waste and dispose of rubbish properly. Eco warriors worked with the support of staff to promote an Eco Week and to raise awareness not just of the proliferation of plastics but of the ethics of some businesses such as the fashion industry. This resulted in a clothes swap session, encouraging senior school pupils to recycle rather than throw away fashion items. Pupils intelligently consider and challenge thoughtless attitudes to the world's natural resources such as the consequent loss of coral reefs and the impact of frequent overseas air travel.
- 3.23 Pupils of all ages have a deep-seated sense of responsibility to the school as well as to society. They are eager to put themselves forward to be voted into responsibility roles such as class monitors, school council representatives, sports leaders, charity committees and members of the young leadership team of head girl and deputies. Those elected carry out their responsibilities diligently. Pupils show considerable initiative and enthusiasm in their charitable endeavours. Following a visit to a local food bank, prep school pupils energetically campaigned in the school playground to encourage parents to contribute much needed items. Sixth form pupils stage an annual talent show to raise food donations and money for the 'Crisis at Christmas' appeal, managing every aspect of the project. Pupils and staff came together to raise money for their sister school in Nepal when it was damaged by an earthquake. Pupils' excellent ability to collaborate and work well with others to achieve a common goal is evident in such activities. They are actively supported in this by the social attitudes to an ever-changing world actively promoted by the Trust and school leaders. Senior leaders take the view that if pupils are passionate about a cause and want to take some action as a result, the school has a responsibility to do what it can to support and encourage them.
- 3.24 Pupils have a very good understanding of how they can keep themselves safe and healthy. Prep school pupils explained clearly what makes a balanced lunch and why the school insists that they have at least one vegetable at lunch. Their choices showed their thorough understanding of the concept of a healthy diet, and their conversations were evidence of their enjoyment of and commitment to exercise. Older pupils, too, are very well aware of the importance of eating healthily and exercising regularly. They have an excellent appreciation of the fact that these physical matters are important because they also influence mental well-being. Sixth form pupils develop very good abilities to manage their work-load and retain a balanced lifestyle. Pupil leaders in assembly promoted a forthcoming day focussed on awareness of mental health. In this they reflected an excellent understanding of the need to take their mental health seriously and to seek the help available from the school if they need it.

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 proprietor and chair 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

Mrs Colette Culligan	Reporting inspector
Mr Vaughan Jelley	Accompanying inspector
Dr Paul Thompson	Compliance team inspector (Deputy high master, HMC school)
Dr Carolyn Shelley	Team inspector (Headmistress, IAPS school)
Mrs Rebecca Tear	Team inspector (Head, GSA school)
Mr Stuart Thompson	Team inspector (Senior deputy, GSA school)