



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Leicester High School for Girls

November 2022

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School's Details

School	Leicester High School for Girls			
DfE number	856/6009			
Registered charity number	503982			
Address	Leicester High School for Girls 454 London Road Leicester Leicestershire LE2 2PP			
Telephone number	0116 2705338			
Email address	enquiries@leicesterhigh.co.uk			
Head	Mr Alan Whelpdale			
Chair of governors	Mr Mark Dunkley			
Age range	3 to 18			
Number of pupils on roll	316			
	EYFS	21	Juniors	73
	Seniors	175	Sixth Form	47
Inspection dates	1 to 3 November 2022			

1. Background Information

About the school

- 1.1 Leicester High School for Girls is an independent day school for females. The school was founded in 1906 as a Christian foundation, welcoming pupils of all faiths and none. It moved to its present site in 1926 and was constituted as a charitable trust in 1975. It is administered by a board of governors which has oversight of both the junior department and the senior school.
- 1.2 The school consists of a junior department for pupils aged between 3 and 10 years and a senior school for pupils aged between 10 and 18 years. Since the previous inspection, a new chair of governors has been appointed, a number of new senior appointments have been made, and a new music centre has been created.

What the school seeks to do

- 1.3 The school aims to create a friendly, caring community, where every individual is valued; to develop intellectual curiosity, academic excellence, and a life-long love of learning; to discover and nurture individual talents, creativity and self-belief, and to develop personal values of respect, acceptance, understanding, and determination.

About the pupils

- 1.4 The majority of pupils come from the immediate vicinity of the school, as well as surrounding villages. Pupils come from a range of professional and business backgrounds, reflecting the ethnic diversity of the locality. Data provided by the school indicate that the ability of the pupils is above average compared with others taking the same tests nationally. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND), two of whom receive additional specialist help. No pupil in the school has an education, health and care (EHC) plan. There are 2 pupils having English as an additional language (EAL). Data used by the school identify 51 pupils as being the highly able in the school's population, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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

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

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

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

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2019 to 2022 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 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 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

PART 3 – Welfare, health and safety of pupils

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

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

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

PART 5 – Premises of and accommodation at schools

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

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

PART 6 – Provision of information

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

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

PART 7 – Manner in which complaints are handled

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

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

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor 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.

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

3. Educational Quality Inspection

Preface

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

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

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

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

Key findings

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

- Pupils of all abilities make excellent progress and this is reflected in their attainment in examinations, enabling them to gain entry to higher education establishments of their choice.
- Pupils are outstanding communicators and attentive listeners, both inside and outside the classroom.
- Pupils display excellent attitudes towards their learning and development.
- Pupils throughout the school have highly developed study skills.

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

- Pupils display excellent understanding of, and respect for, cultural diversity.
- Pupils have a strong understanding of right and wrong and uphold the values of the school.
- Pupils have an outstanding social awareness and work together effectively across all age groups.
- Pupils have an innate spirituality and a deep appreciation of the non-materialistic aspects of life.

Recommendation

3.3 The school is advised to make the following improvement.

- Develop pupils' understanding of future life pathways in the lower years of the senior school to enable them to contextualise their learning and benefit 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 The achievement of pupils, including those with SEND is excellent. Pupils' attainment at A level in 2022 was extremely high, with over two-thirds of results graded A* or A. This level of achievement mirrors the centre- and teacher-assessed results in 2020 and 2021. As a consequence, the vast majority of pupils gain places at their first choice of university, often with highly demanding entry requirements. Pupils' performance at GCSE reflects a similar picture. In 2022 almost three-fifths of results were at the top two grades. In 2020 and 2021 in the centre- and teacher-assessed assessments, two-thirds of results were at those grades. The difference reflects national trends. Data show that pupils attain higher examination grades than expected for their ability. The quality of more able pupils' work and

their achievement in the extended project qualification (EPQ) further reinforce this. EYFS children make excellent progress, reaching age related expectations by the end of Reception. Junior pupils make rapid progress and are prepared well for the next stage of their education. Almost all parents who responded to the pre-inspection questionnaire agreed that teaching enables their child to make progress and that their needs are met effectively.

- 3.6 Pupils' knowledge, skills and understanding across the curriculum is outstanding, strongly supported by carefully structured and well-paced lessons. This ensures that pupils' needs are met and that they are constantly challenged and confident to ask questions to enrich their understanding. In a Year 12 history lesson pupils showed excellent recall of events and characters, and expertly applied this to the social situation in Russia pre and post revolution. Pupils use expressive language with sophistication and display a secure knowledge of technical terminologies, as in a Year 9 English lesson where pupils analysed *Anthem for doomed youth* by Wilfred Owen. Pupils skilfully identified and understood the impact of personification, alliteration, rhyming couplets, a quatrain, extended and specific metaphors, unstressed and stressed syllables. In EYFS, children readily grasped the new sound 'b' and were quick to apply it to build new real words with letters they had previously learnt. Pupils take pride in their work, as reflected in the quality of their workbooks and projects, and feel a strong sense of responsibility and life-long love of learning in line with the school's aims.
- 3.7 Pupils are highly accomplished communicators. They are articulate and write with feeling and fluency - a notable characteristic of workbooks and lessons across all age groups. Pupils assimilate new and complex language voraciously which they successfully apply across the curriculum with precision and confidence. Pupils say this is because of their regular participation in English public speaking competitions which "help you get out of your comfort zone" and the variety of enrichment activities on offer. In a sixth-form Spanish lesson pupils listened attentively while another gave an oral presentation on events during the Franco regime, without the use of notes, using complex grammar and extensive vocabulary to reflect the difficulties of the time. In a Year 1 science lesson pupils demonstrated excellent listening skills and swiftly assimilated scientific language, using it accurately in the lesson to describe anatomical features of a living organism. Throughout the school, pupils rapidly develop their communication skills supported by the encouragement and guidance they receive from their teachers. Pupils are avid readers from an early age and say they enjoy reading for both research and for pleasure. Pupils are continuously actively involved in the organisation and display of library events such as Black History Month, Earth Day and Pride Month which are open for parents to see.
- 3.8 Pupils display strong numeracy skills and competently apply these to other subjects, as confirmed by pupils. In a chemistry lesson, Year 10 pupils used highly developed mathematical skills to plot graphs of an atomic number against the melting point in order to demonstrate trends in Group 1 metals. In a Year 9 food technology project based on chemical raising agents, pupils skilfully employed an excellent diagram using hexagon axes for levels of taste, another for texture comparing the different recipes used and a bar chart which showed the comparison amounts of agent used. Pupils' competency in mathematics develops rapidly as they progress through the school from an early age. They enjoy mathematics, and apply their knowledge to show logical thinking and excellent ability to problem solve at all levels, as demonstrated in Year 10 further mathematics. In a starter provided by a pupil, the class solved a very challenging equation involving the inverse of a complex square root by the binomial theorem. The number of top awards in UK Maths Challenge and Science Olympiads reflects pupils' excellence in mathematics.
- 3.9 Pupils are highly competent in the use of information and communication technology (ICT) and apply their skills effectively across a range of subjects. They clearly express they know how to use ICT safely and adopt an excellent, considered attitude as to when it is appropriate to enhance their work or learning through ICT. In Year 5 English, pupils demonstrated marked proficiency using their devices to research ancient Greek and contemporary theatres. In Year 11 computing pupils worked with expertise creating programmes that write to and read from two-dimensional arrays. Sixth-form artists

displayed exceptional ICT skills, using digitised art to illustrate their projects, while in sixth-form music, ICT was used highly effectively to show complex chord sequencing in the design of a challenging musical piece for an A-level project.

- 3.10 Pupils demonstrate excellent study skills, as endorsed by the vast majority of positive parental responses in the questionnaire. Pupils are highly motivated to succeed and have high aspirations. They are analytical and willing to take intellectual risks as they are encouraged by teachers and a school ethos where mistakes are viewed as positive opportunities to learn. There is a strong focus on developing pupils' genuine life-long love of learning. Pupils' ability to argue cogently and handle complex ideas is reflected clearly in EPQ projects which demonstrate extensive research and referencing, resulting in outstanding written work in scientific, philosophical and literary fields. Younger pupils in a Year 4 topic lesson rapidly identified primary sources and used them to compile a key fact file about King Athelstan, demonstrating a high degree of understanding and both independent and collaborative initiative. As expressed by pupils themselves, "if you are stuck, the teacher gives you a hint but you still have to work it out for yourself" – an approach which they enjoy and greatly value. Both junior and senior pupils' highly effective use of the library as a centre for independent and collaborative learning is a key factor in the rapid development of their study skills.
- 3.11 Pupils of all ages successfully participate in the school's enrichment programmes, developing resilience and confidence as they gain new skills. They achieve highly as individuals and with their peers in a wide range of pursuits. Pupils achieve notable success at local, regional and national level, especially in tennis, sailing, trampolining and swimming, with the juniors winning the city championships in 2020. Pupils gain success in different areas such as winning gold in the National Citizenship Scheme, and being placed second in the National Science and Art competition. In 2022, pupils won sixteen gold awards in a National Computing Challenge. There are numerous grade 8 achieved in music and representation in the National Children's Orchestra of Great Britain. The school's accent is not on primarily encouraging achievement against external measures of success, but on helping pupils explore and develop a wide range of experiences that will serve to enrich their lives and complement their academic subjects. To this end, senior leaders and governors have devised a strategy and carefully targeted resourcing to enhance musical and sporting facilities and to encompass recognition of pupils' talents and achievements in the broadest sense, and not just the academic.
- 3.12 Pupils display exemplary, unfaltering attitudes towards their learning. They approach their studies with energy and commitment, working effectively both independently and collaboratively with their peers, marked by respect. They understand the importance of taking charge of their work and are diligent, resourceful learners. They want to do their best and push themselves to the next level, giving generous time and support to their peers, as exemplified by the excellent peer mentoring programme from an early age. They learn with purpose, encouraged by the guidance and high expectations from their teachers. In Year 10 drama, pupils showed excellent collaborative working in groups, enabling them to successfully formulate a three episode montage. Highly effective collaborative work through subtle, yet focused, leadership enabled all pupils to debate diversity with aplomb in a Year 9 PSHE lesson. Year 2 pupils in coding club worked purposefully in a self-directed way and readily put into practice the guidance on how to programme the wireless linked robots. Pupils of all ages are proud of their work and take ownership of their learning from an early age.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils demonstrate high levels of self-confidence in their academic work and activities. This quality is promoted by the school's strong focus on developing personal values such as curiosity through reading and questioning, industry, reliability and respect. Pupils know themselves well, are courteous and care about others. Pupils say they greatly value the feedback from teachers and their peer mentors, and use this to set themselves challenging, but realistic, targets to further improve their learning. In Year

7 form time, pupils spoke with clarity about the importance of self-understanding in order to do well, and for the need to build resilience as the challenges of academic work increase. In the questionnaire the vast majority of parents agreed that the school helps their child be confident and independent. However, in the pupil questionnaire and in discussion with pupils, some cited a desire for greater understanding of future pathways in the younger years of the senior school to benefit later development.

- 3.15 Pupils have a clear understanding of the importance of making decisions and taking responsibility. They show high levels of organisation as they balance academic demands with other involvement outside the classroom. Pupils develop a keen awareness of their decisions and the impact on others through highly effective teamwork. Pupils in a Year 9 music lesson studying film music showed great focus and maturity to create their own leitmotif following the top five steps. They shared and debated ideas with excitement, resulting in a decisive collective decision. Through carefully crafted curriculum planning, EYFS children are able to confidently make self-directed choices about which activity to enjoy. Pupils understand and value how the school's environment supports them in making decisions. Through effective PSHCE, RSE and SMSC programmes, pupils are able to enhance their knowledge and gain confidence in their ability to make sensible choices in budgeting, relationships, consent, diversity and respect.
- 3.16 Pupils show a deep appreciation of the non-materialistic aspects of life and how these strengthen their self-awareness. They have an acute sense of awe, as displayed in the exceptional artwork throughout the school, reflecting pupils' individuality and different beliefs. Pupils confidently express themselves through music, as in the start to school assemblies, and drama, where older pupils help coach and prepare younger ones for performances. Pupils say that the school is very accepting of everyone and different religious festivals are celebrated with great enthusiasm, enhancing pupils' knowledge and understanding of their place in peoples' lives. There is an innate understanding of others' faiths and cultures where pupils of all ages feel spiritually and culturally in tune with others, reinforcing the school's emphasis on inclusivity. As commented by younger pupils: "Even if we don't have a religion, we can still be friends". Year 11 pupils spoke with great sincerity about how philosophy and religion has helped them to develop their understanding of world religions and topical issues such as abortion, human rights and criminology. The opportunities for prayer and quiet reflection are many and pupils feel they benefit greatly from the natural, calm school environment which surrounds them.
- 3.17 Pupils have a well-developed sense of right and wrong. They know that certain school rules are fundamental to achieving the school's aims and upholding its values. Pupils say they appreciate rules are there for the benefit of themselves and others in the school community. They understand the school's system of rewards and sanctions. Behaviour amongst pupils of all ages is excellent, with minimal intervention needed from teachers. Much kindness is evident, with older pupils opening doors for younger ones and a strong thread of mutual respect amongst pupils and their teachers. In a Year 1 science experiment, pupils took great care to avoid unnecessary distress to the earthworm. Pupils spoke of the kindness and understanding of sixth formers who act as mentors to younger pupils, helping them with revision techniques and strategies "so you don't get too stressed". Pupils gain understanding of different viewpoints in public speaking, debating the differences between systems of rules and laws across the globe, so that they are prepared to be citizens of the world. Pupils explore and challenge their own moral understanding, as in EPQ projects focussing on the dilemmas faced by the NHS in the treatment of illnesses.
- 3.18 Pupils display an outstanding awareness of the importance of helping others. They take their duties seriously and understand how their roles contribute to upholding the values of the school. Pupils of different ages demonstrate highly developed levels of interaction and co-operation between themselves and their teachers. Mutual support is a ubiquitous theme and pupils and teachers take pride in the quality and strength of their relationships. Pupils work naturally and effectively with each other: in a Year 11 French lesson pupils discussed the planet and showed passionate understanding of the role of electric cars, recycling, reducing water use and preventing deforestation. As prefects, peer

mentors and activity leads, older pupils gain and demonstrate valuable leadership skills as they organise and help to run events, lead in house competitions and work alongside staff. Pupils contribute positively to the creation of a strong sense of social identity, emphasising the value of the 'big sister, little sister' approach. This is nurtured from an early age through team games, bonding days and year group residential trips. Although some pupils in the questionnaire disagreed, all pupils spoken to agreed that school council enables discussion and change to take place, as in the recent creation of a Year 11 dining space. Pupils say they highly value being able to express their opinions through the freedom to create their own clubs.

- 3.19 Pupils show an excellent commitment to the contribution they make to others. This is because pupils are pro-active, outward looking and seize any opportunity with zest. Pupils devote time and effort towards charity work and fundraising. During the inspection, energy and creativity marked the harvest box project, driven by prefects, where each form presented its own unique box with food, books and games for the local women's refuge. Weekly prefect meetings focus on organising forms and running competitions for charity, which enables pupils to understand their important role and how they can make a difference to the lives of others. In the junior department charity representatives coordinated a major event to support Macmillan Cancer, welcoming current and new families to the school. Other initiatives include: musical recitals for local care homes and the community, tea events for the elderly, touring local primary schools with the Christmas play, and saving coats and blankets for the homeless. Pupils understand the key role of effective teamwork to achieve their goal.
- 3.20 Pupils demonstrate high levels of respect and deep understanding of others, benefitting from a rich diversity of ethnicities and a nurturing school environment. All pupils display a natural empathy and engagement that is inherent in the school values. Almost all parents in the questionnaire agreed that the school actively promotes the values of democracy, respect and tolerance of others. In EYFS pupils carefully constructed 3D Rangoli patterns during free flow activity and clearly explained their importance in people's lives. In a Year 7 history lesson pupils eagerly discussed diversity in medieval times and how people were not judged by their colour or culture but by their skills, leading to question why did it all change later? Pupils' knowledge and appreciation of diversity is excellent in every respect. This is reflected in their high standards of behaviour towards each other, through different friendships, the variety of clubs and display work including LGBTQ+ and modern black writers. Strong leadership ensures that the school is a community which embraces and nurtures everyone; where understanding of, and respect for, individuals are firmly at the heart.
- 3.21 Pupils have trust and confidence in their teachers and know who to approach to discuss any concerns. Although some pupils in the questionnaire did not agree that the school encourages a healthy lifestyle, pupils spoken to expressed a clear understanding of its importance through a good work-life balance, with ample focus on healthy eating and good habits provided by the school. This was evident in the washing of hands by children in EYFS after an activity and before eating. Pupils say that 'teachers look out for you if you are not feeling yourself'. Through wellbeing-Wednesday and feel-fit-Fridays which encompass meditation, yoga and dance, pupils learn about the importance of relaxation to support their academic studies. The introduction of community spirit awards has been welcomed by pupils. Pupils say they greatly benefit from the peer mentoring programme which enables them to learn about good time management to avoid undue stress. Pupils' awareness of the importance of wellbeing is projected through their work, as in sixth-form art focused on mental health, with an accompanying rich text. All pupils of different ages have a mature and thorough understanding of measures to take to stay safe online, as confirmed in meetings and by their extremely high positive questionnaire responses.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors and the vice chair and safeguarding governor, 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. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr John Aguilar	Reporting inspector
Dr Susan Ley	Compliance team inspector (Former deputy head, SofH school)
Mr Alan Cooper	Team inspector (Former senior teacher, HMC school)
Mr Phil Foley	Team inspector (Head, IAPS school)