



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

St Mary's School

September



Contents

Contents		2
School's Details		3
1. Background Information		4
About the school		4
What the school seeks to do		4
About the pupils		4
2. Regulatory Compliance Inspection		5
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		6
PART 3 – Welfare, health and safety of pupils		6
PART 4 – Suitability of staff, supply staff, and proprietors		6
PART 5 – Premises of and accommodation at schools		7
PART 6 – Provision of information		7
PART 7 – Manner in which complaints are handled		7
PART 8 – Quality of leadership in and management of schools		7
3. Educational Quality Inspection		8
Preface		8
Key findings		9
Recommendations		9
The quality of the pupils' academic and other achievements		10
The quality of the pupils' personal development		12
4. Inspection Evidence		15

School's Details

School	St Mary's School			
DfE number	825/6006			
Registered charity number	310634			
Address	St Mary's School Packhorse Road Gerrards Cross Buckinghamshire SL9 8JQ			
Telephone number	01753 883370			
Email address	office@st-marys.bucks.sch.uk			
Headmistress	Mrs Patricia Adams			
Chair of governors	Mr Derek Wilson			
Age range	3 to 18			
Number of pupils on roll	367			
	EYFS	19	Preparatory	85
	Seniors	221	Sixth Form	42
Inspection dates	24 to 26 September 2019			

1. Background Information

About the school

- 1.1 St Mary's School is an independent day school for pupils aged between 3 and 18. It is registered as a single-sex school for female pupils. It was founded in 1872 in Paddington and moved to its present site in Gerrards Cross in 1937. The school has a Church of England Foundation and is a registered charity. It is governed by a board of trustees. The headmistress has been appointed since the previous inspection.

What the school seeks to do

- 1.2 The school aims to provide excellence within a caring, happy environment underpinned by a value system based on tolerance and high moral standards within a Christian context. It seeks to provide a wide-ranging, well-balanced, challenging and exciting education. The school seeks to develop independence, self-confidence, self-discipline and responsibility to enable pupils to achieve their potential and take their place in the world with poise and assurance.

About the pupils

- 1.3 Pupils come largely from professional and business families and from a range of social and ethnic backgrounds. National standardised test data provided by the school indicate that the ability of the pupils is above average in the preparatory and senior schools, and broadly average in the sixth form. The school has identified 67 pupils as having potential special educational needs and/or disabilities (SEND). Sixty-five of these pupils receive additional support individually, in small groups and within the classroom in order to meet their needs which include dyslexia. No pupil has an education, health and care (EHC) plan. There are eight pupils for whom English is an additional language (EAL). None of these pupils require additional support. More able pupils are given opportunities to extend their learning in the classroom and during enrichment activities. Pupils who are talented in sport, creative and expressive arts are given opportunities to extend their skills through specialist coaching and by taking part in a range of competitions.

2. Regulatory Compliance Inspection

Preface

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

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

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

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

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

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

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

Key findings

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

PART 1 – Quality of education provided

- 2.2 The preparatory 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 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. 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 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.

2.16 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.

- In externally standardised tests and examinations, attainment is well above the national average for maintained schools in the Early Years Foundation Stage Profile (EYFSP) and above the average in GCSE and A-level.
- Most pupils make good progress, and some make excellent progress in relation to pupils of similar ability.
- Pupils demonstrate high levels of knowledge, skills and understanding with excellent basic skills.
- Pupils demonstrate excellent study skills which become highly developed as they move through the school.

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

- Pupils show high levels of self-understanding for their age.
- Pupils' spiritual development is excellent; pupils reflect deeply on the non-material aspects of life.
- All pupils have an excellent moral understanding; they are considerate of one another, understand right from wrong and accept responsibility for their behaviour.
- Pupils' social development and collaboration are excellent; pupils support each other and work effectively in groups and teams.
- Pupils make an excellent contribution to the lives of others within the school, the local community and wider society.
- Pupils have a very strong awareness and appreciation of other cultures.
- Pupils are strongly aware of how to stay safe and what they need to do to be physically and mentally healthy.

Recommendations

3.3 In the context of the excellent outcomes, the school might wish to consider the following recommendations:

- Disseminate further the excellent practice already developed in most subjects.
- Enable pupils in Years 3 to 9 to assume greater responsibility for their learning.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Throughout the school, pupils achieve highly in line with the school's aim to provide a wide-ranging, well-balanced, challenging and exciting education. A strong contributory factor to pupils' high achievement is the commitment of governors, leaders and staff to ensuring that each pupil is known, encouraged and supported as an individual in order to achieve her best. The vast majority of parents responded positively to all aspects of the pre-inspection questionnaire stating that the school provides a rich and varied curriculum and that it is well led and managed.
- 3.6 Children's attainment is well above the national average at the end of the Early Years Foundation Stage (EYFS), and results in GCSE and A-level examinations are above the national average for maintained schools. Most pupils make good progress, and some make excellent progress in relation to pupils of similar ability, resulting in excellent outcomes by the time they leave school. The achievement of pupils with SEND or EAL is excellent, as shown by the high rate of progress they make in relation to their difficulties or their starting points. Specialist support, if required, and detailed individual 'passports' are major contributors to their excellent achievement. More able pupils throughout the school also achieve highly as additional challenge is integrated into most lessons. Most pupils gain entry to their chosen universities and are able to study the subjects they require for their future careers. An extensive careers guidance programme from Year 6 enables pupils to consider their examination choices and pathways beyond school. Advice regarding university placement, including preparation for interview, strongly supports pupils with their applications. The wide and well-balanced curriculum, which includes areas of learning beyond requirements such as thinking skills, German, Spanish, media studies and politics, supports the achievement of all learners. Across all subjects and year groups, the quality and presentation of work are excellent. Progress in the majority of subjects is accelerated as a result of focused feedback given by teachers against clear learning criteria. In a small number of lessons, over-reliance on commercially produced worksheets restricts progress and attainment. Thorough analysis of assessment data and excellent tracking of pupils throughout the school enable the identification of trends and individuals or groups who would benefit from specific intervention. Monitoring has led to a number of improvements including revision of the mathematics scheme to include more focus on problem-solving. Self-assessment, peer-assessment and support from teachers and peer mentors enable pupils to overcome any aspects of the work they find challenging.
- 3.7 Pupils throughout the school demonstrate high levels of knowledge, skills and understanding and excellent basic skills. Teachers have high levels of expertise and plan effectively taking into account deep knowledge of the pupils and assessments. Excellent teaching in most subjects, well-organised learning environments and a wide range of stimulating resources support high achievement.
- 3.8 Children's excellent outcomes in the EYFS are a result of a wide range of well-planned activities inside and outside of the classroom. Most children recognise initial sounds, and the majority can blend sounds together to read and spell words. All of the children enjoy stories and books and are developing the skills to read fluently with comprehension. They engage enthusiastically in writing for a range of purposes linked to their play. The majority form their letters correctly and are confident when writing their thoughts and ideas. Most children write numbers correctly and add and subtract confidently up to 20. They enjoy exploring time, measure and shape as part of their play using materials such as sand and water. Children's learning is greatly enhanced by caring staff who continually assess what they know and what they need to do next. The transition to Year 1 is well planned enabling children to continue and extend their learning uninterrupted.

- 3.9 Pupils develop extensive knowledge across the science curriculum including chemistry, biology and physics. As they move through the school, they grow in confidence as scientists conducting practical investigations that deepen their knowledge and understanding. For example, pupils in the prep school were able to understand the heliocentric model of the solar system by acting out the motion of the planets around the sun. Pupils in the sixth form were able to analyse the potential shortcomings in an experimental technique for determining the latent heat of vaporisation of water and make suggestions for improvements. Most pupils demonstrate an excellent understanding of key historical events and geographical features. For example, younger pupils spoke with confidence about the Great Fire of London referring to the diary of Samuel Pepys. Sixth-form pupils discussed at a high level how medieval people responded to doom imagery linked to the concept of heaven and hell and how these beliefs underpinned the rationale for the crusades. The physical development and skills of younger pupils are well-developed. They demonstrated excellent levels of co-ordination and balance during physical education (PE) lessons and play. Older pupils enthusiastically take part in a range of sports including trampolining, street dance, yoga, rugby and cricket. In music and drama, pupils demonstrate excellent skills in composition and performance. Several junior and senior pupils have achieved good and excellent success in external music and drama examinations. The art and design curriculum inspires pupils to appreciate the work of a variety of artists and to create their own works of art. For example, sixth-form pupils produced high quality, vibrant designs in textiles based upon African designs.
- 3.10 Pupils are respectful listeners and highly articulate communicators orally and in writing. They express their views clearly enjoying wide-ranging conversations with adults and with each other. They make excellent use of numerous opportunities to speak in public including assemblies, performances and debating. For example, senior pupils asked deep and searching questions about concepts such as nature versus nurture when studying a play by Philip Pullman based on Frankenstein. Sixth-form pupils used sophisticated written language to explain and explore gender in *Twelfth Night*.
- 3.11 Pupils achieve high levels of numeracy and apply their mathematical knowledge confidently when problem-solving. For example, sixth-form pupils demonstrated appropriate and accurate analysis of data and graphical representations to communicate effectively the findings of a beach survey. The focus on problem-solving and study of all areas of mathematics, including time, measure, shape and data-handling, have contributed strongly to high attainment and progress throughout the school in mathematics.
- 3.12 Pupils' ability to use and apply information and communication technology (ICT) develops systematically so that, by the time they reach the senior school, they are highly confident and proficient. They develop excellent ICT knowledge and skills through discrete computing lessons as well as across the curriculum. For example, older pupils were able to speedily convert numbers to binary code and pupils in the prep school spoke excitedly about how ICT enabled them to compose a music rap.
- 3.13 Pupils demonstrate excellent study skills, which become highly developed as they move through the school. They speak about mistakes being opportunities for learning. They organise their work efficiently, work independently and in groups drawing knowledge from a wide variety of sources. The vast majority of pupils are actively involved in lessons, frequently asking higher-order questions and pursuing their own areas of interest to a high level. Pupils have extremely good concentration and are highly persistent with quick recall of relevant information. By the end of the sixth form they analyse, synthesise and hypothesise to an exceptionally high level so that they can challenge their own understanding. For example, sixth-form pupils presented the rationale for the Supreme Court ruling with regard to the prorogation of Parliament and predicted possible outcomes. The school's focus on teaching all pupils the skills needed for study greatly enhances their ability to learn at a high level.

- 3.14 Pupils achieve well in areas beyond the purely academic through access to a wide range of extra-curricular activities provided by committed staff. Opportunities include media club, Mandarin club, psychology club, choirs, orchestra and a range of sports including badminton, athletics, football, running and swimming. All pupils are encouraged to represent the school, and many have gained awards in sport, music and the arts at regional and national level. Pupils develop their performing skills to a high standard by taking part in a range of performances including for the local community.
- 3.15 Attitudes to learning are excellent throughout the school. Pupils take a pride in their work and are highly motivated to succeed. Opportunities for pupils in Years 3 to 9 to take responsibility for their own learning are restricted in some lessons as a result of over-directed teaching. The excellent achievement of the overwhelming majority of pupils and their exceptionally positive attitude to learning are linked strongly to high expectations, exceptional role modelling by older pupils and the creation of an ethos that celebrates the efforts of all pupils.

The quality of the pupils' personal development

- 3.16 The quality of the pupils' personal development is excellent.
- 3.17 The school fulfils its aims of developing young people who are independent, responsible, self-confident, self-disciplined and ready to take their place in the world. This is because leaders, governors and staff support the development of a culture underpinned by values where care and commitment make a difference to the lives of others. The inclusion of a range of skilled staff such as the nurse, special educational needs co-ordinator (SENCO), designated safeguarding leads (DSLs) and personal social health and citizenship (PSHCE) co-ordinators on the pastoral team, enables the school to provide all pupils with the care and support they need. The vast majority of parents who responded to the questionnaire were overwhelmingly supportive of the way in which the school successfully supports their children's personal development including their welfare and pastoral needs.
- 3.18 Pupils show high levels of self-understanding. They are economically, environmentally and socially aware for their age. Throughout the school, pupils demonstrate adaptability, critical thinking and excellent levels of emotional maturity. They adapt easily to new situations demonstrating perseverance and strong resilience when faced with challenges. For example, during a trip to France pupils descended 20 metres below ground to tunnels used by soldiers during World War I and World War II. This required physical and emotional resilience as they learnt about the experiences of thousands of soldiers, many of whom lost their lives. During discussions, pupils demonstrated self-reflection and a mature and objective awareness of their strengths and weaknesses. They speak strongly about the need for self-discipline which includes older pupils helping younger ones to understand the high expectations of the school community.

- 3.19 Pupils make age-appropriate decisions in most lessons, in clubs and during their breaktimes. For example, during an assembly, pupils debated whether computers should replace teachers in the future and decided which way to vote based upon the arguments put forward. Senior pupils studying for a compulsory course in philosophy and ethics are able to choose their own topics to study. During breaktimes, pupils choose from a wide selection of activities and are naturally inclusive of all who want to join in. Older pupils carefully choose their examination options taking into account their interests and feedback with regard to their potential grades. During discussion, sixth formers explained how they conducted very detailed research in order to make informed decisions about their chosen universities. This research included location and amenities to ensure their financial, physical and mental well-being as well as academic achievement. By taking on increased responsibility as they get older, pupils develop an awareness of how their decisions affect others as well as themselves. Prefects responsible for charities and supporting pupils across a range of subjects work with the school leadership to make decisions including which charities to support. During discussions, pupil leaders demonstrated outstanding maturity and awareness when they shared how they wanted to contribute to the school and the wider world. By encouraging action such as saving waste they demonstrate that their decisions have impact. They understand with great clarity how they can be the determinants of their own success especially as they reach the final year of the school.
- 3.20 Pupils' spiritual development is excellent. This is because the school's values permeate the school enabling pupils to reflect deeply on the non-material aspects of life. Pupils speak strongly about how their mindfulness lessons help them to reflect and appreciate such things as the beauty of a tree and things that help them to grow spiritually such as trying hard and giving to others. Throughout the curriculum, opportunities to develop aspects of spirituality are included. This was seen in pupils preparing for a trip to Auschwitz where they reflected deeply on the holocaust and what it still means to humanity. Older pupils also reflected with maturity well beyond their age on the impact their support for a charity in Africa will have on girls enabled to attend university.
- 3.21 All pupils have an excellent moral understanding. They are considerate of one another, understand right from wrong and accept responsibility for their behaviour. Exemplary behaviour observed throughout the school is as a result of the school community supporting ethical values and the school rules. Almost all parents and pupils who responded to the questionnaires agreed that the school encourages pupils to behave well. On the few occasions where pupils make wrong choices, they say that they are supported by staff and pupil mentors to make amends through a restorative process whereby there is an understanding of the impact of their behaviour, a sincere apology and agreed ways of moving forward for all concerned. During discussions, younger pupils stated that they particularly value the rewards they receive for behaving well and that these are given generously for a range of work and good behaviour. Older pupils valued the way that the vast majority of staff discuss issues with them and guide them in a way that acknowledges their maturity. They reflected with great maturity on the justice of people being treated differently in order to take into account individual circumstances. All pupils strongly stated the importance of taking responsibility for their behaviour and treating everyone with kindness and respect.
- 3.22 Pupils' social development and collaboration are excellent. Pupils support each other and work effectively in groups and teams. During most lessons, pupils use constructively the many opportunities given for group and paired work in order to solve problems and achieve common goals. They are respectful of each other's views and give feedback with honesty and an awareness of the feelings of others. Pupils know the skills required for leadership and for being part of a team. They were observed, for example, working effectively in teams during games and collaborating with each other during breaktimes. Older pupils set a very high example by taking on a variety of leadership roles including being prefects and mentors. They work with staff successfully promoting the aims and values of the school.

- 3.23 Pupils make an excellent contribution to the lives of others within the school, the local community and wider society because they are encouraged to do so by the school and their families. They have a positive attitude and are keen to volunteer from helping in the classroom to organising significant charitable events. Prefects responsible for charities and mentoring fulfil their responsibilities with great success. Their strong leadership under the guidance of staff enables the school community to support charities that they believe will make a difference to the lives of others. These include support for a local foodbank and a charity supporting people with cancer. Older pupils were observed during breaks showing unprompted concern and support for those younger or new to the school.
- 3.24 Pupils have a very strong awareness and appreciation of other cultures which is evident during discussion, in assemblies and in work seen in PSHCE, religious studies, history and geography. Pupils throughout the school learn about a wide range of cultures and faiths including Christianity, Sikhism, Islam, Buddhism and Judaism. Displays and celebration of a variety of religious festivals, often linked to children and parents associated with the school, deepen understanding and tolerance of those with different traditions. In the questionnaires, the vast majority of parents and pupils stated that the school encourages an ethos of respect and tolerance.
- 3.25 Pupils have a very strong awareness of how to stay safe and what they need to do to be physically and mentally healthy. They have a well-developed understanding of the value of physical fitness and eating a healthy, balanced diet. The PSHCE curriculum is excellent in the way that being healthy underpins all aspects studied as well as linking across the curriculum. Time is carefully planned in order that pupils engage in sufficient physical activity through the curriculum and during recreation times. Pupils select healthy food and snacks from the wide range that is provided by the catering service. They explain why their choices are healthy and why their meal is balanced. Pupils notice when somebody needs help and are swift to offer support knowing when to share their concerns with a member of staff. They discuss maturely the importance of mental well-being and the impact that anxiety and lack of sleep can have on the individual. They are very confident that they have an adult to turn to if they have a worry or concern. Staff provide excellent support for pupils throughout the school. They take seriously their responsibility to ensure that pupils know how to keep safe including on-line and when going out into the wider world. By the time they leave the school, pupils have developed the skills and confidence necessary for the next stage of their lives.

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 with the chair of governors and the governor responsible for safeguarding, 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

Dr Patricia Preedy	Reporting inspector
Mr Joe Sidders	Compliance team inspector (Deputy head, HMC school)
Mr Michael Taylor	Team inspector (Headmaster, ISA school)
Ms Tracy Kirnig	Team inspector (Headteacher, GSA school)