



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Wakefield Girls' High School

January 2022

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School's Details

School	Wakefield Girls' High School			
DfE number	384/6114			
Registered charity number	1088415			
Address	Wakefield Girls' High School Wentworth Street Wakefield West Yorkshire WF1 2QS			
Telephone number	01924 372490			
Email address	wsoffice@wgsf.net			
Head	Ms Heidi-Jayne Boyes			
Chair of governors	Mr Simon Chamberlain			
Age range	7 to 18			
Number of pupils on roll	765			
	Junior section	161	Senior section	481
	Years 3 to 6		Years 7 to 11	
	Sixth Form	123		
Inspection dates	11 to 14 January 2022			

1. Background Information

About the school

- 1.1 Wakefield Girls' High School is an independent day school. It is registered as a single-sex school for female pupils. The school is owned and governed by the Wakefield Grammar School Foundation, which comprises this school, a senior school for male pupils and a co-educational pre-preparatory school, all located in Wakefield. The school's previous inspection was a regulatory compliance inspection in November 2017.
- 1.2 Since the previous inspection, the Wakefield Grammar School Foundation has undergone a restructure and, since September 2021, the school now admits female pupils from the age of seven. A new head took up post in September 2018 and a new chair of governors in October 2019.
- 1.3 At the time of this inspection Wakefield Grammar Pre-Preparatory School was also inspected as a separate registered school.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils or the children of key workers received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed and teacher-assessed grades were awarded.

What the school seeks to do

- 1.9 The school aims for pupils to be empowered, together and aware; to be outward looking, motivated to support each other and ready to make a difference; proud to be part of a warm and caring community; future ready with a strong sense of social responsibility; and intellectually curious.

About the pupils

- 1.10 The school takes pupils from a wide catchment area in Wakefield and the surrounding area. Pupils come from family backgrounds which are predominantly professional. Nationally standardised test data indicate that the ability of pupils is above average. The school has 82 pupils who require support for special educational needs and/or disabilities (SEND), of whom one has an education, health and care plan. English is an additional language (EAL) for two pupils, whose needs are supported by their classroom teachers.

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. 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](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

PART 1 – Quality of education provided

- 2.2 In the junior section, 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 GCSE and A-level results in the years 2018 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils’ performance is in place.
- 2.5 Pupils receive relationships education in the junior section and relationships and sex education in the senior section, 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.
- 2.6 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 The school ensures that 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 Arrangements are not appropriately made to safeguard and promote the welfare of pupils by means that pay due regard to the current statutory guidance. Leaders have not acted promptly to refer safeguarding matters to the Local Authority Designated Officer (LADO) when a concern about staff conduct was received.
- 2.11 The standards relating to welfare, health and safety in paragraphs 9–16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 7 [safeguarding] is not met.**

Action point 1

The school must ensure prompt referral to the LADO when allegations concerning staff conduct are received [paragraph 7(a) and (b)].

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 has not ensured that the leadership and management demonstrate good skills and knowledge, and that they have fulfilled their responsibilities effectively so that the other standards are consistently met. The standard relating to safeguarding has not been fully implemented and leadership and management have not actively promoted the well-being of the pupils.
- 2.21 Leadership and management have not been thorough in acting on a concern relating to staff conduct.
- 2.22 The standard relating to leadership and management of the school in paragraph 34 is not met.**

Action point 2

The school must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils [paragraph 34(1)(a), (b) and (c)].

3. Educational Quality Inspection

Preface

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

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

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 good.

- Pupils have well-developed skills in communication, numeracy and information and communication technology (ICT).
- Pupils with additional needs achieve highly and often exceed expectations.
- Pupils use higher-order skills in their learning inconsistently and show insufficient independence of thought, as teaching does not always offer stretch or challenge.
- Pupils' achievements outside the formal curriculum are extensive, in a range of sports, drama, music, outdoor and other activities.
- Pupils demonstrate great perseverance in their learning due to their desire to achieve and succeed.

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

- Pupils have high levels of self-understanding, self-esteem and self-confidence.
- Pupils show great respect for and tolerance of others and embrace being an accepted part of the diverse and inclusive school community.
- Pupils have a strong sense of right and wrong and are not afraid to debate ideas.
- Pupils demonstrate a deep passion for engaging in charity work and a commitment to helping others less fortunate than themselves.
- Pupils speak fervently about what matters most in the world and have a well-developed spiritual understanding.

Recommendations

3.3 The school is advised to make the following improvements:

- Encourage pupils to develop their initiative and help them to develop higher-order learning skills by ensuring that teaching consistently challenges and enthuses them.
- Ensure that pupils are empowered to work with their peers to take the lead on making decisions that affect the wider school community.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 The majority of pupils make good progress at all levels, and their achievements in relation to their abilities is high. Standardised data provided by the school indicate that the ability of pupils is above average compared to those taking the same tests nationally. In 2018 and 2019, the latest period for which comparative data are available, results in GCSE examinations for pupils at the end of Year 11 were well above the national average for pupils in maintained schools, with just under two-thirds of grades at the highest level (the equivalent of grades 7, 8 or 9). Data for 2020 and 2021 cannot be compared to national norms but centre-assessed and teacher-assessed grades are in line with grades achieved in previous years. In the sixth form, pupils' attainment at A level in 2018 and 2019 was above the national average with over a third of results awarded at grade A or A*. Teacher-assessed and centre-assessed grades in 2020 and 2021 show A-level results to be consistent with those in previous years. Scrutiny of pupils' work and internal assessment data in the junior section indicate that pupils from Years 3 to 6 are making good progress. Across the school, pupils with SEND progress in line with their peers and often exceed expectations due to the well-structured support they receive from dedicated learning support staff. Highly-effective individual education plans are in place and a wide range of supplementary teaching resources are made available to support pupils' individual needs. In both the junior section and the senior section, pupils achieve well due to the individual academic support provided. Pupils spoke of the positive impact the feedback from teachers has on their learning, and of not being afraid to ask for help due to the open culture that exists.
- 3.6 Pupils generally demonstrate high levels of knowledge and understanding in most subjects. However, the achievement of pupils is sometimes limited due to a lack of stimulation and the variability in the quality of teaching. In some subjects, pupils' imaginations are stifled as tasks do not provide enough challenge. More able pupils are not always stretched and have little opportunity to develop higher-order learning skills. In response to the pre-inspection questionnaire, a significant proportion of senior pupils commented that lessons are not always interesting. In interview, pupils said that, although teachers know their subjects well, lessons do not always enthuse, and lesson observations showed this to be true in some subjects. In the junior section, whilst pupils said that lessons do engage and offer challenge, lesson observations show that, on some occasions, higher-ability pupils are restricted in their progress through a lack of pace in teaching or the setting of appropriate extension work. Pupils use subject terminology accurately and apply it in context with confidence. For example, in a French lesson in Year 12, pupils' recall of previously taught grammar rules was comprehensive and was correctly applied to a range of topics. In a science lesson in Year 4, pupils used factual recall to label parts of the digestive system accurately. Pupils' practical skills are strong, and they are adept at using specialist equipment. For example, in a textiles lesson in Year 10, pupils demonstrated a high level of skill when using the sewing machine with dexterity to produce an embroidery sample. Across the school, pupils' artistic creativity abounds, and they show high levels of ability in music, drama and sport. Artwork on display is of excellent quality and attests to pupils' high level of artistic talent.
- 3.7 Pupils display excellent communication skills. Across all years, pupils speak confidently and are highly articulate. Pupils listen carefully and eagerly participate in class discussion when given the opportunity, due to their self-confidence and the approachability of staff. For example, in a mathematics lesson in Year 9, a pupil's explanation from the front helped guide the learning of the whole class. In Spanish in Year 13, pupils discussed with excellent fluency and pronunciation the pros and cons of monarchy. Pupils' written work in all years is of a consistently high standard. In English in Year 6, pupils used similes, metaphors, personification and punctuation accurately for dramatic effect when writing imaginative poetry. Pupils of all ages spoke maturely about how the school's strategy of developing pupils' understanding of how to learn was having a positive impact on their learning.
- 3.8 Pupils display high levels of numeracy across the curriculum. Sixth-form pupils spoke of the confidence in their ability to apply mathematical knowledge to A-level subjects, such as in economics and psychology. Pupils use calculators and other technology proficiently to manage more complex

numerical work. In a chemistry lesson in Year 11, pupils accurately applied the use of graphs to analyse trends and predict the physical properties of alkanes. In mathematics in Year 4, pupils carefully selected appropriate methods to calculate answers to word problems. In the junior section chess club, pupils applied their understanding of co-ordinates precisely to explore pattern and direction in the movement of chess pieces when making strategic moves. More able pupils are very accomplished in solving mathematical problems and demonstrate mastery in their learning. Where pupils are less confident in their numerical skills, they are supported by teaching that aids their understanding through focused questioning which moves their thinking forward.

- 3.9 Pupils ICT skills are strong. Pupils of all ages are confident users of technology, which is fully embedded across the curriculum. Pupils have good access to devices and they confidently use the devices the school provides for them. In the senior section, pupils are most adept at using a wide range of electronic platforms for online learning, and pupils interpret online marking with ease. Pupils across the school have a wealth of opportunities to use their ICT skills in a variety of subjects. For example, in a music lesson in Year 4, pupils expertly used the features of a piece of software to write their own musical composition. In Year 8, pupils confidently used a range of technology resources whilst considering the impact of technological growth on society. Pupils show that they are proficient at coding and apply their programming skills to solve creative problems. Pupils with SEND are equally as successful in using their ICT skills to aid their learning and spoke of how they use their personal device to help overcome their learning difficulties, for example, through the use of voice activated software.
- 3.10 Pupils' study skills are good. Pupils are reflective learners and know their own strengths and weaknesses. Pupils use source material effectively to evaluate information. In art in Year 7, pupils assimilated a large number of sources to analyse success criteria in the context of peer marking. In geography in Year 5, pupils successfully analysed geographical features to identify similarities and differences between them, whilst in mathematics in Year 6, more able pupils identified patterns in calculations and used this analysis to predict further results with clear justification. In history, pupils analyse and use a variety of source materials to hypothesise about life in mediaeval England. In the senior section, pupils review and revisit work at regular intervals, facilitated by the ease of access to an extensive range of supplementary academic support sessions. An eclectic mix of topics researched and presented by sixth-form pupils for the extended project qualification (EPQ) demonstrates a strong ability to use a wide range of resources to set hypotheses, synthesise materials and draw accurate conclusions. However, in lessons observed and work scrutinised during the inspection, there was limited evidence of pupils being stretched and challenged at an appropriate level to apply their skills to more complex problems.
- 3.11 Pupils across the school achieve a high level of success in a broad range of team and individual activities at local, national and international level. The senior leadership of the school empowers staff to develop opportunities for extra-curricular enrichment that energise and stimulate pupils. Senior pupils spoke effusively of how much they achieve personally from the school's innovative 'EDGE' programme (Enriching and Developing Girls' Education) which runs weekly as part of the curriculum. Observations of 'EDGE' activities support that view. For example, a scratch music activity enabled pupils to take the lead and work collaboratively to create a high-quality performance by the end of the session. Senior pupils play hockey at international level, enter national mathematics and science Olympiads, participate in local technology and engineering competitions, and are exposed to a rich variety of creative arts activities through drama, music and art. Pupils have the opportunity to participate in the annual school production which challenges and motivates pupils to perform at a high level. Junior pupils experience success in local sporting fixtures and the choir has won awards at local music festivals and competitions. Pupils across the school are highly successful in individual music and drama examinations, and senior pupils in activities such as The Duke of Edinburgh's Award scheme.
- 3.12 Pupils' attitudes towards learning are strong. Pupils grasp opportunities to demonstrate initiative and develop new skills. Pupils enjoy good relationships with their peers which makes for a productive

classroom atmosphere. Across the school, pupils take leadership in their learning seriously, but opportunities for this in lessons can be limited by less stimulating teaching. Pupils are willing to 'have a go' at anything asked of them and do not fear failure. For example, in a PE lesson, pupils eagerly discussed the required techniques and how to apply them in the most successful way when being introduced to playing diamond cricket. Throughout the school, pupils' written work is neat and well-organised, and they demonstrate pride in their learning. In most lessons, pupils are well-focused and show a determination to learn. For example, in an interior design project enrichment activity, pupils enthusiastically worked on producing a mood board as part of their planned approach to designing their own bedroom. Junior pupils are highly engaged, creative learners who enthuse about school. Pupils from as young as Year 3 spoke knowledgeably about how to be a good learner and the attributes they need to have, and develop, as a learner.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils flourish as part of a diverse and inclusive community which actively encourages them and shapes their well-rounded development. Pupils' self-understanding is excellent. Pupils are fully aware of their own strengths and weaknesses and readily reflect on the opportunities that the school gives them for personal growth and development. Pupils of all ages are self-aware, have kindness at their core and show great sensitivity to others. This was seen when a pupil fell over in the junior playground and other pupils speaking with an inspector stopped mid-sentence to run and help without a second thought. Pupils are self-confident, but not arrogant, due to the mutual respect that exists between pupils and their peers. Pupils feel well prepared for the next steps in their learning and in their careers. Junior section pupils are self-assured about their move up to senior section due to their high aspirations and the effective transition arrangements that are in place. Sixth-form pupils successfully move on to a range of universities, with the majority gaining entry to their place of first choice.
- 3.15 Pupils are confident in their ability to make decisions. They see themselves as being in control of their own destiny and understand the importance of the decisions they make in relation to their academic work and pastoral well-being. Senior pupils understand that their progress and achievements are directly linked to the choices they make, and this drives clear decision making in pursuit of success. Pupils are fully equipped to make choices in their careers with confidence, supported by dedicated pastoral staff and a well-understood approach to individual target setting. Junior pupils have an excellent understanding of how the decisions they make regarding their attitudes and conduct could have an impact on the level of their success. For example, pupils spoke wisely of knowing that, academically, if they get something wrong it does not matter as making mistakes is how they learn, but if their attitude towards something is wrong, they will never succeed. Sixth-form pupils reflect readily on the extent to which the attitudes of the school have moved forward in their time at the school, due to the school's leadership being open and listening to pupils' views. However, pupils felt that they, and the various student councils, could be empowered more and expressed slight frustration that they are not given enough opportunities to make decisions that affect the wider school community.
- 3.16 Pupils' spiritual understanding is excellent, and there is a well-established programme of activities that explicitly supports development in this area. Pupils spoke reflectively about their spiritual development, showing awareness that spiritual understanding comes through not just religious education (RE) but other areas of the curriculum, such as English literature and art. Pupils appreciate the need for time away from personal devices and the benefits of time outdoors to reflect on nature given the space around them that the school affords. Pupils take the opportunities provided through the enrichment programme to engage in cultural and spiritual activities which add a different dimension to their lives. For example, pupils engage in crafts such as cross-stitch and pottery, and they spoke of how this provides a welcomed period of tranquillity and time to reflect within a busy week. Pupils spoke of how music and singing enrich and bring enjoyment into their lives, clearly seen in

observations of music lessons and choir practice. In the junior section, pupils demonstrate a good appreciation of the world around them and spoke of the contribution the natural environment makes to their well-being. For example, pupils enjoy using nature to be creative, reading in the fresh air and practising mindful scripts concentrating on their breathing which helps them to relax. Across the whole school, assemblies and RE lessons ensure pupils have an appreciation of different religious beliefs, and topics covered in personal, social, health and economic education (PSHE) contribute to pupils' reflection on philosophical aspects of life.

- 3.17 Pupils of all ages have a strong sense of right and wrong. Due to high expectations set by staff, pupils have a clear understanding of the behaviour that is expected of them and the need for rules. They appreciate that they are responsible for their own actions. Pupils were observed as being polite and considerate and displaying excellent manners. During interviews, pupils listened respectfully to their peers and concurred with one another on many points being discussed. When pupils do misbehave, they understand that there are consequences, and they respect the school's effective system of sanctions. Junior pupils have a keen sense of fairness and feel it is important to reflect and learn from one another and the adults around them.
- 3.18 Pupils have great social awareness and mix well with their peers both within and across year groups. Pupils work confidently together in lessons, when given the opportunity to do so, and enjoy activities that require shared input to ideas. For example, in design and technology (DT), senior pupils collaborated effectively to design, build and produce a soapbox derby car, then raced it with great success as part of a national competition. In English in Year 8, pupils worked harmoniously whilst assessing and marking one another's work, fostered by teaching that was encouraging and supportive of pupils' ideas. Senior pupils spoke of how natural it was to work together and how much they look forward to activities that enable them to mix with pupils in other years. In the junior section, pupils were observed working together in almost all lessons and to great effect. Friendship buddies spoke of how they show empathy and social awareness when identifying pupils on the playground that may be lonely or left out, by ensuring everyone is cared for and included; this was observed when pupils used the 'buddy bench' in the playground to sit and chat with their peers. The school fulfils its aim of empowering pupils to work together to support each other and develop their sense of social responsibility.
- 3.19 Pupils show an excellent appreciation for their own and other cultures. Across all years, pupils demonstrate great sensitivity to the needs of others, and an acceptance of people for who they are. This comes naturally to pupils as equality, diversity and inclusion are embedded within the school's culture and ethos, driven by the school's leadership, and lie at the heart of the school. Junior pupils spoke of the need to not have to agree with everyone but of the absolute need to respect everyone. Pupils are compassionate and appreciate the need to have an impact on the lives of others, through activities such as carol singing in the local hospice, writing letters to residents of local care homes and volunteering in a local hospital. Pupils are active fundraisers for charity, encouraged and supported by the school. For example, pupils in Year 9 organised donations to a local foodbank by creating a fun reverse advent calendar activity where pupils gave food donations each day throughout advent. Pupils show a strong desire to contribute positively to the school and the wider community. Both senior and junior pupils spoke of their eagerness to take on leadership roles such as being a representative on school council, eco committee, a sports leader, library monitor or a buddy for a younger pupil. In senior section, a strong team of sixth-form prefects act as aspirational role models for younger pupils, as was seen when sixth-form prefects delivered an assembly on service within the school community. Pupils expressed excitement about the new whole-school vertical house system and spoke of their desire to be given more opportunities for working with pupils across the two sections of the school.
- 3.20 Pupils are confident that they know how to stay safe and they understand who to go to if they need help. In responses to the pre-inspection questionnaires, an overwhelming majority of pupils and parents agree that the school keeps pupils safe and inspection evidence concurred with this. Health and well-being are promoted through a well-structured PSHE programme which incorporates

relationships and sex education at age-appropriate levels. While most pupils said that they know who to go to when they have a concern, some pupils responded in the pre-inspection questionnaire that they felt they could not speak to an adult if they are worried about something. In interview, however, pupils spoke positively of the systems in place if they need to approach an adult for help, such as leaving a note in the junior section worry box or attending a senior section pastoral drop-in session. Pupils spoke knowledgeably about how to look after their physical and mental well-being. Pupils understand the importance of a healthy diet and what impact that has on their energy levels and ability to learn. Whilst pupils spoke highly of the food on offer at lunchtime, they are less satisfied by the snacks available at break. Pupils were, however, confident of the mechanisms in place to voice such concerns, through form representatives on student councils. Younger pupils spoke fondly of their peer mentors and how having an older pupil to talk to gives them a sense of security. The support structure that staff provide through the pastoral system and the work of the safeguarding team are fundamental in creating a culture in which pupils feel secure and can be themselves.

4. Inspection Evidence

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

Inspectors

Ms Adrienne Richmond	Reporting inspector
Mrs Nicola Smillie	Compliance team inspector (Head, GSA school)
Mrs Lucy Draper	Team inspector (Deputy head, IAPS school)
Mr Tom Keenan	Team inspector (Deputy head, HMC school)
Mr Richard Lynn	Team inspector (Head, IAPS school)