



**ISI** Independent  
Schools  
Inspectorate

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

**St Bede's College**

**May 2019**



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### School's Details

<b>College</b>	St Bede's College			
<b>DfE number</b>	352/6032			
<b>Registered charity number</b>	700808			
<b>Address</b>	St Bede's College Alexandra Park Manchester M16 8HX			
<b>Telephone number</b>	0161 226 3323			
<b>Email address</b>	enquiries@stbedescollege.co.uk			
<b>Headmaster</b>	Mr Louis d'Arcy			
<b>Chair of governors</b>	Mrs Zofia Kwiatkowska			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	744			
	<b>Boys</b>	416	<b>Girls</b>	328
	<b>EYFS</b>	43	<b>Juniors</b>	156
	<b>Seniors</b>	459	<b>Sixth Form</b>	86
<b>Inspection dates</b>	08 to 10 May 2019			

## **1. Background Information**

### **About the school**

- 1.1 St Bede's College is an independent Roman Catholic co-educational day school for pupils aged 3 to 18 years. The school was founded in 1875 by Cardinal Vaughan, the Bishop of Salford. In 1877 it moved to its present site in Whalley Range, three miles from the centre of the city of Manchester. The school is overseen by St Bede's Educational Trust through a board of governors. A new chair of governors was appointed in November 2018 and a new headmaster appointed in January 2019. The school includes an Early Years Foundation Stage (EYFS) setting for children aged 3 and 4 within the preparatory school for pupils educated up to the age of 11 years; the senior school educates pupils aged 11 to 18.

### **What the school seeks to do**

- 1.2 The school aims to develop the intellectual curiosity and creativity of every pupil through the provision of enriching curricular and co-curricular activities. It seeks to provide the right balance of support and encouragement to motivate each child to reach their full potential. It intends each pupil to leave prepared for life beyond school where they will have the courage and ability to lead by example, contributing positively to the communities in which they live and to society in general.

### **About the pupils**

- 1.3 Pupils come from a wide range of ethnic and social backgrounds. Many are from professional families and from families running their own businesses. Nationally standardised test data indicate the ability profile of the prep school and the senior part of the school is above average; that of the sixth form is broadly average. The school has identified 85 pupils who require support for special educational needs and/or disabilities (SEND) with 46 pupils receiving additional support from the school for their needs. There is one pupil with an education, health and care (EHC) plan. English is an additional language (EAL) for 76 pupils with 12 pupils receiving additional support. The curriculum is modified for pupils identified as more able.

## 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. 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 In the prep school, the school uses its own framework to determine attainment, instead of the national framework.
- 2.3 Results in IGCSE examinations in the years 2015 to 2017 have been in line with worldwide norms and those at GCSE have been above the national average for maintained schools.
- 2.4 In the sixth form, A-level results in the years 2015 to 2017 have been in line with the national average for sixth formers in maintained schools.
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

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

## **PART 5 – Premises of and accommodation at schools**

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

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

## **PART 6 – Provision of information**

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

**2.16 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. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Reception	Reception
Prep 1	Year 1
Prep 2	Year 2
Prep 3	Year 3
Prep 4	Year 4
Prep 5	Year 5
Prep 6	Year 6
U3	Year 7
L4	Year 8
U4	Year 9
L5	Year 10
U5	Year 11
Lower 6	Year 12
Upper 6	Year 13

## Key findings

- 3.1 The quality of the pupils' academic and other achievements is good.
- Pupils are highly articulate and effective communicators.
  - Pupils excel in the extensive range of sporting, musical and dramatic opportunities provided.
  - Pupils make good progress in developing their skills and knowledge.
  - Pupils in the senior school do not apply their Information and communication technology (ICT) skills across all subject areas.
  - Not all senior age pupils develop their higher order skills of analysis and research in preparation for their next steps in learning, in particular when teaching offers limited challenge to do so.
- 3.2 The quality of the pupils' personal development is excellent.
- Pupils have a strong moral compass, high degree of self-understanding and a clear awareness of right and wrong which underpins the way they behave in school.
  - Pupils demonstrate a high degree of sensitivity and tolerance to those from different backgrounds and traditions.
  - Pupils are socially aware and are highly supportive of each other's needs and achievements.

## Recommendations

- 3.3 The school is advised to make the following improvements:
- Strengthen pupils' ability to extend and apply their ICT skills in a wider range of subjects.
  - Ensure all pupils develop their higher order skills in preparation for their next steps in learning through providing consistent challenge in teaching, in particular in planning lessons.

## The quality of pupils' academic and other achievements

- 3.4 The quality of pupils' academic and other achievements is good.
- 3.5 Children in the Early Years Foundation Stage (EYFS) make very good progress in their learning and development relative to their starting points so that most meet, and a good number exceed, the expected level of development for their age. In the prep school, pupils do not take part in National Curriculum tests but evidence from lesson observations and scrutiny of pupils' work shows attainment to be above national age-related expectations. Pupils attain high standards of numeracy and literacy. This owes much to the leadership's drive for improvement, resulting in enhanced use of assessment procedures to enable clearer tracking of individual pupils' progress in the core subjects. Children in the EYFS have benefitted from staff use of very specific indicators of progress to identify next steps in learning which are shared with pupils and parents to ensure a cohesive approach to learning. Pupils are very well prepared for the transition to the next stage of their education.
- 3.6 Pupils' academic outcomes in the senior school are good, across the full range of ability. Evidence from lesson, pupils' work and their results in public examination show that pupils make good progress. The following analysis uses the national data for the years 2015 to 2017. These are the most recent three years for which comparative statistics are currently available. Results in GCSE examinations have been above the national average for maintained schools and those in IGCSE examinations have been in line with worldwide norms. A-level results have been in line with the national average for maintained schools. A significant proportion of pupils proceed to universities with high entry requirements or equivalent institutions in specific fields. Pupils with SEND and/or EAL across the school make good progress because of the well-targeted support within the school. A very large majority of pupils

commented on the help and encouragement they receive from supportive, experienced and dedicated staff when they experience problems with their work. The school achieves a good measure of success in fulfilling its aim of providing a holistic education which promotes academic success. Parents are extremely satisfied with the school, as reflected in their overwhelmingly positive responses to all questions in pre-inspection questionnaires. Almost all agreed that the school provides a suitable range of subjects which enables their child to make progress, develop skills for their future and that their children's individual educational needs are met effectively.

- 3.7 Pupils throughout the school develop good levels of knowledge in a wide range of subjects so that they demonstrate secure skills for learning. A very large majority of pupils who responded to the pre-inspection questionnaire agreed that the school helps them learn and make progress and that feedback and marking helped them improve. A small minority of pupils felt that some lessons were less interesting. In some lessons, pupils' ability to develop higher order thinking through analysis and hypothesis was restricted because teaching was too didactic, offering few open-ended questions to encourage pupils to think for themselves. Prep pupils across all ages and abilities demonstrated excellent levels of knowledge and understanding as a consequence of the stimulating environment and variety of opportunities to develop all areas of learning. For example, in a science lesson on the water cycle for younger pupils, fully engaged pupils were able to recall and explain complex scientific terms. In the senior school, the more effective teaching uses methodical questioning to provide opportunities for pupils to develop and deepen their understanding. In an English lesson, teaching encouraged pupils to debate in depth through 'what, why and how' prompts. Older pupils in a physics lesson responded enthusiastically to a blend of both open and closed questioning which created an environment where understanding was developed.
- 3.8 Pupils are confident, engaging and highly articulate in their communication both within the classroom and around the school. This results from leaders', governors' and staff's consistently strong emphasis on the development of communication skills. Pupils make excellent use of a wide range of opportunities to develop their communications skills in drama, debating, Model United Nations and in speech and drama examinations. All children in the EYFS, including those with SEND and EAL, are excellent communicators, as is evident when enthusiastically explaining their activities. In much teaching, pupils respond well to opportunities to talk in depth and detail. For example GCSE pupils were able to discuss their artwork with confidence and clearly explain the processes that they had used to achieve their results. Older pupils in an economics lesson spoke with clarity and fluidity when discussing absolute and comparative advantage in terms of the balance of payments.
- 3.9 Lesson observations and pupils' work demonstrate strongly that pupils of all ages and abilities have very good numeracy skills and are able to apply their mathematical knowledge and understanding effectively across a range of subjects. In Reception, pupils are able to recite and order days of the week. In a GCSE class, pupils demonstrated their ability to handle ratios confidently; differentiated work sheets allowed them to select their preferred route for learning. Sixth-form pupils in geography used a range of statistical techniques to analyse data successfully.
- 3.10 Prep school pupils develop ICT skills to a good level within lessons where they show competent use of tablets in response to effective initiatives and staff commitment to build such skills across the curriculum. Pupils across the senior school are competent users of ICT for practical purposes, such as presentations, word-processing and producing spreadsheets for research and data analysis. Older pupils in photography produce some high-quality work using software to manipulate images and in design and technology (DT) pupils make very good use of software in their design processes and use spreadsheets to produce graphs of their product feedback. Innovative and interesting use of ICT by pupils was seen in co-curricular activities including in animation and coding. However, pupils do not extend and apply their ICT skills widely within lessons and across the whole range of subjects. In discussions with pupils it was clear that they thought there was more they could achieve with their use of ICT if enabled to do so. Inspection evidence supports this view.

- 3.11 Pupils develop their study skills as they move through the school and are able to draw knowledge effectively from sources to which they have been directed. A very large majority of pupils commented on the encouragement the school gives them to think and learn for themselves. Children in EYFS learn independently and younger pupils in the prep make good use of opportunities to reflect on their learning through responding to teacher comments with their own and making improvements. In the senior school, some very good independent learning takes place. For example, in GCSE history, pupils clearly related their extended writing to examination assessment criteria and to use this effectively to tailor their writing. In a sixth form DT lesson, pupils used helpful revision strategies and were encouraged to practice using them for other areas of the syllabus. However such use of study skills is not consistent.
- 3.12 A large majority of pupils, including those in the prep school, celebrate excellent achievements in sporting, musical, artistic and cultural arenas. Their achievements in these areas are facilitated by an extensive range of extra-curricular and extension activities, specialist coaching and expert guidance, in accordance with the school's aim to enable all pupils to discover and develop their talents and interests. Academic achievements outside of the curriculum include significant success in competitions at regional and national levels in mathematics, in science Olympiads and in speech and drama examinations. The Year 7 football team has reached a national final for school-age pupils. There are pupils attending the school from a local premier league football academy. These pupils are strongly supported by the school and thirteen have been given the opportunity to play at international level for their age. There are pupils who play tennis and netball at a national level. In interviews the musical productions, such as *Les Miserables* and *Hairspray* were seen by pupils as a particular strength of the school. The drama club has won various events and successfully auditioned for an opportunity to perform abroad at a major theme park.
- 3.13 Pupils' attitudes towards learning are positive. These attitudes are enabled by pupils' very positive relationships with each other and with the staff and the culture of mutual support and collaboration that leaders and governors ensure operates throughout the school. Pupils are well-behaved, well-motivated and productive in individual work and when given the opportunity they work well collaboratively. Prep school pupils are resilient and collaborative learners. In the senior school, pupils are enthusiastic and actively involved in lessons.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils throughout the school demonstrate a strong sense of self-worth, self-confidence and self-discipline. They display an excellent understanding of themselves and what they excel in as well as awareness of areas that they find more challenging. Pupils make good use of the many opportunities to develop these attributes provided by support emanating from dedicated and caring pastoral staff and the inclusive co-curricular programme. The excellent outcomes in pupils' personal development are due to the strong commitment of senior leaders, governors and staff to providing high levels of pastoral support. Parents' overwhelming response in the questionnaire was that the school helps their child to be confident and independent and prepared for the next stage of his or her life. This is supported by a very large majority of pupils. In discussions, pupils referred often to the importance to them of the co-curricular programme. They commented on the opportunities provided to build self-confidence through giving presentations, public speaking and drama and musical productions. In a mathematics lesson, older pupils initially listened but then increasingly had the confidence to contribute to the solutions from a completed past paper.

- 3.16 Pupils of all ages become increasingly aware that the decisions they take have a significant effect on their own success and well-being. Pupils are given the chance to be involved in decision-making processes, making their views known in the school council. A very large majority of parents felt that the school listens and responds to the views of the pupils. Other opportunities for leadership such as sixth-form executive, house captains, prefects, pupil chaplains and Nursery 'VIP's' are respected by staff and pupils alike. In the prep school celebration assembly, pupils winning the 'class of the week' decide collaboratively the nature of their reward. Some of the most effective teaching enables pupils to show initiative and develop their own lines of thought. For example, in a GCSE English lesson, pupils displayed good understanding of the importance of reasoned decision making when discussing text from *Of Mice and Men*. Pupils make effective decisions which affect their future life; older pupils commented that they receive full, unbiased advice on career and higher education choices.
- 3.17 Pupils have a well-developed level of spiritual understanding, strong sense of belonging and an appreciation of non-material aspects of life. The spiritual values of Catholicism at the school which underpin its whole ethos and principles are very strong indeed. Pupils actively engage with this with pupil chaplains regularly taking a lead in the prayer life of the school delivering assemblies, school masses and liturgies. A significant number of older senior school pupils participate in the annual pilgrimage to Lourdes. Pupils show strong awareness of the needs of others in their own and in the wider communities in which they interact. The tolerance for those of other faiths is evident and adds to the visible healthy culture of care and respect. Prep pupils understand well the importance of religion in their life and develop an understanding and appreciation of other faiths and see school as a place where they are embraced. Younger senior school pupils thought in depth about the role of God in a religious studies lesson. The thriving dance group has given pupils the opportunity to address the issues raised by recent local terrorism and to come to terms with them through the medium of movement.
- 3.18 Pupils have a strong moral compass, high degree of self-understanding and a clear awareness of right and wrong enabled by the culture of trust and mutual respect existing throughout the school. In response to the questionnaire, almost all parents agreed that the school actively promotes good behaviour and promotes values of respect and tolerance of other people. Pupils are extremely aware of each other's needs in response to the excellent personal, social, moral, education, enterprise (PSMEE) programme. Behaviour is impeccable throughout the school; pupils are extremely courteous at all times from the very youngest pupils through to the sixth form. In a psychology lesson, older pupils discussed maturely the ethical dilemmas of experimental testing on drunk people and in a GCSE lesson, pupils debated with conviction, 'sport-shaped society'. Pupils commented in discussion that the school has a 'number one' rule to always be kind, treat others as you like to be treated, treat your neighbours as yourself, and that pupils abide by that rule.
- 3.19 Pupils are socially aware, work effectively with others to solve problems and achieve common goals, and are highly supportive of each other's achievements. There is an expectation of collaboration which exists at all ages throughout the school. These factors help pupils to develop into considerate and empathetic young people. In the questionnaires, almost all parents and most pupils agreed that the school helps pupils develop teamwork and social skills. Some of the most successful lessons observed made good use of group work such as during a GCSE history lesson about life for black Americans, pupils worked effectively and sensitively together to create a mind-map of information. Pupils are highly supportive of each other both between and within age groups throughout the school. Older pupils help younger pupils through supported supervision at break times and as ambassadors for science and technology subjects in the prep school. In the co-curricular and PSMEE programmes and the sixth form charity committee, there are many examples of successful collaboration in putting on complex and ambitious events and in building teams which help foster pupil confidence.

- 3.20 Pupils make excellent contributions to the lives of others within the school, particularly noticeable within the house system. They take their responsibilities seriously and older pupils model responsible behaviour both in the school and in the local community. Prep school pupils fulfil roles of responsibility successfully from their early days in Nursery as ‘VIPS’ through to becoming school council members from Year 2 and later becoming prefects, house captains and playground monitors in Year 6. Pupils are highly aware of issues relating to inequality and express this most effectively through their house-based charity work. Each house selects a charity to support each year; the involvement of pupils in selecting their chosen charity helps galvanise efforts across the house as they take ownership of the project. The charitable projects supported are many and varied such as ‘The School under the Tree’ in Africa and ‘Smile Train’, a charity devoted to providing cleft lip surgery for children. Many pupils get involved in the volunteering programme under the auspices of the Duke of Edinburgh’s Award scheme.
- 3.21 All pupils within the school show excellent cultural development. They respect and value diversity within society and show respect for and appreciation of their own and other faiths and cultures. In the pupil questionnaire, a very large majority of pupils felt the school encourages them to respect and tolerate other people. In the pupil questionnaire, a small minority of pupils felt that the school shows favouritism because of gender, faith or race. This was not supported by any of the inspectors’ observations around the school, in pupil discussions or by an overwhelming number of parents in their questionnaire. The different ethnic and religious groups that exist in this very diverse school are well-integrated and festivals and traditions of other faiths are regularly celebrated helping pupils to develop strong cultural awareness. In the prep school, pupils are fully involved in shaping the dynamic PSME programme through participating in the excellent ‘Building the Kingdom’ programme. Here pupils share insightful discussion about each other’s faiths and cultures such as common factors within the prayers of pupils from different faith backgrounds. Older pupils demonstrated sensitivity and empathy when discussing the treatment of refugees as part of the Kindertransport.
- 3.22 Pupils clearly know how to stay safe and understand how to be physically and mentally healthy in ways that are appropriate for their ages, particularly in terms of exercise, online safety and a balanced lifestyle. This is enabled by the excellent and effective medical and counselling support network for pupils, alongside the sport and activity programme. Children in the EYFS and all pupils in the prep and senior schools take part readily in regular physical exercise. Pupils say they appreciate the benefits of participating in the wide range of sporting activities. Almost all pupils agreed that they know how to stay safe online and that they feel safe and secure in school, a consideration supported by an overwhelming number of parents. Pupils spoke highly of the efforts made by the school in the PSME programme to address the current national concerns about mental health issues. Younger senior school pupils felt that discussing mental health issues regarding depression and anxiety during form-time is helpful in de-stigmatising the issue. Healthy eating is covered extensively in lessons and in the PSME programme but a small number of pupils in the questionnaire and in discussion commented on the lack of healthy eating options in the dining hall and felt that this was limiting their opportunities to exercise healthy choices. This view is supported by inspectors’ observations of pupils’ choices during break and lunch-time.

## 4. Inspection Evidence

4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, 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

Mr Michael Evans	Reporting inspector
Mr Paul Lunn	Compliance team inspector (Deputy head, HMC school)
Dr Marie Bush	Team inspector (Deputy head, GSA school)
Mr Colin Gunning	Team inspector (Deputy head, HMC school)
Mr Giles Hopkirk	Team inspector (Director of teaching and learning, HMC school)
Mrs Allison Skipper	Team inspector (Head of pre-prep, IAPS school)