



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**The King's School in Macclesfield**

**January 2022**

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## School's Details

<b>School</b>	The King's School in Macclesfield			
<b>DfE number</b>	895/6007			
<b>Registered charity number</b>	1137204			
<b>Address</b>	The King's School in Macclesfield Alderley Road Prestbury Macclesfield Cheshire SK10 4SP			
<b>Telephone number</b>	01625 260000			
<b>Email address</b>	mail@kingsmac.co.uk			
<b>Head of Foundation</b>	Mr Jason Slack			
<b>Chair of governors</b>	Mr Andrew Higginson			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	1271			
	<b>EYFS</b>	56	<b>Juniors</b>	323
	<b>Seniors</b>	670	<b>Sixth Form</b>	222
<b>Inspection dates</b>	25 to 28 January 2022			

## 1. Background Information

### About the school

- 1.1 The King's School in Macclesfield is a co-educational day school for pupils aged between 3 and 18 years. The school was founded in 1502 and previous sites have all been located centrally in Macclesfield. The school moved to a new single site in 2020 just outside the town, in a rural setting, and every class is now fully co-educational.
- 1.2 The school is an incorporated charity overseen by a board of governors and is the oldest school in the country to have links with the Merchant Taylors' Company. Since the previous inspection, as well as moving to a new site, a new Head of Foundation and a new Chair of Governors have been appointed.
- 1.3 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.
- 1.4 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.
- 1.5 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.
- 1.6 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.
- 1.7 In 2020 and 2021 public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.8 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.9 The school seeks to equip young people with the character and skills necessary to meet the challenges of an ever changing world. It aims to encourage pupils to aspire, work hard and achieve, and to develop lively and enquiring minds. It strives to foster a friendly, polite and caring community and to place a strong emphasis on the importance of producing courageous and responsible citizens who contribute to society through leadership and service.

### About the pupils

- 1.10 Pupils come from a range of professional and business families and live within approximately a 20-mile radius of the school. Data provided by the school indicate that the ability of the pupils is above average compared to those taking the same test nationally. The school has identified 288 pupils as having special educational needs and/or disabilities, which include dyslexia and dyspraxia, 77 of whom receive additional specialist help. Seven pupils in the school have an education, health and care plan. English is an additional language for 66 pupils, whose needs are supported by their classroom teachers. Data used by the school has identified 288 pupils as being the most able in the school's population, and the curriculum is modified for them.

## 2. Regulatory Compliance Inspection

### Preface

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

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

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

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

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

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

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

## 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 infant and junior Division, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2018 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 In the sixth form, A-level results in the years 2018 to 2021 have confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.6 Pupils receive relationships education in the infant and junior Division and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

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

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

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

- 2.12 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

**2.13 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

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

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

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

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

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

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

## **PART 7 – Manner in which complaints are handled**

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

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

## **PART 8 – Quality of leadership in and management of schools**

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

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

### 3. Educational Quality Inspection

#### Preface

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

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

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

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

#### Key findings

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

- Pupils have extremely positive attitudes to learning and achieve highly in both academic and other areas.
- Pupils have excellent communication skills; they are highly articulate and confident speakers and listen and respond maturely.
- Pupils develop excellent knowledge, skills and understanding across the curriculum, and their ICT skills are strong.
- Pupils' higher-order thinking skills are particularly well developed.

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

- Pupils make an excellent contribution to the school community, through fulfilling roles of responsibility, and to the wider community through charitable volunteering and involvement.
- Pupils' social development and collaborative working skills are excellent, and relationships between pupils are warm and considerate.
- Throughout the school, pupils demonstrate a high level of self-understanding, self-confidence, self-discipline and resilience.
- Pupils' moral understanding is excellent, and they show an empathetic understanding of and respect for others, but their spiritual understanding and appreciation of the non-material aspects of life are less well developed.
- Pupils know how to stay safe and healthy, both physically and mentally and are supported in this by the excellent pastoral system.

#### Recommendation

3.3 In the context of the excellent outcomes, the school may wish to consider making the following improvement:

- Ensure that pupils develop a deeper spiritual understanding and appreciation of the non-material aspects of life.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils achieve highly across the wide range of academic and extra-curricular opportunities available to them. Children in the Early Years Foundation Stage (EYFS) make excellent progress in relation to their age and development, so that by the end of Reception, the majority are attaining well above national age-related expectations. Achievement in public examinations has been consistently high for the last three years. In 2019, over a third of GCSE examinations sat were awarded top grades, with well over half of entries being at grade 7 or better, while nearly half of A-level examinations were graded A or A\*. Centre-assessed grades in 2020 and teacher assessed-grades in 2021 mirrored this high attainment. Pupils with SEND and/or EAL make equally good progress, and often outperform their targets. They are aided in their learning by specialist support if needed, which provides pupils with specific guidance tailored to their needs. Around half of the sixth form enter the Extended Project Qualification and in the last three years about three-quarters obtained the highest grade. Most pupils proceed to university, with many gaining places at universities with very selective entry requirements. In the pre-inspection questionnaires, a very large majority of parents agreed that the school benefits from strong governance, leadership and management which contributes to the success of the pupils, by providing excellent facilities and a supportive learning environment.
- 3.6 Data provided by the school show that, overall, pupils make excellent progress from entry to A level. This correlates with the excellent progress seen during lessons; for example, in a sixth-form chemistry lesson pupils swiftly learned how to use the order of a chemical reaction to determine the rate equation from a given set of data, while in music younger pupils showed an excellent understanding of musical structure and could create a medieval melody on keyboards. Pupils are aided in their learning by well-planned teaching, which encompasses a variety of techniques and is tailored to the needs of the pupils. The most able pupils are provided with suitable challenge via a range of academic clubs and societies. Pupils felt that they had made very good progress during the recent COVID-19 restrictions due to the excellence of the school's provision for remote learning. School leaders and governors contribute to the success of the pupils by creating an ethos which supports and encourages pupils and staff in the pursuit of excellence. Almost all parents who responded to the questionnaire commented that they are very pleased with the range of subjects and extra-curricular activities provided and agreed that the school and teaching enables pupils to learn and make good progress.
- 3.7 Pupils achieve highly in a range of creative and physical pursuits and are supported in their achievements by the wide-ranging extra-curricular programme. Musical groups perform at a high level both within school and beyond. Pupils are successful in individual external music examinations, including winning places in national youth choirs and orchestras. Many pupils enjoying considerable success in speech and drama exams and in school plays. Imaginative and creative art is displayed throughout the school. School sports teams of all ages are highly successful in a wide range of local and national competitions, and exceptionally talented pupils represent national, regional and county teams in a range of sports, including hockey, rugby, swimming and netball. Pupils equally achieve highly in a range of external competitions including the UK Maths Challenge and the full range of maths and science Olympiads. Pupils recently won gold CREST awards for their work with a local engineering company. A large number of pupils successfully complete The Duke of Edinburgh's Award (DofE) scheme at bronze, silver and gold levels.
- 3.8 Pupils' excellent knowledge, skills and understanding are reflected in their achievements across a broad and effectively taught curriculum. In the EYFS, children made excellent progress in blending letters to form simple words and were able to apply these in sentences. Pupils show a good understanding of their previous learning and are encouraged to apply this knowledge to new situations. In a junior department art lesson pupils built upon their previous knowledge of linkages, levers and pivots to create a moving model of a mummy rising from its sarcophagus, while in a GCSE biology lesson pupils showed very good prior knowledge of antibiotics in a consolidation session. The rate of pupils' progress is enhanced throughout the school by tracking and monitoring systems that

enable teachers to tailor teaching and tasks to individual needs. A very large majority of pupils say they value the support and encouragement given by their teachers and believe this helps them to become better learners and know how to improve in their work.

- 3.9 Pupils have excellent communication skills. Pupils are confident and articulate speakers, listen well and write fluently in a range of styles. Reception children have a good understanding of the sounds letters make and their writing and speaking skills develop rapidly as they grow in confidence and maturity. As they progress through the school, pupils write with increasing fluency and sophistication. Infant pupils used adventurous vocabulary and complex sentence structure when writing about a river journey, while sixth-form pupils could articulate a perceptive understanding of the reasons for Iago's behaviour in a study of *Othello*. Pupils with SEND have a support plan drawn up by the Learning Support department and are also encouraged to produce their own pupil profile that reflects their own view of their learning needs. These measures help to ensure that teaching and support is tailored specifically to their individual needs and contributes to their progress and success. Pupils enjoy debating at school and participate successfully in regional and national debating competitions. Pupils use technical language fluently in all subjects, as was observed in a sixth-form biology lesson where pupils displayed a deep understanding of complex biological terms when discussing genetic variation.
- 3.10 Pupils are very competent mathematicians. Children in the EYFS can count with confidence beyond 10 and can add and subtract and recognise written numbers. Infant pupils can successfully partition numbers, while junior pupils progressed swiftly from understanding simple fractions to more challenging problem solving. In a sixth-form mathematics lesson, pupils were able to solve complex equations very accurately in both index and surd form. Pupils benefit from an appropriately high degree of challenge in the majority of teaching which stretches and develops their mathematical thinking. Pupils are comfortable using their mathematical skills across a wide range of other subjects. For example, year 9 pupils could successfully apply energy calculations when designing a rollercoaster while in a sixth-form business studies class pupils could use their numeracy skills to evaluate commercial strategies.
- 3.11 Pupils of all ages competently use a broad range of information communication technology (ICT) skills. For example, younger junior pupils could confidently use their coding skills to 'land' an aeroplane in an online programme, while older pupils showed complete command of a programming language. ICT is well used in almost all subjects whether it be for researching information or writing essays or taking notes. Project work is presented in a sophisticated manner with illustrations and graphs embedded within the text to create a professional looking document.
- 3.12 The development of pupils' study skills is excellent throughout the school, as a result of a programme designed to encourage pupils of all ages to develop their higher-order thinking skills. This begins in the EYFS where children are encouraged to think laterally and creatively through the challenging curriculum. Critical thinking is a timetabled subject in the senior school and numerous opportunities for project work are provided such as the school's *Aspire* project in Year 9; the Higher Project Qualification in year 10; the Global Perspectives IGCSE and the EPQ in the sixth form. In most lessons well-chosen, challenging tasks and probing questions, all informed by strong subject knowledge, encourages pupils to think deeply about issues. For example, EYFS children were able to hypothesise about what might happen to the dinosaur eggs they were making, while infant pupils tested and refined the model boats they built as part of the *King's Compass*. Older pupils successfully analysed four different sources to make a hypothesis about global warming and sixth-form pupils showed highly sophisticated analytical skills when studying a poem by Ted Hughes.
- 3.13 Pupils' attitudes to learning are excellent. They are enthusiastic and ambitious learners, with a genuine desire to succeed. In almost every lesson pupils were engaged, on task and keen to contribute to their lessons. EYFS children enthusiastically discussed a story they had read and shared ideas about how as superheroes they could help save the world. In a GCSE French lesson pupils, including those with SEND, contributed meaningfully to a discussion in French about school rules. Pupils challenge each other's ideas in a constructive way whilst being highly supportive and respectful of each other's views. This

was seen throughout the school with Reception children eager to put forward their ideas and to listen to the ideas of others. The majority of work scrutinised was neatly presented and kept in a very orderly manner, clearly labelled and divided into different sections of the syllabus.

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

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 Pupils demonstrate high levels of confidence and self-discipline. Teaching supports pupils' personal development extremely well through the excellent pastoral care systems that operate throughout the school. This is recognised by parents, a very large majority of whom agree that the school helps their children to be confident and independent. Developing resilience is one of the major aims of the school and this is achieved very successfully. From EYFS onwards, children are encouraged to be resilient in their learning as they are guided through increasingly challenging curricular and extra-curricular activities. Younger pupils engage with the outdoor environment and develop their self-confidence, resilience, collaboration and well-being through the recently introduced *King's Compass* programme which acts as a pre-cursor to The Duke of Edinburgh's Award scheme. The school's ethos of encouragement and praise enables pupils to have the confidence to try something without fear of failure because making errors is seen as part of the learning process. This was seen in a junior maths lesson where pupils persevered in developing their understanding of gradients, despite finding the concept challenging. All pupils, including those with SEND have an excellent understanding of how to improve their own learning, and are aided in this by teachers who support pupils and agree targets for academic progress and self-management. Teachers mark work thoroughly, especially in the infant and junior Division where the 'think pink, go green' marking strategy encourages pupils to reflect upon their work. Self and peer assessment is used to good effect as was seen in a sixth-form art lesson where pupils reflected on their own and others' 'under the bridge' projects, and so formulated ideas for their next project, incorporating the suggested improvements.
- 3.16 Pupils of all ages make sensible and thoughtful decisions and appreciate how these decisions can affect their futures. The *King's Compass* activities provide many opportunities for young pupils to develop their decision-making skills. The youngest pupils decide what direction their learning and play will take by following their imagination and curiosity in selecting their own choice of activity and resource. As they mature so their decision-making skills develop in an age-appropriate way as they select for themselves which activities or subject clinics to attend, which subjects to study and possible future career paths. In a senior tutor group pupils discussed changes they were going to make to their lifestyle through 30-day challenges. In discussion pupils were full of praise for the careers programme which was seen by the inspection to be very comprehensive.
- 3.17 Pupils' spiritual understanding and their appreciation of the value of non-material things in life is the least well-developed aspect of their personal development. Their spiritual awareness matures as they move through the school, and they are supported in this by church services for events such as Harvest Festival and Remembrance which provide opportunities for spiritual reflection. There is a suitable religious education and philosophy programme which ensures that pupils have a good understanding of the world's major religions and consider philosophical and ethical concepts. However, for those pupils in the senior school who do not follow the programme after Year 9 opportunities for discussions about spirituality and the value of non-material things are limited. In discussion pupils were unsure about these concepts, even when encouraged and prompted by inspectors and could not articulate what outcomes result from the school's provision.
- 3.18 Pupils are highly self-disciplined, and their personal development is characterised by excellent standards of behaviour and respect, both for each other and for staff. Pupils say that there are very few relationship issues between pupils, but when they do arise the school's effective pastoral care systems help them to resolve them. Pupils develop strong relationships derived from the ethos of the school which is based on mutual respect. Pupils have a clear understanding of right and wrong and

take responsibility for their own behaviour. Almost all pupils and parents agreed that the school actively promotes and expects good behaviour. Pupils are polite and well-mannered; they support and understand the school rules and behaviour policy and are supported in this by the clear behaviour policy which is implemented consistently. The development of their moral values begins in the EYFS where children learn to understand the school's values system of SCARF (safe, caring, achieve, respect/resilience and friendship) which underpins the school's moral code.

- 3.19 Pupils enjoy taking on roles and responsibilities and make a very positive contribution to the school community in doing so. From the youngest age, the children in EYFS respond well when encouraged to think of others and enjoy taking on roles such as garden monitor. Older pupils relish opportunities to take responsibilities such as well-being ambassadors and prefects. Pupils enthusiastically seize the opportunity to influence change, through for example several school councils, a food committee and various groups promoting equality and diversity. Pupils show a mature understanding of how they can help those less fortunate than themselves; for example, by raising funds and providing practical support for a range of charities, including a local homeless shelter and a school in Kenya. Activities such as the Christmas market and the annual fashion show raise a considerable sum every year to support these charities. The *Merit First* activity organises and delivers community outreach events. During lockdown, when they were unable to visit in person, pupils wrote to residents of a local care home. Pupils express the hope that, when Covid restrictions are eased, they will be able to visit their 'pen pals'.
- 3.20 Pupils' social awareness is excellent, reflecting the emphasis the school places on respect and responsibility, and this helps to create an extremely harmonious community. They co-operate well in every aspect of school life, both in lessons and elsewhere. Children in the EYFS worked very well collaboratively when building towers and discussing building techniques. Pupils of all ages were seen to play happily together at break times, with older pupils looking after younger ones. They acquire excellent social skills through the many opportunities the school provides to engage with others in joint ventures, such as the chemistry club in which older pupils socialise and work well with younger pupils. They collaborate effectively to achieve common goals, such as when completing DofE expeditions. In interviews, pupils spoke of a caring, supportive and happy community in which they show real, genuine concern for each other. Most parents agree that the school helps their children become confident and independent and develop strong teamwork and social skills.
- 3.21 Pupils have an excellent understanding of cultural diversity and awareness of individual differences. They treat one another with kindness and consideration within a community that is calm, convivial and inclusive. In interviews pupils commented upon how quickly new pupils are assimilated into the school community due to the open and welcoming atmosphere. Most parents and a large majority of pupils felt that the school encourages a culture of respect and tolerance. Pupils show a thorough knowledge of fundamental British values, which are developed through a comprehensive PSHE programme. In discussion, junior pupils showed an excellent understanding of what diversity, inclusion, empathy and respect mean and were adamant that there is no discrimination or racism in their school. In a PSHE lesson senior pupils intelligently discussed hate crime and sixth formers were observed talking informally about gender equalities and appropriate language, showing sensitivity and a thorough understanding of the debates concerning misogyny and feminism.
- 3.22 All pupils show a good understanding of healthy living, although a few parents and a small minority of pupils commented in the questionnaire that the school did not encourage pupils to follow a healthy lifestyle. Inspection evidence did not support these views; pupils benefit from provision of nutritious and healthy food in school, with plenty of fresh fruit and vegetables available and in discussions pupils confirmed that they are aware of the importance of good nutrition. Pupils said that they appreciate the value of physical fitness and make good use of the extensive outdoor play facilities as well as the more formal sports programme. Concern for the mental health of pupils is a priority for the school. Mental health assemblies take place across the school and well-being ambassadors throughout the

school promote pupil well-being. Almost all pupils said they understand how to stay safe online, and in interview all could name several trusted adults they could talk to if they have any concerns.

## 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. 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 William Ibbetson-Price	Reporting inspector
Mr Michael Phipps	Assistant reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mrs Elizabeth Andrews	Team inspector (Head of pre-prep, IAPS school)
Dr Marie Bush	Team inspector (Former deputy Head, GSA school)
Mr Christopher Emmott	Team inspector (Former head, IAPS school)
Dr Tracy Johnson	Team inspector (Head, GSA school)
Mr Graeme May	Team inspector (Deputy head, HMC school)
Mr Jeffrey Shaw	Team inspector (Head, ISA school)