



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Reports

Haberdashers' Boys' School

January 2022

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School's Details

| | | | | |
|----------------------------------|-------------------------------------------------------------------------------------|-----|-------------------|-----|
| School | Haberdashers' Boys' School | | | |
| DfE number | 919/6221 | | | |
| Registered charity number | 313996 | | | |
| Address | Haberdashers' Boys' School Butterfly Lane Elstree Hertfordshire WD6 3AF | | | |
| Telephone number | 020 8266 1700 | | | |
| Email address | office@habsboys.org.uk | | | |
| Headmaster | Mr Gus Lock | | | |
| Chair of governors | Mr Simon Cartmell | | | |
| Age range | 11 to 18 | | | |
| Number of pupils on roll | 1135 | | | |
| | Seniors | 816 | Sixth Form | 319 |
| Inspection dates | 25 to 28 January 2022 | | | |

1. Background Information

About the school

- 1.1 Haberdashers' Boys' School is an independent day school for male pupils. It was founded in 1690 to educate the children of poor members of haberdashers' profession and moved to its current location in Elstree in 1961. It is part of a wider family of schools, including an attached boys' preparatory school. The school is governed by the Haberdashers' Aske's Elstree Schools Board, which also oversees the boys' preparatory and the girls' school. The school comprises a senior department, for pupils aged 11 to 16 years, and a sixth form, for pupils aged 16 to 18 years.
- 1.2 The current headmaster and most of the current leadership team have been appointed since the previous inspection.
- 1.3 The preparatory boys' school was inspected at the same time.
- 1.4 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.5 During this period of closure the school provided remote learning materials for all pupils.
- 1.6 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.
- 1.7 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.
- 1.8 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.9 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades were awarded in 2020 and teacher-assessed grades in 2021.

What the school seeks to do

- 1.10 The school aims to develop in its pupils a life-long love of learning and to provide an outstanding single-sex education in a co-educational environment, alongside its sister school. It seeks to support and celebrate every child, equipping them with the confidence, resilience and sense of responsibility to thrive as inquisitive, creative, caring and collaborative individuals. The school endeavours to nurture cultural sensitivity and global perspectives that prepare pupils for success in the modern world, combining tradition with optimism for the future.

About the pupils

- 1.11 Pupils come from a wide range of cultural backgrounds within a very large catchment area. Nationally standardised data provided by the school indicate that the ability of the pupils is well above average compared to those taking the same tests nationally. The school has identified 136 pupils as having special educational needs and/or disabilities (SEND), of whom 54 have additional specialist help. No pupil in the school has an education, health and care (EHC) plan. English is an additional language (EAL) for 645 pupils, of whom seven receive additional support.

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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2019 to 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 In the sixth form, A-level results in the years 2019 to 2021 have confirmed 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 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.
- 2.6 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 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.

2.16 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.

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. 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> |
|--------------------|---------------------------------|
| Lower Sixth | Year 12 |
| Upper Sixth | Year 13 |

Key findings

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

- Pupils achieve a very high standard of attainment, both in their academic work and in their activities outside the classroom.
- Pupils show an innate curiosity for learning and a strong determination to achieve success.
- Pupils are highly articulate communicators both verbally and in written work.
- Pupils make excellent progress with their learning.
- Pupils display an outstanding attitude towards their work.

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

- Pupils show a strong commitment towards supporting the wider community.
- Pupils exhibit outstanding social development and are very supportive of each other.
- Pupils are self-confident and very aspirational.
- The majority of pupils exhibit excellent self-awareness and are honest about themselves, understanding how they should behave.
- Pupils show excellent initiative in celebrating the non-material aspects of life in school.

Recommendation

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

- Strengthen pupils' application of their moral understanding so that they are more confident to report any behavioural concerns for the benefit of all.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 The very high level of achievement in the school reflects the positive attitudes of the pupils and their innate, driving curiosity and zest for learning. This is in keeping with the school' aims of developing inquisitive and creative individuals who want to learn. At A level during the years 2017–2019, pupils achieved an average 81% of entries graded A* and A. At GCSE in the same period, 92% of all entries were awarded grades 9 to 7. This high level of achievement is also seen in the centre-assessed and teacher-assessed grades of 2020 and 2021. Pupils make excellent progress throughout the school and in all subjects, supported by teaching which encourages them, and asks effective questions that challenge their thinking. They achieve results above the predictions from standardised assessments. Given the very high level of ability on entry, these positive progress scores are particularly strong. It is usual for Year 13 leavers to go onto university, with most going to Russell Group institutions and almost a fifth gaining places at the most competitive universities each year. This is reflected in the positive comments in the questionnaires from parents on how successfully the school promotes the progress and academic skills of the pupils.
- 3.6 Pupils consistently demonstrate excellent retention of prior learning and acquire new knowledge rapidly. For example, this was seen in a mathematics lesson where pupils used their recall of previous work to make rapid progress in their understanding of conditional probability. This is facilitated by teaching, the best of which is characterised by substantial subject knowledge, careful planning and lessons which move at a brisk pace. Pupils have the ability to apply their skills, knowledge and understanding across different disciplines and teaching often provides highly effective feedback that helps their learning further. This was seen in some geography essays, which brought together economic, social and environmental issues to reach a conclusion. Pupils' adaptability was seen in the ability of sixth formers to debate issues amongst themselves, formulating and rebuffing arguments that were coherent and logical. Pupils' strong ability and desire to relate ideas across multiple disciplines is consistent across year groups and subjects. Pupils in younger years were comfortable and confident exploring abstract concepts, such as reformation and revolution.
- 3.7 Pupils are very articulate and show excellent levels of communication. They display a sophisticated vocabulary and a range of registers when speaking and writing, using subject-specific language appropriately. Pupils listen well to their teachers and to each other so that their learning develops even further. This maturity in expression is a feature across all ages. They can construct cogent arguments and this strength of communication is seen both within the informal settings of breaktimes and in their activities, as well as in the classroom. Pupils are highly effective speakers, able to express opinions and ideas clearly, as seen in the debating club considering whether gambling should be made illegal. They are also excellent listeners and are able to build on and refine the propositions put forward by their peers. This was seen in an economics lesson, where pupils analysed the mechanism of a buffer stock scheme and then developed the model through dialogue, facilitated by skilful teaching.
- 3.8 Pupils display outstanding numeracy and mathematical skills throughout the school. These were seen in mathematics lessons in the junior classes where pupils worked with great competence on algebraic fractions in one group and angles in another. These skills are applied successfully across a range of subjects. Pupils' books displayed strong evidence of their numeracy being deployed effectively. The same level of skill was seen in the effective interpretation of data in an enhancement lesson in the sixth form. A number of the independent projects produced by pupils in Years 9 and 12 focused on mathematical topics and reflected their confidence and high ability in the subject. Pupils confidently apply their mathematical skills in science subjects, where they were observed calculating the electromotive force of metals using the electrochemical series. In interview pupils commented that they never needed to think too much about their understanding of numeracy because of the strength of their learning.

- 3.9 Pupils demonstrate a high level of competence in information and communication technology (ICT) which they use regularly in their work, from presentations to programming. In interview, pupils spoke about how they adapted successfully to using technology during lockdown periods, including during their online lessons. In this regard the school supported pupils' learning, as confirmed in the questionnaire comments. Leaders swiftly adapted and provided the means to ensure that pupils and staff could communicate both for lessons and for regular tutor meetings. This also enabled absentees to continue to learn effectively during any times of isolation. Pupils make excellent use of ICT in researching for their subjects and in their independent work, seen both in lessons and in the work scrutiny. Leaders and governors have supported the development of pupils' ICT skills by introducing laptops in younger years. Looking at their work, it is clear that some pupils have a personal passion for the subject and the school is successful in providing the appropriate challenges for these pupils. The use of ICT is integrated in the way pupils work, as seen in a sixth form music lesson where the software was used extensively to develop composition.
- 3.10 Pupils display notably strong levels of study skills in the way they work. They make good use of the resources from the library as well those online. Pupils show sophisticated skills of analysis from a young age, such as in a junior group where pupils were discussing how to evaluate the credibility of other peoples' statements. In all this they are helped by the school's provision of lessons in study skills. Pupils are highly confident in postulating the outcome of actions, drawing together information from a range of sources. They pull their ideas together to produce their own creative work, as seen in a music lesson, or to form coherent arguments, as seen in a debate on the morality of gambling. Pupils' work includes their regular and detailed responses to marking, reinforcing their learning and understanding. Pupils display an advanced ability to synthesise information and frequently take the initiative in asking sophisticated and intelligent questions that reflect highly organised thinking. This was seen in a senior philosophy lesson where pupils were able to analyse demanding texts on abstract concepts such as behaviourism with confidence and accuracy.
- 3.11 Pupils achieve very high standards in their activities beyond the classroom benefiting from the broad co-curricular programme on offer in the school, something pupils commented on very strongly in the questionnaires. Pupils often take the initiative in setting up clubs and societies. Pupils are keen to develop their interests and fully appreciate the support given to them, by the teaching and coaching and the resources provided by the school's leaders and governors. Across the spectrum of sport, music, drama and the many subject-based clubs, pupils achieve excellent results, both in teams and as individuals, regionally and nationally. There are teams at the quarter-final stage of national competitions in rugby and football, pupils selected for the international European youth parliament and medallists in the Mathematical Olympiad finals. Pupils are very proud of their success. They talk earnestly about all they are doing and how they see it as perfectly natural to take responsibility for their activities. This was seen with a new computing club, which senior pupils were keen to develop so organised sponsorship, speakers and even prepared a risk assessment for the group, just requiring a member of staff to approve their plans.
- 3.12 Pupils are highly motivated in the desire to improve their learning and clearly enjoy their work, as seen in the lessons observed. In this, they are driven in part by their high aspirations but as they declared in interviews, they genuinely want to discover more about their subjects. They are comfortable in taking responsibility for learning. They are successful learners as individuals, as seen in a sixth form theatre studies lesson where each pupil had to develop their character by exploring their own past, which they did with surprising honesty. Pupils also work well in groups and display both a strong competitive edge as well as an understanding that collaboration can be the key to success. This was seen in a Year 9 English lesson, analysing dialogue from a play and how it creates the relationships between the characters. In this, they are supported and directed by encouraging teaching which focuses on promoting pupils' achievements. Pupils demonstrate an engaged, enthusiastic and focused approach to their studies. They exhibit excellence in their individual thought and their willingness to take the initiative. They relish the challenge of leading their learning through questioning what they

are told and entering into a dialogue with their teachers and peers. This was seen in a sixth-form English class when pupils created their own database of literary criticism of *Hamlet*.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have strong self-esteem and self-confidence, both in their academic ability but also in their own personal development. They have an excellent understanding of how to grow as an individual and fully appreciate that they can shape their own journeys through life. Pupils show clearly that they understand how to improve their learning, responding in detail to helpful feedback from teaching and developing their own targets. This was evidenced in some sixth-form work in religious studies where pupils responded positively to the comments and understood how to improve. They are very self-confident individuals with little trace of arrogance and they show a thoughtful compassion for their peers. The majority of pupils greet visitors with open ease and charm. Pupils are prepared to accept advice and learn from it, seen in a debating club where sixth formers were helping younger pupils develop their techniques. They are extremely resilient in challenging themselves and seeking to meet their aims despite any setbacks. Pupils recognise their strengths and weaknesses and want to improve themselves. The school supports pupils in this with a strong pastoral system, which encourages them to self-reflect. They set themselves high standards and, as they expressed in interviews, some are occasionally hard on themselves when they think they are failing to live up to their own expectations, but they respond positively and take active steps to improve their work as a result.
- 3.15 Pupils are very ambitious and decide in what way they will prioritise the demands of their work. They are good at facing challenges and making decisions on what to do next. Pupils show reasoning and decision-making skills of a very high order. This was seen in a Year 10 careers' lesson, where pupils decided perceptively which particular qualities were most useful in employment. They understand the need to make decisions that are in the best interests of the community, both in and out of school, showing great maturity. Senior pupils who spoke to inspectors were realistic about decisions for their future. They said that they fully appreciated the depth of support they receive from the school's strong careers programme. Pupils make decisions within their work routinely as a result of being strongly encouraged to explore their own ideas, especially within creative subjects.
- 3.16 Pupils display a strong appreciation for non-material elements of life, seen in the way some are keen to explain to other pupils their beliefs and feelings through faith assemblies. Pupils show a genuine and deep-seated aesthetic appreciation, witnessed in their musical performance and in their drama. Pupils think seriously about philosophical themes, observed in tutor groups, following the Holocaust memorial talks where they discussed whether people who deny its existence, are guilty of a hate crime or not. Pupils relish the opportunity for philosophical discussions, for example in a physics lesson on whether the universe is three-dimensional or multi-dimensional. Pupils are able to explore many of life's big questions with an empathy and appreciation of the non-material and philosophical aspects of their existence, seen in some essays written by Year 7 pupils on the debate between scientific thinking and creationism.
- 3.17 Pupils show a clear understanding of morality. For example, during a theology and philosophy lesson they considered with sensitivity the victims of war and the human cost of revolution. Pupils show a very clear understanding of what should be their code of behaviour and of right and wrong. However, pupils talk of an occasional past reluctance to report behavioural incidents for fear of upsetting people, an attitude which can still affect some of their actions. Equally, they also recognise now the importance of sharing their thoughts with the school. Pupils display a very honest outlook when they discuss behaviour at the school and are very aware that in the past there was not always the right approach shown by some pupils. They are confident that attitudes have changed in recent years and accept their own responsibility for actions and words. This level of self-awareness reflects a mature understanding of how a community should support its own members. However, some pupils are not always confident to apply their moral understanding to report any behavioural concerns for the

benefit of all. Pupils benefit from the positive example set by the school and the provision made for developing social attitudes through the curriculum and assemblies. They value and appreciate having the respect of peers and understand their role in binding together a community centred on common core values of inclusivity and intellectual excellence.

- 3.18 Pupils are very socially aware and work together confidently in all manner of enterprises. They enjoy the intellectual stimulation of solving problems together and relish the opportunity to challenge and also listen to each other's views. They believe strongly in the importance of achieving a common goal. This is seen in activities such as the Model United Nations and the Combined Cadet Force. Pupils are involved in developing projects beyond the classroom which require a high level of social collaboration. Pupils spoke about the effort that they devoted to the house talent competition and their enterprise projects. They often start and develop these groups themselves with only a minimal level of support from the school. Pupils are united in their desire to achieve success in whatever they are doing, such as with the subject magazines they produce. Pupils clearly form productive relationships, evidenced by their concern for each other, both within the classroom and more widely around the school and seen in the quality of performance from music ensembles or in the success of sports teams.
- 3.19 Pupils display a passionate commitment toward helping others. They have a genuine understanding that helping others to lead positive lives will make society stronger as a result. They support each other wholeheartedly in school and this attitude flows out into their support for the wider community. Pupils also take on valuable roles within the school, such as the many clubs they organise and this adds further to their personal development, building their skills of leadership. They support a variety of projects such as their work with Afghan refugees and a school in India. Pupils organise a MENCAP fun day each year, where the committee, set up to run this, was inundated with volunteers. Pupils also provide tutoring with mathematics in local primary schools, thus using their knowledge and expertise to support the wider community. Through all these initiatives, pupils are developing a strong sense of responsibility towards helping other people.
- 3.20 Most pupils are extremely respectful and tolerant with each other, celebrating their differences. Pupils state categorically that there is an increased openness amongst them in regard to their broader cultural understanding and that this is growing in strength. In discussion, pupils say they do not see their differences as an issue and that their diversity makes the community stronger. Pupils of all ethnicities worked together harmoniously throughout all lessons seen. Pupils have taken the initiative in proposing ideas to extend the awareness and respect within the school towards cultural, ethnic and sexual identity. Senior pupils say that pupils display an increased openness and willingness to challenge inappropriate language and actions, partly as a result of leaders' establishment of greater links with the neighbouring school for female pupils. They exist within a community that celebrates diversity but at the same time acknowledges that there are core values that bind the community together and this helps to make them stronger individuals. This is a reflection of the aims and values promoted successfully by the school's leaders and governors.
- 3.21 Pupils have a clear knowledge of how to keep themselves safe online, helped by the school's proactive and effective teaching in this regard. Pupils have a full knowledge of what it takes to lead a healthy life, helped here by pertinent curriculum content. Pupils show their commitment to keeping healthy through participation in a full programme of physical activity. This includes the weekly *Habsdash* event, a lunchtime run through the grounds. Mental health is seen by pupils, leaders and staff as an important issue. Senior pupils spoke positively about the provision of a school counsellor and other groups with a focus on well-being. However, they acknowledged that personal well-being is still something pupils do not find easy to address. Some pupils expressed a feeling of being under pressure to succeed in the competitive world in which they live. Leaders recognise this and are successfully beginning to alleviate their concerns, something pupils say that they value. Pupils understand the importance of leading healthy, happy lives ready for their futures, in the positive environment created by the school.

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 form meetings and 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

| | |
|----------------------|-------------------------------------------------------------|
| Mr Gareth Price | Reporting inspector |
| Mrs Colette Culligan | Accompanying inspector |
| Mrs Valerie Stewart | Compliance team inspector (Assistant principal, ISA school) |
| Mrs Gillian Bilbo | Team inspector (Former head, GSA school) |
| Mr Colin Haddon | Team inspector (Former deputy head, ISA school) |
| Mr Jeremy Hart | Team inspector (Director of sixth form, GSA school) |
| Mr Mark Hoskins | Team inspector (Head, HMC school) |
| Mr Andrew Ireson | Team inspector (Head of department, HMC school) |
| Dr Sarah Lockyer | Team inspector (Former head, ISA school) |