



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Lady Eleanor Holles School**

**March 2022**

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## School's Details

<b>School</b>	Lady Eleanor Holles School			
<b>DfE number</b>	318/6002			
<b>Registered charity number</b>	1130254			
<b>Address</b>	Lady Eleanor Holles School Hanworth Road Hampton Middlesex TW12 3HF			
<b>Telephone number</b>	020 897 91601			
<b>Email address</b>	office@lehs.org.uk			
<b>Headmistress</b>	Mrs Heather Hanbury			
<b>Chair of governors</b>	Mr David King			
<b>Age range</b>	7 to 18			
<b>Number of pupils on roll</b>	981			
	<b>Juniors</b>	192	<b>Seniors</b>	608
	<b>Sixth Form</b>	181		
<b>Inspection dates</b>	8 to 11 March 2022			

## 1. Background Information

### About the school

- 1.1 Lady Eleanor Holles School is an independent day school for female pupils. A Christian foundation, it welcomes pupils of all faiths or none. The school is a registered charity of which its governors are trustees. The junior school shares many senior school facilities.
- 1.2 Since the previous inspection, the school has developed its facilities to include additional classrooms, specialist computing facilities and a viewing gallery to the swimming pool. A new chair of governors was appointed in September 2019.
- 1.3 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.4 The school aims to provide an environment that offers support, opportunity, challenge and friendship so that pupils are encouraged to take risks, become bold and discover their passions and talents. It seeks to enable pupils to find confidence and strength, and to acquire and build the skills needed to succeed throughout their lives. The objective is to encourage all pupils to stretch themselves to become their best, most confident selves as students and as citizens of the world.

### About the pupils

- 1.5 Most pupils come from professional families across a wide area in and around west London. Nationally standardised test data provided by the school indicate that pupils throughout the school are of above average or well-above-average ability. The school has identified 143 pupils as having special educational needs and/or disabilities (SEND) including dyslexia, dyspraxia or dyscalculia, 97 of whom receive additional specialist help. No pupil has an education, health and care (EHC) plan. Twenty-three of the 147 pupils for whom English is an additional language (EAL) receive additional support for their English. The school's curriculum and teaching strategies are intended to provide appropriate stretch and extension for all pupils, including the most able.

## 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](#)

## 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 In the junior school, 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 In the senior school, the school's GCSE and A-level results in the years 2019 to 2021 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school 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.
- 2.6 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>
Form One	Year 3
Upper One	Year 4
Lower Two	Year 5
Upper Two	Year 6
Third Form	Year 7
Lower Four	Year 8
Upper Four	Year 9
Lower Five	Year 10
Upper Five	Year 11
Lower Six	Year 12
Upper Six	Year 13



## Key findings

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

- Pupils are highly positive in their attitudes to their learning and development, displaying lively interest and curiosity.
- Pupils consistently display highly sophisticated study skills for their age and quickly apply prior learning to new situations.
- Knowledge, skills and understanding are excellent due to the school's development of teaching techniques which encourage pupils to reflect on the effectiveness of their learning approaches.
- Pupils consistently demonstrate excellent information and communication technology (ICT) skills.

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

- Across all sections of the school, social development and collaboration are excellent and highly developed.
- Pupils are highly reflective and demonstrate careful consideration of the factors which have an impact on their learning and development.
- Pupils of all ages are open-minded and interested, seeing the diversity of backgrounds from which the school community is drawn as a key pillar of its ethos.
- Pupils enjoy and appreciate the opportunities provided by the school to take on and fulfil responsibilities and make a positive contribution to the lives of others.

## Recommendation

3.3 The school should make the following improvements.

- Ensure that pupils are enabled to sustain and develop their contribution to the review and development of the curriculum and new school initiatives.

## 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 are highly positive in their attitudes to learning and development, displaying lively interest and curiosity. They are energetically focused throughout lessons and equally productive in independent endeavours and collaborative work where they offer exemplary support in helping others to learn. Pupils display creativity in their learning, drawing on wide-ranging resources and have an excellent grasp of local, national and international issues. Their love of learning is palpable and cross-curricular activities, such as the science, technology engineering and mathematics (STEM) fair, are very popular. Older pupils act as learning role models for those in younger years. They enjoy undertaking independent research to further their knowledge and find highly creative ways to demonstrate initiative as shown in the variety of committees, clubs and charity work undertaken. They are engaged and highly active in lessons, displaying a genuine desire to improve their own performance, as seen in a geography lesson in Year 10 on the merits of hard and soft engineering techniques. Positive and deeply embedded learning approaches support the development of pupils' independence, initiative and self-challenge, resulting in them taking responsibility for their own progress.

3.6 Pupils display highly sophisticated study skills for their age and quickly apply prior learning to new situations. The school's conscious teaching of the skills needed to analyse, hypothesise and synthesise knowledge and understanding creates a sound foundation for opportunities within and beyond lessons for pupils to apply these skills in challenging and enjoyable contexts. Teaching approaches encourage pupils to develop higher-order thinking skills and to recognise the difference between

recalling, and applying information and understanding. Pupils are able to work under instruction, independently and collaboratively. They construct cogent and well-scaffolded arguments and skilfully analyse the work of others. This was seen in an English lesson in Year 13 where pupils arguing for and against a sympathetic interpretation of character of Bosola in *The Duchess of Malfi*, were able to identify convincing evidence for both cases, showing excellent, detailed knowledge of the text and a willingness to grapple with the ambiguities and ironies present in the play's ending, including the idea that acting choices could suggest different interpretations. Resilience in their approach to learning is evident and pupils are risk takers, seeing failure as a valuable and inevitable part of learning. They celebrate the success of others and are keen to receive peer evaluation of their own work. From an early age, junior school pupils are taught key study techniques, such as spider diagrams and mind maps which stand them in good stead for their future learning.

- 3.7 Knowledge, skills and understanding are excellent throughout the school due to the school's development of teaching techniques which encourage pupils to reflect on the effectiveness of their learning approaches. In their questionnaire responses, most pupils agreed that marking and feedback from teachers help them to improve their work. Pupils celebrate learning for its intrinsic value and make swift progress, applying their skills effectively across the curriculum with curiosity and genuine interest. They make effective use of prior learning, seeking clarification where required and prompting themselves to explore topics in depth. They accurately analyse the key requirements of the task and identify relevant information to respond to this. This was evident in a science lesson in Year 5 where the level of understanding of the space topic and use of technology in their learning was significantly above normal expectations for pupils of this age group. Pupils often force the pace and increase the depth of their learning, as seen in a biology lesson in Year 9 where they made rapid progress in their understanding, faster than might normally be seen in pupils at this stage, of the functions of arteries, veins and capillary vessels. Pupils display a thirst for knowledge and are, in their own view, very well supported by their teachers whose strong subject knowledge they recognise. The most able thrive on increased intellectual challenge, and their levels of knowledge and understanding go well beyond what might be expected at school level. Pupils of all abilities in the junior school are appropriately challenged and supported according to their individual needs and, therefore, make very significant progress across the curriculum.
- 3.8 Pupils consistently demonstrate excellent ICT skills which they apply seamlessly to the development and extension of their learning. They use their devices for a variety of tasks, including quick-fire research, working through examination questions on a shared platform, manipulating scientific model simulations or using photographic software. Their use of ICT is a highly effective and fundamental aspect of their learning and is a great strength of the school. Examples include ICT being used to record progress at the beginning and end of art lessons to self-evaluate performance and the use of touch-screen technology in economics to manipulate complex macro-economic diagrams in order to simulate economic conditions when variables within the model were altered. Specialist teaching from an early age, enhanced by consistent reinforcement opportunities through their individual devices, and high expectations from teachers ensure that the use of ICT in junior school pupils' learning is fully embedded. Pupils are thus confident to apply their ICT skills in all areas of their learning, which provides an extremely solid technical foundation to build upon in their future. The school has, therefore, successfully met the recommendation of its previous inspection.
- 3.9 Pupils' high levels of attainment are reflected in their performance in public examinations where results have been consistently at the highest levels and far above that of the national average for maintained schools and are a successful fulfilment of the school's aims. In the years 2017 to 2019 and in the centre-and teacher-assessed grades in 2020 and 2021, over nine tenths of GCSE grades awarded were A\*, A, 9, 8, or 7. At A level in the years 2017 to 2019 a large majority of grades awarded were A\* or A, and in 2020 and 2021 more than four fifths of grades awarded were A\* or A. Pupils' levels of attainment, as indicated by evidence from lesson observations, interviews with pupils and scrutiny of their work, together with standardised measures of progress, show that pupils in all sections of the school, including those with special educational needs or disabilities (SEND) and the most able make

excellent progress whatever their starting point. Pupils achieve highly due to consistently excellent learning resources and high expectations, alongside the accurate identification of any individual learning needs, for which effective support is put into place. Extension opportunities ensure challenge for all, including the most able. Most pupils are successful in gaining places against strong competition for the next stage of their education. Virtually all who leave at the end of Year 13 progress to universities with highly selective admission requirements. Many pupils achieve academic recognition outside school. In their responses to the pre-inspection questionnaire, most parents agreed that teaching enables their children to make progress.

- 3.10 Pupils speak with pride of the multifaceted achievements of themselves, their peers and the whole school. They express great appreciation for the opportunities to develop and extend their skills and achievements which the school provides. They appreciate the development of cross-curricular opportunities, including during enrichment activities. Pupils in the junior school regularly achieve academic scholarships from Lady Eleanor Holles senior school, and senior school pupils also achieve success in a wide range of scholarships, competitions and awards granted by external bodies and universities. Achievements in the creative and performing arts are widespread, not only in external speech, music and drama examinations but also in opportunities offered by national arts organisations. Pupils have received awards and commendations for their participation in a range of university-led science research opportunities and competitions and in debating competitions including the Model United Nations. They have also achieved success at national level in lacrosse and rowing and at regional level in netball. The school supports these achievements through the provision of excellent facilities, including specialist coaching, an extensive co-curricular programme and significant encouragement to engage with the opportunities provided in line with its aim to allow pupils to take risks and become bold, discover passions, talents and themselves.
- 3.11 Pupils at every level in the school develop and employ sophisticated communication skills as a result of the school providing significant opportunities for discussion so that ideas are explored and refined. These include contributing to assemblies, such as a presentation by pupils in Year 12 on women who inspire them, various pupil forums and wide-ranging performance, debating and essay-writing activities and competitions. Pupils express themselves with fluency and poise, orally and in writing because they are taught the skills required and are encouraged to engage with an extensive range of opportunities for presenting their ideas. Pupils demonstrate communication skills, often significantly beyond expectations for their age in their use of specialist language, and they fluently articulate explanations of challenging ideas. Their listening skills are also well advanced and are a consistent characteristic of their collaborative work. The coaching of pupils in delivering two-sided feedback, for example, 'two stars and a wish', facilitates the effective giving and receiving of peer assessment. The modelling by staff of the school ethos of mutual respect means pupils have no fear of expressing their ideas. Pupils' ability to communicate through the medium of ICT is excellent and their use of individual devices dovetails seamlessly with more traditional methods.
- 3.12 Pupils' strongly developed numeracy skills are reflected in the excellent standards achieved in GCSE and A-level results, the high-quality work observed in lessons and the success of pupils in a range of national mathematics challenges. In a mathematics lesson in Year 13, pupils solved complex conditional probability problems involving combinations of the normal and binomial probabilities, making excellent use of scientific calculators. The application of numerical skills across the curriculum is excellent, with pupils offered many opportunities to enhance their understanding in other subject disciplines. Examples of this were seen in all three sciences as illustrated by the high quality of reacting quantity calculations seen in the files of pupils in Year 11 and in a geography lesson in Year 7 where pupils used a range of apps to assist with measuring weather indicators.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Across the school, social development and collaboration are excellent and highly developed. Pupils are equally adept at individual and collaborative work, as seen in a German lesson in Year 9 where pupils worked together to master the time, manner, place rule. They share ideas eagerly and present these with great skill and maturity. Pupils display strong levels of empathy and care for those in the school and the wider community. In line with the school's ethos, self- and peer-evaluation are integral to learning and teachers are adept at facilitating this. Pupils engage enthusiastically with opportunities offered within and beyond the curriculum to develop their social awareness, collaboration and problem-solving skills. They clearly articulate the importance of these skills for their future success and fulfilment and speak with enjoyment of diverse school activities where collaboration has been of particular value to their learning and development. There are many examples of senior girls guiding younger ones, particularly in house activities, as mentors and as coaches. In their responses to the pre-inspection questionnaire, a very large majority of parents agreed that the school helps their children to develop strong teamwork and social skills.
- 3.15 Pupils are highly reflective and demonstrate careful consideration of factors which have an impact on their learning and development. The assiduous self-discipline and high expectations pupils have of themselves and the resilience that is shown to improve skills, learning and contribution to academic work and support for one another, is notable. They display resilience in their learning due to an environment where risk taking is encouraged and where grappling with complex concepts is seen as enjoyable. This results in mature and confident approaches to academic and other challenges. These traits are manifest in the youngest pupils who quickly recognise their responsibility to uphold the school's values and the importance of so doing. Levels of self-esteem are high without arrogance, and pupils display resilience, acknowledging and embracing failure in the learning process. They question their own progress and welcome peer assessment and feedback. For example, in an art lesson in Year 13, the concept of self was explored through research and creativity, and pupils demonstrated skill and maturity in articulating their inspiration and methodology. Junior school pupils are encouraged to face challenges, to strive to improve and to work things out for themselves. They, therefore, learn to understand themselves, to know their strengths and weaknesses and are thus well-prepared for the next stage of their lives.
- 3.16 Pupils are open-minded and interested, seeing the diversity of backgrounds within the school community as a key pillar of its ethos. They are empathetic, supportive and highly committed to the value of mutual respect. Respect for equality, diversity and cultural understanding is excellent. Pupils prepared a range of activities for International Women's Day and, in product design, made appropriate connections by suggesting roadside sign designs that could challenge gender stereotypes. Pupils demonstrate their confidence and maturity in sharing their cultural traditions, their religious beliefs and their diversity which builds respect within the community. They have enthusiastically, with the support of the school, established a number of productive and inclusive clubs to enhance understanding of relevant contemporary issues. These include the Allies of People of Colour and the Pride Club. Another recent initiative to raise awareness of neurodiversity and other minority issues has included pupil-led assemblies on 'What I wish you knew about me'. Pupils spoke movingly of how much they welcome opportunities to advocate and to share their experiences in this way and of their strong desire for further opportunities to play a role in the school's development, thus upholding its ethos.
- 3.17 Pupils enjoy and appreciate opportunities to undertake and fulfil responsibilities and make a positive contribution to the lives of others within and beyond the school community. Many pupils are involved in significant activities that benefit others in the school community, particularly various forums for suggesting new initiatives, including the Women's Committee which contributed to the school's review of its personal, social and health education (PSHE) curriculum. Pupils thrive on taking forward initiatives to help the community to grow, consequently learning the skills of leadership that will

benefit them significantly in the future. As part of its partnership work, pupils successfully collaborate with others from local independent and maintained schools in areas such as debating and music, culminating in a concert, and a Model United Nations Day. Pupils are wholly committed to these schemes, alongside volunteering through The Duke of Edinburgh's Award scheme or the service volunteer scheme, which includes the hosting of Christmas parties for local pensioners. They are keen to help younger pupils and peers who are encountering difficulties, through initiatives such as Shine Sixth Form Mentors, helping younger girls from local schools at the weekend to build confidence and teamwork. The school has raised significant sums in recent years for a variety of charities, chosen by the pupils, and this reflects their determination and enthusiasm to support their community and global partners. Indeed, during the course of the inspection, pupils led on organising a day of support for those caught up in the crisis occurring in Ukraine at the time. These endeavours arise from the ethos of kindness and social awareness which percolates throughout the school.

- 3.18 Pupils display strong awareness of the important role that spirituality plays in becoming a fully rounded person. They describe spirituality as not necessarily being about religion but about being in touch with their inner self and about the satisfaction gained from things such as a sense of achievement or the formation of strong relationships. They spoke movingly about the intensely positive feelings experienced when returning to school after lockdown. Pupils fully appreciate non-material things in their lives, experiencing moments of insight from excellence in aspects of the arts, sport and science that enhance well-being. They can, therefore, reflect positively on the spiritual dimension of life and develop excellent spiritual understanding through the many inspirational experiences and opportunities they enjoy. In interviews with inspectors, pupils' reflections were mature and beyond what might normally be expected from pupils of their age. Pupils' understanding of worship and belief is excellent, for example, in a class in Year 7 where they displayed outstanding understanding of the concept of sacrifice. Junior school pupils expressed the view that the most important things in life are enjoyment, good health, happiness, family, good education and kindness. Pupils reported that those of all religions are comfortable in the school where its Christian traditions are celebrated alongside those of other religions so that the cultures and experiences of all are shared and respected.
- 3.19 Pupils are extremely well behaved, taking responsibility for their actions, demonstrating excellent moral understanding and recognising that this supports the school's ethos of respect and tolerance. Self-regulation with regard to compliance with school rules is strong, for example, punctuality, uniform and mobile phone use, and pupils are extremely respectful to each other, the staff and the school. They engage with their learning co-operatively, thus helping to create a harmonious, welcoming community whose members feel safe to express their opinions. Pupils reflect well on the difference between right and wrong, they fully respect systems of rules and law as seen in a philosophy lesson in Year 12 where pupils discussed emotivism, prescriptivism and moral language and the concept of right and wrong command. Pupils in Year 8 stated that unkindness to others would be challenged in the school. Behaviour observed throughout the inspection was excellent. In their responses to the pre-inspection questionnaires, almost all pupils agreed that the school expects pupils to behave well, and most parents agreed that the school actively promotes good behaviour.
- 3.20 Pupils are profoundly aware that their decisions, both personal and academic are instrumental in determining their future success and well-being. The school ethos encourages them to take risks, to learn from their mistakes and to take responsibility for their choices within a supportive and nurturing environment. They are also acutely aware of the importance of balance in their academic and wider lives. They are clear that they make decisions based on the work that they need to complete to progress their learning and recognise that achieving balance assists them in meeting challenges. Pupils have high personal standards and show acute awareness of the need for maturity in their decision-making from an early age. They demonstrate excellent understanding of the building blocks needed to ensure the path to their chosen future and believe they have full support from their teachers in this. They make the decision to arrive promptly to lessons and immediately engage with focus on the learning activity.

3.21 Pupils have strong awareness of the importance of healthy lifestyles, understanding that good physical and mental health is important to their success and well-being. In response to the pre-inspection questionnaire, most pupils agreed that the school encourages them to be healthy. They understand the need to eat a balanced diet and to take regular exercise. A vast array of sporting curricular and extra-curricular activities supports their physical health as well as providing a balance to their academic studies. From an early age, through the school's well-planned and resourced pastoral structures, pupils are made aware of the importance of healthy lifestyles. The PSHE programme includes online safety, and this area of the curriculum has recently been updated with input from the school's alumnae and sixth form to ensure its ongoing relevance to contemporary society. Further school initiatives supporting pupils include well-being days, instigated by recent sixth-form school leavers who wished to create this legacy, mindfulness techniques and a focus on developing resilience. In their responses to the pre-inspection questionnaire, a small minority of pupils did not agree that they can speak to an adult if they are worried about something at school. Inspectors observed that the school offers wide-ranging support including, in addition to teaching staff, strong pastoral management, nurses and school counsellors. In discussion, pupils stated that they have many mechanisms for reporting concerns including doing so confidentially.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions 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 learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Elizabeth Thomas	Reporting inspector
Ms Lieze Nice	Compliance team inspector (Human resources director, HMC school)
Mr Richard Evans	Team inspector (Former headmaster, IAPS school)
Mr Bill Chadwick	Team inspector (Former senior deputy head, HMC school)
Mr Stephen Challoner	Team inspector (Former director of staffing, HMC school)
Mr Nigel Lashbrook	Team inspector (Former headmaster, HMC school)
Mr David Lloyd	Team Inspector (Headmaster, HMC school)
Mr Richard Milner-Smith	Team Inspector (Headmaster, ISA school)
Mrs Karen Pickles	Team Inspector (Former senior housemistress, HMC/IAPS school)