



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Reports**

**Royal Grammar School, Guildford**

**February 2022**

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## School's Details

<b>School</b>	The Royal Grammar School, Guildford			
<b>DfE number</b>	936/6534			
<b>Registered charity number</b>	312028			
<b>Address</b>	The Royal Grammar School, Guildford High Street Guildford Surrey GU1 3BB			
<b>Telephone number</b>	01483 880600			
<b>Email address</b>	office@rgsg.co.uk			
<b>Head</b>	Dr Jon Cox			
<b>Chair of governors</b>	Mrs Sarah Creedy			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	1290			
	<b>EYFS</b>	43	<b>Juniors</b>	278
	<b>Seniors</b>	699	<b>Sixth Form</b>	270
<b>Inspection dates</b>	22 to 25 February 2022			

## 1. Background Information

### About the school

- 1.1 The Royal Grammar School, Guildford, is an academically selective day school and is registered as a single-sex school for males. It comprises the preparatory school for pupils aged 3 to 11, which includes the Early Years Foundation Stage (EYFS); and the senior school, for pupils aged 11 to 18. The schools occupy sites which are both close to the centre of Guildford. The school was founded in 1509 and received its royal charter in 1552.
- 1.2 The school is a registered charity and a limited company with a board of governors, overseeing its work. Since the previous inspection the preparatory and senior schools merged in 2021.
- 1.3 During the period March to August 2020, the whole school remained open only for children of key workers.
- 1.4 During this period of closure the school provided remote learning materials for all pupils.
- 1.5 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on-site to reduce contact within the school setting.
- 1.6 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.7 During the lockdown period of January to March 2021, all pupils other than the children of key workers or vulnerable pupils received remote learning provision at home.
- 1.8 In 2020 and 2021, public examinations were not held. For pupils who would have been expected to take these examinations, centre-assessed grades and teacher-assessed grades were awarded.
- 1.9 Since 2020, EYFS profiles have not been externally moderated.

### What the school seeks to do

- 1.10 The school aims to provide an excellent education for pupils by developing character and intellect within an atmosphere which encourages scholarship for all and in which each individual is cared for and valued equally. It encourages the growth of intellectual curiosity, creativity and habits of learning and the opportunity to establish important life skills through a wide range of extra-curricular activities. The school seeks to foster self-discipline, responsibility, a high moral code and a sense of service to the local and wider community.

### About the pupils

- 1.11 Pupils come from a range of professional backgrounds from families living predominantly within the area of Guildford and its environs. Data provided by the school indicate that the ability profile throughout the school is above average compared with pupils taking the same tests nationally. The school has identified 209 pupils as having special educational needs and/or disabilities (SEND) which include dyslexia and dyspraxia, of these 107 receive specialist help. There are 204 pupils who have English as an additional language (EAL), and 4 receive additional support from EAL teachers. No pupil has an education, health and care (EHC) plan. The provision of activities for the most able pupils and those with specific talents is available to all pupils in recognition of the fact that pupils develop educationally at different rates.

## 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. 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](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 In the prep school, the school'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 2019 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 2019 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 prep 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.
- 2.7 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. 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>
First form	Year 7
Second form	Year 8
Third form	Year 9
Fourth form	Year 10
Fifth form	Year 11
Lower sixth	Year 12
Upper sixth	Year 13

#### Key findings

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

- Pupils display exceptional attitudes to their learning, evident in the extremely high levels of success in public examinations.
- Pupils are extremely articulate communicators, both inside and outside lessons.
- Pupils, including those with SEND and EAL, develop excellent levels of knowledge, skills and understanding across all areas of learning.
- Pupils achieve outstanding results in a wide variety of academic and other areas such as music, sport and drama.
- Pupils display a very high level of competence in their use of information and communication technology (ICT) and can apply their skills across the curriculum.

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

- Pupils have high levels of self-esteem and self-confidence, and show resilience, perseverance and a determination to succeed.
- Pupils enjoy working collaboratively, displaying excellent commitment to each other and a strong desire to achieve common goals together.
- Pupils have an excellent sense of right and wrong and uphold the values of the school.



- Pupils of all ages have a mature understanding of, and respect for, cultural diversity and tolerance of individual differences.

## Recommendation

- 3.3 In the context of the excellent outcomes, the school might wish to consider the following recommendation:
- Empower pupils of all abilities in the senior school to maximise even more their potential by further developing the existing tracking, monitoring and assessment systems in conjunction with the preparatory school.

## 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, including those with SEND or EAL, achieve outstanding results in public examinations. In the years 2017–19 attainment at A level has been consistent and extremely high, with over three-quarters of the results at A\* or A grade. Results in centre-based grades in 2020 and teacher-assessed grades in 2021 were higher. As a consequence, the vast majority of pupils gain places at universities with very demanding entrance requirements for competitive courses. Although not externally examined, pupils achieve very high standards in the school's own *Independent Learning Assignment*. Assignments demonstrate depth of argument, the ability to analyse complex issues, and excellent numeracy skills. Pupils' performance at GCSE from 2017 to 2019 was broadly similar to that at A level, with around nine-tenths of pupils achieving grades 9 to 7, with a similar improvement in 2020 and 2021. Both senior and prep school pupils make rapid progress as identified through effective tracking, monitoring and assessment procedures. In the senior school, further development of the system, in line with the preparatory school, would enable pupils' potential to be supported even more. EYFS children and prep school pupils make excellent progress from their starting points throughout the different age groups, and many are offered scholarships at senior schools of their choice. Pupils with SEND or EAL achieve in line with their peers through teaching that reflects an informed awareness of their individual needs. As confirmed in meetings and through work scrutiny, pupils with SEND or EAL greatly value the excellent support provided by their teachers which enables them to achieve at extremely high levels.
- 3.6 Throughout all age groups pupils display outstanding depth, breadth and variety of knowledge, skills and understanding, both within the formal curriculum and beyond. In the pupils' questionnaire almost all agreed that their skills and knowledge improve in lessons and that their teachers know their subjects well. In GCSE and sixth-form English, for example, pupils demonstrated intensely thoughtful and incisive reading of texts under discussion. In chemistry younger pupils in the senior school showed understanding of solubility beyond expected for their age while more able pupils in the preparatory school confidently mastered advanced algebraic tasks. Pupils of all ages respond extremely positively to the consistently high expectations of the teaching. They enjoy in equal part both providing challenge and being challenged intellectually.
- 3.7 Pupils' communication skills, both formally and informally, are excellent. They are respectfully confident and display a natural, polite, and engaging way of communicating with each other and adults. There is a clear expectation that language is used precisely and with meaning, as demonstrated by pupils of different ages in meetings and in conversation around the school. In the lower school, pupils in English were able to read complex essays with accuracy and fluency. Pupils are also excellent listeners who contribute to discussion with great respect, as in *MUN Society* where everyone listened patiently to views from individuals before responding with their own. Young pupils in the preparatory school show an extremely high standard in their cursive handwriting, while choristers excel in their application of musical knowledge when applied to their choral practice, and provide Evensong and Eucharist services at Guildford Cathedral. Senior pupils are awarded choral and organ scholarships at

university. The school newspaper which is written and edited by sixth-form pupils typifies one of the many pupil led initiatives and which, during the pandemic, served as an important way of helping to bring the school community together. The many achievements in acting and public speaking examinations reflect the strength and breadth of pupils' communication skills.

- 3.8 As evidenced in examination results and success in UK Maths Challenges and Olympiads, pupils have excellent numerical and mathematical skills which they are able to apply with great confidence when solving problems. Prep school pupils are able to apply their numeracy skills in many other areas with natural ease and enjoyment because numeracy is embedded across the curriculum and beyond, such as in senior school *Code Breaking Club* which competes at national level. Work scrutiny in the preparatory school revealed very high levels of numeracy skills in many subject areas well beyond expectation for their age. In sixth-form chemistry pupils were able to use their numeracy skills to great effect in balancing equations, calculations, and graphical presentations to arrive at accurate answers.
- 3.9 Pupils are highly competent users of information and technology (ICT). They demonstrate outstanding skills with ease, for example in science preparatory pupils showed extremely proficient adeptness in the use of applications and programmes to record and interrogate experimental results. In the senior school, younger pupils enthusiastically and competently used their ICT skills to enable them greater understanding of human reproduction. As discussed in meetings, pupils enjoy and further benefit from an internal course, *Computational Thinking*, where many go on to compete at a national level. The lockdown period was used highly productively by pupils, including the youngest, to further develop their ICT skills, through the excellent support of the school in being constantly pro-active and providing the necessary resources and expertise.
- 3.10 Pupils' study skills are outstanding as evidenced in class and in work scrutiny, as for example in sixth-form mathematics where pupils showed excellent study skills when using online assessment to indicate their strengths and weaknesses. The very youngest pupils showed excellent listening and participation in a group activity to build a bug house and then hunt for bugs. In meetings pupils spoke of the importance the school places on the acquisition of good study skills through, for example, discussions with tutors, workshops, assemblies, the use of the library and PSHE. In addition, extra academic sessions and societies further aid pupils to gain confidence in how to manage their work and learning independently. Pupils enjoy the challenge and are adept at researching, extracting, collating and presenting information coherently, as evidenced in work across different subjects, and in the excellent range of internally assessed learning and research projects such as *Original Research in Science*.
- 3.11 Pupils' academic and other achievements are excellent. There is a plethora of success in many different areas at local, regional, national and international level. Pupils in the preparatory school have achieved highly in Mathematics Challenges nationally, academic scholarship awards, chess, British Citizens of the Year Award 2021, drama in national productions, gardening with the pre-prep winning the Silver Gilt Award, cricket, football, skiing and swimming. Similarly, senior school pupils have achieved outstanding success in a very wide range of pursuits. A Young Enterprise team won the UK finals in 2021. There are finalists in many Olympiads and Maths Challenges, and pupils achieve national success or recognition in a range of individual and team sports. Every year on average twelve pupils achieve gold awards in the Duke of Edinburgh's Award (DofE). Pupils of different ages have also excelled nationally in essay writing and competitions such as *Show Racism the Red Card*, *Trinity School Book Awards* and *Kids' Lit Quiz*.
- 3.12 Pupils display excellent attitudes to their learning. They are passionate, motivated and enthusiastic, and in many areas observed it is clear that pupils' attitudes are wholly aligned in fulfilling the school's aims which encourages scholarship for all, growth of intellectual curiosity and the opportunity to establish important life skills through a wide range of extra-curricular activities. In sixth-form German, pupils displayed excellent attitudes pushing themselves to excel and challenge each other in German on the subject of fast fashion, using complex grammar and a wide range of sophisticated and technical vocabulary. Similarly, preparatory pupils showed high levels of independence and concentration as

they completed a challenging translation task in Latin. Both in and out of class, behaviour is excellent and pupils' positive and 'can do' attitude towards learning, together with the high degree of mutual respect between pupils and teachers, is a key feature in their success.

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

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Lessons, pupils' work, pupil meetings and general observation around the preparatory and senior school show that pupils have an excellent and deep sense of their self-knowledge and self-discipline from an early age. Respectful pupil and teacher relationships and amongst the pupils themselves create the right environment to enable pupils of all ages to grow in self-confidence in preparation for the next stage in their lives. In the EYFS pupils are able to chart their progress effectively via a learning tree. Pupils have a highly developed sense of the merits of growth and mindset and they are able to apply this to their progression throughout the school. Pupils are very resilient and do not give up, as exemplified in a lower school cricket practice where every participant made rapid progress in their bowling action. At different stages, pupils welcome leadership opportunities, organising and taking responsibility for assemblies and talks, and mentoring younger pupils.
- 3.15 Pupils' ability to make positive decisions with regard to their learning, personal development and relationships, is excellent. Lessons are designed to promote this development, and allow many opportunities for pupils to receive feedback. There is a strong focus on relationships and sex education, as endorsed by the extremely high positive parental questionnaire response, which is highly valued by pupils and helps to develop and equip them with the knowledge to make the right choices for life outside school. For example in a Year 8 assembly, pupils showed excellent ability to make informed decisions in response to the presentation on the differences between banter and bullying. Year 6 pupils in religious education were able to benefit from a range of useful resources to make excellent personal choices about how to begin to understand the Jewish relationship with God. As expressed by pupils in meetings, they are confident that any mistakes they make will be treated kindly and that they will learn from the experience. Pupils highly value the many effective forums, often pupil led, where they can discuss ideas and make decisions to initiate developments, as in school council and the change in sixth-form uniform. Regarding careers, in meetings senior pupils affirmed that they greatly appreciate the excellent help and support that is readily available to them.
- 3.16 Pupils have an excellent appreciation of the non-material aspects of life. They highly value the ethos of the school which places inclusivity at its core and which permeates every aspect of their life. They are extremely respectful of other peoples' faiths and speak very positively about assemblies such as 'I believe' where they can learn about and reflect on these matters. This is further echoed in the school's commemoration service with the reading of prayers from different faiths. In discussion, pupils extolled the benefits of music and choral performance and singing of the school hymn which they feel embodies the spiritual aspects of school life. Pupils' development of spirituality is highly advanced as evidenced in essay competitions and extended philosophical writing in sixth-form work, and also through the numerous societies such as *Christian Union* and *Aquinas* where pupils debate important and controversial philosophical and theological arguments. Acute spiritual awareness is very much embedded from an early age as reflected in Year 4 PSHE where pupils in pairs had a very empathetic and sensitive discussion as to their understanding of the concepts of loss and grief.
- 3.17 Pupils' development of moral understanding and taking responsibility for their own behaviour is excellent. They have a clear and deep understanding of what is right and wrong, as commented by senior pupils in discussion: "when you get something wrong you need to work out how to get it right". They show proper and sincere respect for others and know and accept that there are certain school rules which are fundamental to achieving the school's aims. Rewards far outweigh sanctions across the school, but at the same time pupils understand sanctions and view them as fair. In GCSE religious education pupils' work showed a profound understanding of complex arguments in relation to moral

issues. Equally, lower school pupils in Latin very willingly explored the great difficulty of dealing with the issues of slavery in the classical world and expressed deep concern for the slaves' well-being. Preparatory pupils spoke with great enthusiasm and genuine interest about how they had helped to formulate their school code of conduct through school council.

- 3.18 Throughout the school, both in and out of class, all pupils across different age groups have very highly developed levels of social skills which enable them to work naturally and extremely well with others. Pupils seize the many opportunities afforded by the school to constantly fine tune their social development and ability to collaborate effectively with each other to reach common goals. In English, for example, Year 3 pupils were able to listen attentively to each other's responses and then work together extremely effectively to analyse in depth how a child might be feeling in the studied text. In GCSE drama pupils demonstrated excellent teamwork in preparation for their examination piece, while Year 4 pupils were able to work together extremely effectively to construct posters to advertise the upcoming 'speak out' event. Beyond the classroom, pupils are able to mature through, and greatly benefit from, the myriad of opportunities to develop their skills through clubs, activities, trips, assemblies and workshops, many of which are often pupil led.
- 3.19 Pupils make an excellent contribution to others, the school and the community, in line with the school's values. This is because pupils are highly motivated and relish a sense of challenge, together with the many opportunities the school provides for pupils of different ages to contribute to the lives of others. In discussion pupils spoke enthusiastically about their involvement in outreach work, such as volunteering in charity shops, as part of the DofE social work programme, giving master classes to children from local primary schools, teaching maths to students from a local college, partnerships with local schools and helping them to run sports and activities for their pupils. There is a very high level of engagement from pupils of all ages in charity and fundraising work as, for example, in a virtual climb of Mount Everest in 2020 which raised £2,000. During the period 2020 to 2021 nearly £30,000 was raised by pupils for three nominated charities. Charitable work extends overseas with pupils involved in projects in Nepal and Cambodia. Other initiatives include preparatory pupils' responsibility for involvement with local Foodbanks. Proactivity is the norm for all pupils, as demonstrated by the start of a new club *RGS Aspire*, a virtual society platform to share ideas. The work of the pupil environmental committee focuses on issues of local environmental impact and is close to achieving the national accreditation.
- 3.20 Throughout the school pupils are open and naturally receptive to different cultures and backgrounds. Pupils themselves spoke of the positive impact on their personal development of the bursary scheme, which enables pupils of all backgrounds to benefit from the school's high-quality education, following its original founding principles. Governance and senior leaders have made this central to the school's vision. Pupils show an acute sense of respect for each other and recognise the school's important role, underpinned by its inclusive values, in creating an academically challenging, positive and welcoming community where they can develop and flourish as true individuals. They very much value the contribution made by the house system in creating a family atmosphere. Almost all parents in the questionnaire agreed that the school responds effectively when pupils use unkind or prejudiced language to each other. In the pupil questionnaire a few disagreed that pupils are kind and respect each other. However, in the many discussions with pupils of different ages and from general observations, pupils were unanimous in their belief that diversity is a normal part of life, that individuals matter, and that they operate within a very tolerant and inclusive community which would not allow any sense of exclusion of those from diverse backgrounds, lifestyles and beliefs. Pupils have an excellent understanding of the importance of diversity in all its forms, and their passion is exemplified by their setting up the *Diversity, Equality and Inclusion Society* where there are regular talks. Pupils also write articles through the journalism club and lead assemblies on the topic.
- 3.21 Pupils develop an excellent understanding of the importance of maintaining a safe school environment and of being physically and mentally healthy. This is because keeping pupils safe is given the highest priority by the senior leaders and governance. Almost all the pupils in their questionnaire responses

agreed that the school is a safe place to be and that they understand how to stay safe online. Similarly, extremely high satisfaction rates were reflected in the parental questionnaire. This is because the school has effective and frequently reviewed systems and measures in place for promoting pupils' well-being, including their mental health. In the pupil questionnaire responses a few disagreed that the school encourages them to be healthy, which can be attributed to the options afforded in the town at lunchtime for the more senior pupils. However, in discussion with pupils of different ages, including over school lunch, pupils were extremely complimentary about the school's healthy food choice and the excellent range of sports and activities available to ensure they are active and keep fit. The youngest pupils expressed a very clear understanding of a balanced diet, displaying excellent knowledge of the types of food that they could choose for lunch. Limitations on homework and flexibility with deadlines are monitored carefully through tutors and teachers to ensure a healthy lifestyle for all pupils.

## 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 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 John Aguilar	Reporting inspector
Mr Alistair Telfer	Accompanying inspector
Mr Robert Teague	Compliance team inspector (Headmaster, SofH school)
Mrs Sandra Clements	Team inspector (Former deputy head, GSA school)
Mrs Naomi Fowke	Team inspector (Former head ISA school)
Mr James Fowler	Team inspector (Headmaster, HMC school)
Mr Benjamin Purkiss	Team inspector (Headmaster, IAPS school)
Dr Ruth Weeks	Team inspector (Former headmistress, HMC school)
Mr Stephen Yeo	Team inspector (Former headmaster, SofH school)